

LIS 109

Course Information

Course Code: **LIS 109**

Course Title: INTRODUCTION TO AFRICAN INFORMATION ENVIRONMENT

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INTRODUCTION TO AFRICAN INFORMATION ENVIRONMENT

Introduction

Welcome to **LIS 109: Introduction to African Information Environment** This Course Guide is a brief description of what the course is about and the course material will give you the contents of what you are expected to learn in this course. It also contains some general guidelines on the amount of time you are expected to spend on each unit of this course in order to successfully complete the course. There is a separate Assignment File which contains detailed information on tutor-marked assignments that you are expected to answer at the completion of each unit.

What You Will Learn In This Course

Definition of concepts; analysis of different typical traditional African societal settings, traditions and culture; types of information and information generation, documentation and transmission; sources of information and channels of communication and information transfer; information access and utilisation; and ethical issues in information generation, storage, access, transmission and utilisation in typical African societies; challenges of information management and utilisation in Nigerian traditional information environment etc.

Course Aims

The aim of this course is to expose you to introduction to African Information Environment as a course in Library and Information Science. This will be achieved by:

- Introducing you to the concepts in Information Environment (IE)
- Exposing you to the overview of Information Environment
- Explaining the typical African Traditional Societies Setting
- Outlining the Information Generation and Documentation processes
- Outlining the Information Transmission and Dissemination processes
- Explaining the sources of Information in African Societies and channels of information dissemination
- Discussing the information transfer in Africa
- Outlining the ethical issues in information generation in African societies

Course Objectives

To achieve the above aims, some general objectives are set for the course. The course is divided into units and each unit has specific objective at the beginning. You may want to refer to them during and after you might have completed a unit to check the pace of your progress. The general objectives set below cover the whole course. By meeting these objectives, you should have achieved the aims of the course.

On successful completion of the course, you should be able to:

- Define and explain the concept of information environment
- Clarify the following terms/concepts: Information transfer, information dissemination, information generation processes, etc.
- Describe the typical African traditional societies setting, culture, family, marriage, indigenous knowledge and characteristics of culture among other things
- Describe the sources of information in African, channels of communication and information transfer in African traditional setting
- Identify the ethical issues in information generation and transfer in African setting as well as challenges in information management

Working through the Course

To complete this course, you are advised to read each study unit of this study material and read other materials, which may be provided by the National Open University of Nigeria (NOUN). Self-assessment exercises are included in each unit and you will be required to submit tutor-marked assignments for assignment purposes. There will be a final examination at the end of the course. The course will last for 22 weeks. The course will be divided into learnable units and you can allocate your own time to the units so that you can complete the course at a record time. You are advised to utilize the opportunity of tutorial sessions for comparing notes and sharing ideas with your colleagues.

Course Materials

Major components of the course are:

- The Course Guide
- Study Units
- Assignments
- References /Further Reading

- Presentation Schedule

Study Units

There are 10 study units divided into four modules in this course. The modules and units are presented as follows:

MODULE 1: BASIC CONCEPTS IN AFRICAN INFORMATION ENVIRONMENT

Unit 1 Overview of Information Environment

Unit 2 Typical African Traditional Societies Setting

MODULE 2 INFORMATION AND INFORMATION GENERATION IN INFORMATION ENVIRONMENT

Unit 1 Information Generation and Documentation

Unit 2 Information Transmission and Dissemination

MODULE 3: SOURCES OF INFORMATION IN AFRICAN SOCIETIES

Unit 1 Sources of Information in African Societies

Unit 2 Channel of Communication in African Societies

Unit 3 Information Transfer in African Societies

MODULE 4: ETHICAL ISSUES IN INFORMATION GENERATION IN AFRICAN SOCIETIES

Unit 1	Ethical Issues In Information Generation
Unit 2	Information Transfer In African Societies
Unit 3	Challenges of Information management

Each unit consists of table of contents, introduction, statement of objectives, main content, conclusion, summary, tutor-marked assignments and references. There are activities at every point that will assist you in achieving the stated objectives of the individual units of this course.

Presentation Schedule

Your course materials will spell out the important dates for early and timely completion and submission of your Tutor-Marked Assignments and for attending tutorials. You should bear it in mind that assignments should be submitted at the stipulated time and date. Make sure you do not lag behind in your work.

Assignment File

There are at least twenty-one assignments in this course, that is, at least one assignment per unit. The assignment file contains all the works you are to submit to your tutor/facilitator for marking. Your assignments are as important as your examinations and they carry 30% of the scores earmarked for the course.

Assessment

Assessment method will be two-folds. These are assignments and written examination. The course materials are prepared to assist you to do the assignments. You are expected to utilize the information and knowledge from the recommended texts at the end of each unit. The assignments will carry 30% of the total marks while the final examination of about three hours duration will be written at the end of the course and this will carry 70%.

Tutor-Marked Assignment (TMA)

The Tutor-Marked Assignment is a continuous assessment component of your course and it accounts for 30% of the total score. You are required to submit at least six (6) TMAs before you are allowed to sit for the end of course examination. Your facilitator will give you the TMAs and you are expected to return same to him/her as and when due.

Your assignment file contains the assignment questions for the units in this course. The information and materials contained in your reading, study units and references will assist you in completing your assignments. You should demonstrate that you have adequate knowledge of the materials read and that you have equally made further research into other references, which will give you a wider viewpoint as well as provide you a deeper understanding of the subject.

Ensure that each tutor-marked assignment reaches your facilitator on or before the deadline stated in the presentation schedule and assignment file. In case of any unforeseen circumstances that may hinder you from submitting your assignment before the due date, contact your facilitator before the assignment is due to discuss the possibility of an extension. Extension will not be granted after the due date.

Final Examination and Grading

The final examination for LIS 103 is about three hour's duration and it has a value of 70% of the total marks. The examination questions will reflect the type of self -testing, practice activities and tutor-marked assignments/problems that have previously been encountered in the course. All areas of the course will be assessed.

You could form a discussion group with a considerable number of your colleagues and practice or discuss the activities and assignment written in each unit before the examination period.

Course Marking Scheme

Assessment	Marks
Assignment 1-21 (best 3 out of all the assignment submitted)	Three assignment marked, each 10% totalling 30%
Final Examination	70% of Overall Course Score
Total	100% of Course Score

How to Get the Most from this Course

- 1) In distance learning, the study units replace the university lecturer. The advantage is that you can read and work through the course materials at your pace, time and location or environment that suits you best. Think of it as reading the lecture instead of listening to the lecturer. Just as the lecturer might give you in-class exercise, this study unit provide appropriate exercises that will keep you abreast the pace of your progress in the course.
- 2) Each study unit is designed in peculiar format that will facilitate your learning. It starts with an introduction to the subject-matter of the unit and how a particular unit is integrated with the other units and the course as a whole. This is followed by the objectives. These objectives will let you know what you should be able to do by the time you have completed the unit. Use the objectives to assess your progress at the end of every unit.
- 3) The main body of the unit will serve as a roadmap that will guide you through the required reading from other sources. This is usually from either your references or from a reading section.

- 4) Self-activities are entrenched throughout the units and going through them religiously will help you to achieve the objectives of the unit and prepare you for the assignment and examination. Equally, go through each self-activity as you come across it in the study unit.
- 5) You can follow this practical strategy for working through the course. In case you run into problem, do not hesitate to telephone your tutor/facilitator or visit the study centre nearest to you. Note that your tutor/facilitator's job is to help you. When you need assistance, do not hesitate to call and ask your tutor/facilitator to provide it.

Read This Course Guide Thoroughly, It Is Your First Assignment.

- 1) Organize a Study Schedule - Design a 'course overview' to guide you through the course. Take note of the duration of every unit and the assignment related to it. Keep a diary of important information, e. g., details of your tutorials, duration of a semester, when you are to submit your assignment, etc. Map out your own schedule of work for each unit.
- 2) Once you have mapped out your study schedule, follow it religiously and stay focused. A major cause of failure is not keeping abreast with the schedule of work. If you get into any difficulty concerning your study, inform your tutor/facilitator on time.
- 3) Read the introduction and objectives of every unit before working through it.
- 4) Assemble the study materials. Information about what you need is given at the beginning of each unit. You will always need both the study unit you are working on and one of your textbooks on your desk at the same time.
- 5) Study critically the course information that will be continuously posted to you and do not fail to visit your Study Centre for up-to-date information.

- 6) Before the due dates (at least 4 weeks before the dates), visit your Study Centre for your next required assignment. Be assured that you will learn a lot by doing your assignment meet the objectives of the course and will definitely help you to pass your examination. Make sure your assignments are submitted not later than the due dates.

- 7) A revision of each study unit objectives will assist you to confirm whether you have achieved them. In case you are not sure whether you have achieved the objectives, review the study materials or consult your tutor/ facilitator. When you are sure that you have achieved the unit's objectives, you can proceed to the next unit. Go through the course unit by unit and ensure that you space your study in a manner that you can keep to the schedule.

- 8) Do not wait till your tutor return the submitted assignment before you proceed to the next unit. Keep to your schedule. When your assignment is returned, take note of your tutor's comments, both on the tutor-marked assignment form and also the written comments on the assignment. Consult your tutor/facilitator if you have any problem or questions.

- 9) After completing the last unit, review the course and get prepared for the final examination. Ensure that you have achieved the unit objectives (listed at the beginning of each unit) and the course objectives (listed on the Course Guide).

Facilitation/Tutor and Tutorials

Facilitation/Tutorials shall be provided in support of this course. You will be notified of the dates, times and locations of these tutorials as well as the names and phone number of your facilitator, as soon as you are allocated a tutorial group.

Your tutor/facilitator will mark and comment on your assignment, keep close watch on your progress, on any difficulties you might encounter and provide assistance to you during the course. Ensure that you submit your tutor-marked assignments to your facilitator before the due date; at least two working days are required. Your assignments will be marked

and returned to you as soon as possible. You can contact your facilitator on telephone, e-mail and discuss your problems whenever you need assistance. You may need to contact your facilitator if:

- you do not understand any part of the study or assigned readings.
- you have difficulty with the self-tests or activities.
- you have a question or problem with an assignment, with your tutor's comments or with the grading of an assignment.

Make it a point of duty to attend your tutorials regularly. This will afford you the opportunity of face-to-face contact with your course facilitator and to ask questions which are instantly answered. You can equally discuss any problem encountered in the course of your study. For maximum benefit from course tutorials, you can prepare a question list before attending them. You will learn a lot from participating in active discussion.

Summary

This course will bring you the concept of information environment in Africa. It will clarify the following terms/concepts: Information transfer, information dissemination, information generation processes, etc. You will learn the typical African traditional societies setting, culture, family, marriage, indigenous knowledge and characteristics of culture among others. In addition, the course you will learn the sources of information, channels of communication and information transfer in African traditional setting. As well as identify the ethical issues in information generation and transfer in African setting as well as challenges in information management. At the end of the course you will achieve the objective if you follow the instructions and do what you are expected to do.

MODULE 1: BASIC CONCEPTS IN AFRICAN INFORMATION ENVIRONMENT

Introduction

This module takes into account the various concepts related to African Traditional Setting and Information Environment. It attempts to define the relevance, characteristics and analysis of different typical traditional African societal settings, traditions and cultural system.

UNIT 1: OVERVIEW OF INFORMATION ENVIRONMENT

CONTENTS

- 1.0 Introduction**
- 2.0 Objectives**
- 3.0 Main Content**
- 4.0 Conclusion**
- 5.0 Summary**
- 6.0 Tutor – Marked Assignment (TMA)**
- 7.0 References / Further Reading**

1.0 INTRODUCTION

This unit focuses on overview of information environment. It defines the concept of information environment as it relate to Africa. It also presents the changing information environment.

2.0 OBJECTIVES

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

- Define information environment
- Explain the changing information environment
- Explain the elements/dimensions of information environment

3.0 MAIN CONTENT

3.1 What is Information Environment?

Information environment involves the composite of contents, infrastructure, law and legislation, relationship and the human actors that interact to provide flow in the information processes. It can be viewed as the material and immaterial infrastructure that ensure information transformation from generation, to access and preservation. Thus, the information processes include generation, representation, organization, dissemination, access and preservation. Different scholars define information environment from different perspectives. According to Dickey et al., (2009) information environment is the aggregate of individuals, organizations, and systems that play a key role in shaping opinions through the dissemination of news and information. Information environment may be for a particular sector such as business information environment, and general information environment of a society. It is always in transition due to the change in the social, political, and economic life of societies (Dickey et al., 2009).

According to the Dictionary of Military and Associated Terms, Information Environment (IE) is the aggregate of individuals, organizations, or systems that collect, process, or disseminate information; also included is the information itself, information system as well as the aggregate of individuals, organisations and systems that collect, process, disseminate, or act on information. It can also be regarded as a mechanical, organic, or dynamic area of information management consisting of different interrelated and/or isolated information systems according to [Encyclopedia of Information Communication Technology](#) (2009). It is the creative class of an institution which assumes responsibility for developing the information systems in collaboration with the other units of the institution and networks that help organization to build up the institution's information systems in an innovative manner.

As earlier stated, scholars define environment according to their different orientations. It is interesting for you to note at this point that the concept of environment in describing and explaining the phenomena and processes of information and communications varied. When the concept of the "environment" is used, this usually

has to do with analogies and/or experience. Analogies are sought and found through physical, chemical, or biological systems and sets of factors in which living organisms or communities with external factors exist – ones which affect the life, development, and survival abilities of living beings.

The approach of experience has to do with the social practices and experiences of the individual, and the information environment is essentially compared to the “surrounding environment” and the “living space,” this referring to the set of available resources and opportunities, as well as their quality and the relationships which people, communities or the society can consider and which are of greater or lesser importance in everyday life, because they influence, promote, etc., other processes and phenomena -the media environment, the information environment, the communications environment- (Brikše, ND). By implication, African information environment is composed of the interactions of information between surrounding environment, the people of the continent and the rest of the world.

Kalu (1981) maintain that there is a rise in the pace towards the abandonment of traditional practices for modern ones (western). However, the most popular trend is that of the prevalence of information environment that are increasing merging traditional and modern norms, values or practices. This is because the present-day African traditional setting has been influenced by changes that emanate as a result of the restructured economic conditions, education and health prospects. These factors continuously exert tremendous impact on contemporary African traditional setting especially in Sub-Sahara Africa. Socioeconomic circumstances in the sub-continent are encountering alterations that have to a considerable extent triggered changes in the fundamental cultural values most especially in African information environment. The occurrence of competition between typical traditional and modern setting illustrates a dichotomy.

Accordingly, to study Africa in general and its information environment in particular is central to information professionals all over the place, and more particularly those in the Africa. Based on the fact that, Africa is the bed rock of world civilization and the continent has a rich, distinctive varied cultural traits that deserves to be

appreciated. Therefore it is worthy to note that the main focus of this course is to have an understanding of the African traditional information environment.

3.2 Analysis of Information Environment

In Africa and other part of the globe, the analysis of the information environment is centred on four main areas which include: the theoretical framework of the phenomenon of the information environment, actors in the information environment; the content of the information environment as well as the infrastructure of the information environment without which is consider difficult to get the good understanding of the phenomenon. Let us view them one by one:

3.2.1 Actors in Information Environment

The actors in the information environment can be divided up into several groups on the basis of their interests and activities thus:

- **Individuals:** First, there are individuals for whom new technologies provide unprecedented opportunities to become directly involved in public communications.
- **The Media,** there are the media, which use traditional and new channels for mass communications.
- **Government Institutions and Private Companies:**, there are government institutions and private companies which collect and maintain information, offering or selling access to it or underpinning the communications environment.
- **Local Government Institutions:** there are state and local government institutions with Internet sites.
- **Business Organisations:** there are businesses which use communications channels for marketing and to maintain links with their clients, etc.
- **Interest Groups:** there are various interest groups (including political parties, public organisations and associations), which promote their level of

recognition, communicate with their participants and supporters, provide information resources, etc. (Castells, 2000; Dijk, 2006, Brikse,ND)

3.2.2 The Infrastructure of Information Environment

The infrastructure of information environment revolves around the basic equipment and structure that are needed for information environment to grow. In order for you to understand the infrastructure of information environment, several approaches are employed which include:

- **The Technocratic Approach:** The technocratic approach focuses on the Internet, which changes everyday life, ensures greater work opportunities, facilitates education and strengthens communities. The most important factors in ensuring these opportunities include accessibility, content, and the competence of users.
- **The social structure approach:** In the social structure approach, the focus is on Internet dialogue and search functions which enhance opportunities for civic participation and for influencing decisions.
- **Information structure and exclusion approach:** In the information structure and exclusion approach, the key problems are seen in the unequal opportunities and relations between the centre and the periphery.
- **The modernisation and capitalism approach:** The modernisation and capitalism approach seeks out causes for the increasing influence of information technologies. Castells (2000) has described this as “information capitalism,” wherein education and the ability of individuals to enhance their education are of key importance.

3.2.3 Content of Information Environment

The content of the information environment which serves as the main role in shaping information environment is still performed by television, radio, newspaper and magazine journalists and these form the traditional information environment nevertheless, the development and explosion of internet connectivity brought another

dimension to it. The traditional media cause a confluence in the content of the information environment by quoting one another, by maintaining and continuing narratives, events, “heroes,” etc., jointly, and by being separated in terms of orientation toward the languages of readers, watchers and listeners. The content of information environment includes:

Television: This involves viewing and listening simultaneously to a TV set

Radio: Listening to the a tuned radio frequency to gain information

Newspaper: Reading through a printed text to extract information

Magazine: Periodical/series printed text that inform the readers

Internet: Connectivity through www

3.3 The Changing Information Environment

It is obvious fact that human society changes continually and changes remain the only constant occurrence in human life. Consequently, in Africa, information environment has witnessed remarkable changes from typical traditional setting as a result of global technological breakthrough, westernisation and the application of democratic principles around the globe. For instance, in a democratic society, of course, the information environment is an open system. At the same time, however, there can be limitations on the environment and obstacles against its development – a low level of information capacity, social apathy, the “digital divide,” as well as other factors which narrow or diminish the importance of the information environment. In essence, changing information environment is characterised by:

- **Globalisation and Decline of Nation-State:** Earlier the nation-state determines the relationship between communications systems and the state. Changes in the nature of the state, in the assignation of functions and roles within evolving communications systems, and in the nature of the information infrastructure is witnessed. As a result this, the transformation of the information infrastructure and emergence of the ‘net’ -the telecommunications network- as the dominant medium has led to a wide variety of frustrations for

nation-states as they attempt to exercise traditional modes of power, such as control over either financial or information flows across their borders has become the "vulnerabilities of the state" while new theories of the state are developed.

- **The Changing Relationship between the Press and the State:** Classical liberalism-tightly linked to the development of the nation-state-assumed a focal and necessary interdependence between the press and the nation-state. With the decline of the nation-state and the rise of extra-governmental actors (largely transnational corporations) often equal to or greater than nation-states in their resources and power, the linkage between the press and the nation-state no longer seems so integral to the definition of the role of the press relative to civil society. It is likely that this process will continue to accelerate.
- **Decline of the Press:** Ordinarily, the press provided the primary conduit for information flows between the government and the people. The press provided a public space in which members of civil society could discuss matters of public concern. Today's media environment challenges each of these roles. The press was supposed to be an information conduit adequate to fulfill all of the basic functions of a communications system required for a functioning democracy (Ericson, Baranek, & Chan 1989; Tuchman 1978). Due to information explosion and ease of access the viability of the classical press has reduced.
- **Public and Private:** The changing information environment has brought continuing modifications in the demarcation between private and public. It is characteristic of late twentieth-century Western societies that public and private have become more intertwined, because of both the continuing penetration of both the state and even more dramatically the marketplace into the "intimate" sphere, and also because of the countervailing pressing of "intimate" issues into the realm of politics.

3.4 Type of Information Environment

Environmental Information Regulations or the Environmental Information (Scotland) Regulations (2004) classify the following as types of information environment:

1. Information on the state of the elements of the environment:

The legal definition of 'elements of the environment' includes the air and atmosphere, water, soil, land, landscape and natural sites including wetlands, coastal and marine areas, and biological diversity and its components including genetically modified organisms. This category also includes information about interaction between the elements (for example, coastal erosion).

2. Information on factors affecting the elements of the environment

'Factors' include substances, energy, noise, radiation and waste (including radioactive waste), emissions, discharges and other releases into the environment that affect or are likely to affect the elements of the environment referred to in A

3. Information on measures and activities affecting the environment or the factors affecting it

'Measures' include policies, legislation, plans, programmes and environmental agreements which affect or could affect the elements and factors referred to in A and B. This also includes measures and activities that are designed to protect those elements

4. Reports on the implementation of environmental legislation: This helps to create better public awareness on how and why environmental legislation is implemented.

5. Associated economic information: Specifically, cost-benefit and other economic analyses and assumptions used to calculate the effects of the measures or activities referred to in C above

6. Information on the state of human health and safety: This includes issues related to food safety, the conditions of human life, cultural sites and built structures, but only to the extent that they are affected or may be affected by the state of the elements of the environment referred to in A above or by the factors, measures or activities covered in B and C above.

From the forgoing, you will understand that the concept of information environment deals with every aspect of human information interaction with the surroundings and the people.

Link: <http://www.opsi.gov.uk/si/si2004/20043391.htm>

3.5 Dimension/Elements of Information Environment

Information environment is usually built in a based therefore does not work in a vacuum nor in isolation. The following are the three major elements of information environment

- **The Physical Dimension.** The physical dimension includes, but is not limited to, human beings, C2 facilities, newspapers, books, microwave towers, computer processing units, laptops, smart phones, tablet computers, or any other objects that are subject to empirical measurement. It is a diffusion of network connected across national, economic, and geographical boundaries.
- **The Informational Dimension.** The informational dimension is where information is collected, processed, stored, disseminated displayed, and protected. Actions in this dimension affect the content and flow of information.
- **The Cognitive Dimension.** This dimension constitutes the most important component of the information environment it encompasses the mind of the decision maker and the target audience (TA). This is the dimension in which people think, perceive, visualize, and decide. It refers to individuals' or groups' information processing, perception, judgment, and decision making. These elements are influenced by many factors, to include individual and cultural beliefs, norms, vulnerabilities, motivations, emotions, experiences, morals, education, mental health, identities, and ideologies. Defining these influencing factors in a given environment is critical for understanding how to best influence the mind of the decision maker and create the desired effects.

- **Figure 1**

Three dimensions of Information environment

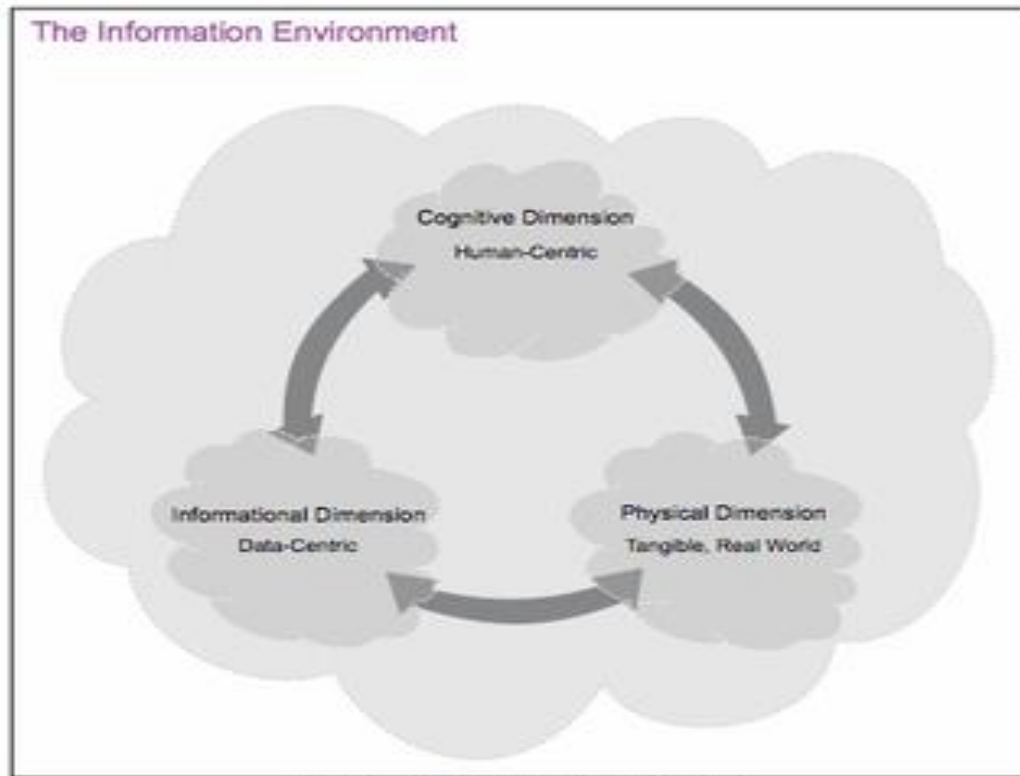


Figure i-1. The information Environment

Source: <https://vignette.wikia.nocookie.net/itlaw/images/4/40/IE.png/revision/latest/scale-to-width-down>

4.0 CONCLUSION

Now that you've read through this unit you ought to have grasped the meaning of Information environment and what constitute information environment

5.0 SUMMARY

This unit discussed how information environment has been affected by the global change. In addition, you have also learnt the various dimensions information environment as well as the content of information environment

6.0 TUTOR MARKED ASSIGNMENT

- i). What is information Environment?
- ii). List and explain the three dimension/element of information environment

7.0 REFERENCES/FURTHER READINGS

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UNIT 2 TYPICAL AFRICAN TRADITIONAL SOCIETIES SETTING

CONTENTS

- 1.0 Introduction**
- 2.0 Objectives**
- 3.0 Main Content**
- 4.0 Conclusion**
- 5.0 Summary**
- 6.0 Tutor – Marked Assignment (TMA)**
- 7.0 References / Further Reading**

1.0 INTRODUCTION

In this unit, our focus is on typical African traditional societies setting from pre-colonial to the contemporary age. We will define the concepts in typical traditional societies setting as it relate to Africa. This unite also present to you the characteristics of various concepts in African traditional societies setting.

2.0 OBJECTIVES

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

- discuss the typical African traditional societies setting
- explain the characteristics of African traditional setting
- have good knowledge of African tradition and culture

3.0 MAIN CONTENT

3.1 Typical African Traditional Society Setting

Africa has a distinctive feature and peculiarity that distinguishes her from other continent of the world. According to Arowolo (2010) traditionally, Africa comprised

of many distinctively different social, political and economic settings such as; small family groups of hunter-gatherers e.g. the San people of southern Africa; a more structured unit of social groups such as the family clan groupings of the Bantu-speaking people of central and southern Africa, heavily structured clan groups in the horn of Africa, the large Sahelian Kingdoms, and autonomous city-states and kingdoms such as those of the Yoruba and Igbo People in West Africa, and the Swahili coastal trading towns of East Africa.

Hence, it is worthy of noting that the North African region was submerged into the Mediterranean culture as the region was at different time part of the Middle Eastern and European civilizations such as The Greek, Roman and lately the Arabic civilizations. For this reason most time, when Africa is mentioned, what comes to mind is the Sub-Saharan Africa, the region that is often refer to as Black Africa. It is also important to note, that one of the ancient civilizations that is much celebrated had developed in Egypt which is part of African continent. Some evidences indicate that, the Egyptian civilization was influenced by the development from the Sub-Sahara Africa (Markovitz, 1977).

The continent is strategically located on the centre of the globe with beautiful landscape, rich cultures, varied climatic conditions and abundant mineral resources. Archaeological and other scientific evidences show that, human life began in Africa; from there humans migrated to other continents. Different environmental conditions and calamities at various regions where humans migrated made them differ in appearance and culture (Gusau, 2009).

Unfortunately, the Black Africa was later compensated badly by the light race through the Trans-Sahara Slave Trade. Sub-Sahara Africa was at the receiving end of the trade where their natural as well as human resources were exploited. Much later, Europeans came into the trade and also established another route across the Atlantic Ocean which eventually came to be known as Trans-Atlantic Slave Trade. This relationship terrorized the Black Africa and subjected the region to inhuman treatment by the Europeans who finally shared the whole Africa into their colonies. The Europeans

destroyed the political, social and economic life of the region to set it to their selfish interest. This relationship is popularly referred to as colonialism (Fage, 2002).

Before the advent of colonialism in Africa, there are evidences that traditional setting has been in existence. For instance, judging from a broader perspective, there were signs of the state in pre-colonial Northern Africa which was dominated by the Egyptian civilisation. The Egyptian civilisation was made possible due to the formation of formidable and presence of organised political state structure. The Central Africa states thrived in and around the Congo Basin in the pre-colonial era. Archaeological evidence relating to politics such as Kongo, Loango and Tio remain quite limited (Clist 2012). Oral tradition and king lists indicate that these politics emerged out of settled communities engaged in farming, iron production and long distant trading sometimes in the fourteenth century AD (Vanisa 1990).

Also, the East and Southern African states thrived along Somalia through Mozambique who engaged in Indian Ocean trade. Such cities setting included Gedi, Kilwa, Manda and Shanga. The Western Coast of Africa also witnessed nomadic and pastoral plied, leaving clear evidence of incipient social hierarchy inform of political, socio-cultural order. The colonial Africa marked the scramble and partition of African State by the Europeans from 1888 till the attainment of political independence by Africa states mostly in the sixties.

3.2 Tradition and Culture in Typical African Societies

Contemporary African tradition and cultural patterns are increasingly subjected to transformation and adaptation to western pattern according to changing times. It has been subjected to changes that spring as a result of the modernized economic conditions, education and health opportunities. Nowadays, tradition and cultural pattern in contemporary Sub Saharan Africa are usually made in reference to the process of acculturation of western culture which is acquired mainly through western education and urbanization process in the course of the movement from rural to urban areas. It is obvious that the African tradition and cultural patterns are gradually being eroded; this is manifested in the mode of food and drinks, dressing style, spoken language, job pattern, religion, marriage, nomenclature etc that the contemporary

African societies exhibit today. However, typical traditional African societies especially in Sub Sahara Africans still maintain their distinctive features in the way of:

3.2.1 Family

Despite the changes taking place in sub Saharan African societies due to the modernization process, the family still remains a prominent nexus in the social life of Africans. In Africa, there is considerable importance attached to the respect for elders and ancestors. African families are characterized by the prevalence of:

- Collectivism as opposed to individuality,
- Rural habitation,
- Patriarchal and hierarchical,
- Polygamous and open to kinship networks, and
- Substantial importance to lineage continuation.

3.2.2 Marriage

In traditional rural African societies, the contraction of marriage was dominated by arranged marriages whereby parents usually indulged in the selection of marriage partners for their children; this was mostly common for their daughters. This was done without the consent of the children. However, in contemporary African societies there has been a remarkable change where parties involved are consented. Despite this development selection of marriage partner are still done with the consent of both families.

3.2.3 Traditional Political Authorities

In Africa, political authority resides with the Monarch together the Council. The kings display absolute power during the pre-colonial era. For instance, the information for dissemination could originate from the Emir's palace, or from a person with such delegated authority in the villages. In the South West, messages could originate from

the Oba or Baale; while in the South East, messages could originate from the Chiefs, Council of Elders, or some Age Grades delegated with authority to perform special tasks for their communities.

3.2.4 Socio-Political Organisations:

Social organisations differ from one society to another. However, they are generally powerful institutional structures in African communication. While age-grade groups, market men/women associations, etc, are part of social institutional structures of any society. In other words, they are part of political or traditional structures. For instance, among the Ibos of Eastern Nigeria, the age-grades are part of the traditional authorities. So, proper knowledge of social institutions is very important in effective institutional communication (NOUN, 2006)

3.2.5 Characteristics of Culture

Generally culture is characterised as

1. Culture is universal in the sense that every society has their own
2. Culture is transmitted from generation to generation
3. It is learned through the process of socialisation
4. Culture is conveyed in behaviour
5. It involves perception and values
6. It is shared among the same people

3.3 African Indigenous Knowledge

African Indigenous Knowledge practices cannot be separated from a people's history, cultural context and worldview. It points to the fact that Africa has been able to generate, test and apply knowledge through its own methodologies and approaches. It is where indigenous societies tend to live traditional lifestyles in relation with nature and people. This knowledge sustained communities for years prior to colonialism

which somehow downplayed the value of indigenous knowledge and promoted western knowledge systems. African indigenous knowledge, for years, has been a precious gift that has helped the local and typical African traditional societies to survive for generations. It originates as a result of man's interaction with his environment.

According to Iloka (2016), Indigenous knowledge refers to the understandings, skills and philosophies developed by societies with long histories of interaction with their natural surroundings. For rural and indigenous peoples, local knowledge informs decision-making about fundamental aspects of day-to-day life. It relates to many aspects of human society such as agriculture, food production, medicine, land management, ecological management, natural resource management, development activities, pastoral systems, disaster risk management

Lalonde (1991) maintain that Africa may be an ideal continent to learn about and begin seriously integrating indigenous knowledge with development planning techniques. Apart from the rich diversity and number of indigenous cultural groups throughout Africa, much of the remaining unexploited, remote or sparsely populated areas of Africa today (where indigenous societies tend to live traditional lifestyles) are threatened by growing environmental and social pressures.

3.3.1 Characteristics of African Indigenous Knowledge

1. It is oral and passed on from generation to generation in the context of community living and activities
2. It is practical in nature therefore involves interpersonal and collective activities
3. It is acquired through socialisation process
4. Involves social participatory where everyone irrespective of the age, gender and status play a part.
5. It is experiential knowledge based on a worldview and a culture that is basically relational

6. There is no formal documentation of facts and activities quite differentiated from the cognitive 'academic' intelligence that dominates Western concepts of the construct.
7. It is embedded in the tradition, culture and the worldview of the people.

It is prudent to say that African indigenous knowledge is not without limitations. Some of these are the tenacious continuity of practices and beliefs that lack openness and flexibility to necessary or constructive changes. There is a tendency to forget that, just as any other type of knowledge, it is subject to change from economic, environmental and social forces and therefore its acceptance must be subject to critical observation and analysis (Owusu, & Mji, (2013; Tanyanyiwa & Chikwanha 2011).

3.4 African Traditional Education System

The pre-colonial African educational system was quite different from what we had today. There were no formal blocks of schools where teachers and students meet to interact. Nonetheless pre colonial African communities had an education system which was informal in nature. Traditional African education thus refers to Africa's heritage in education. It is "...the education of the African before the coming the European- an informal education that prepared Africans for their responsibilities as adults in their communities"(Boateng 1983)

According to Katola (2014) in that education system no effort was spared by parents, grandparents and elder siblings during the socialization process to bring up community members who perpetuated the values that helped the community to be integrated. These values included honesty, respect, obedience and generosity among others. The system bore similarities but each of the many ethnic groups had its own distinctive features reflecting its particular life and culture. Generally, the education system was designed to create an ideal individual who would fully fit into and be accepted by society. Unfortunately, the introduction by Missionaries/Colonialist of western education disrupted the African traditional education system and way of life. Formal schooling displaced the African education system

It is good to know that the basic similarities in African education system were strongly adapted to the environment; aimed at conserving the cultural heritage of the family, clan and ethnic group, adapted the children to their physical environment and taught them how to use it, explained to the children that their future and that of community depended on the continuation and understanding of their ethnic institution of laws, language and values they had inherited from the past (Sifuna & Otiende 1992; Katola 2014)

3.4.1 Characteristics of African Traditional Educational System

A typical African traditional education system is characterised by the following:

8. It is rooted in the culture and tradition of the people
9. It is intended to foster learning
10. It is concerned with the environment
11. It is built on the people's value
12. It is based on oral tradition
13. It is acquired through the process of socialisation

It is worth to know that African traditional education system still survive till this day despite its disruption by the western education style. The mechanism through which African traditional education system survived can be attributed to; dramatic display, folktale, folk play, dance, legend, preservation of sacred entities, folklore, proverbs and parables.

Across the geographical and regional divides and in all tribal groups, traditional education attaches great importance to the social and collective nature of life, the intimate tie with social life, the multivalent character of its means and ends and its gradual and progressive achievement. While we acknowledge that there can be no one African culture and therefore no one education, African cultures, as Dei clearly puts it, "have more in common with each other than they have, for example, with European culture(s)... (thus) ...beyond ethnic pluralism and cultural diversity there are underlying commonalities or affinities in the thought systems of African

peoples”(Dei 1994: 6). African cultures tend to share certain cultural elements more commonly than they can share the same with other cultures outside Africa regardless of whether Western or Eastern

4.0 CONCLUSION

Now that you've read through this unit you ought to have understood what typical African traditional societies stand for and its characteristics as well as in compare to the to contemporary African states.

5.0 SUMMARY

- This unit discussed the typical African traditional societies setting both in pre-colonial and contemporary states.
- It discussed the tradition and culture as embedded in family setting and marriage
- The unit discussed the African Indigenous Knowledge as well as highlighted its characteristics
- You learned the African indigenous education system and its characteristics

6.0 TUTOR-MARKED ASSIGNMENT

- Discuss the typical African traditional societies setting with sequence from pre-colonial period
- Explain the African Indigenous Knowledge and list its characteristics
- Discuss the typical African societies setting as it affects family, and marriage

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MODULE 2 INFORMATION AND INFORMATION GENERATION IN AFRICAN INFORMATION ENVIRONMENT

Unit 1 Information Generation and Documentation

Unit 2 Information Transmission and Dissemination

UNIT 1: INFORMATION GENERATION AND DOCUMENTATION

CONTENTS

- 1.0 Introduction**
- 2.0 Objectives**
- 3.0 Main Content**
- 4.0 Conclusion**
- 5.0 Summary**
- 6.0 Tutor – Marked Assignment (TMA)**
- 7.0 References / Further Reading**

1.0 INTRODUCTION

This unit focuses on overview of available information within a given information environment. It defines information, discusses the information generation; and its channel. This unit also focuses on the information processing procedure as well as information documentation. It highlights the information processing procedures and the formats used in information documentation.

2.0 OBJECTIVES

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

- Define information according to the course context
- Discuss the information documentation and its procedures

- Explain the process of information processing
- Highlight the formats used in information documentation.

3.0 MAIN CONTENT

3.1. What is information?

Information has become vital resources that cannot be disputed especially in the 21st century world today. It serves as a guide; it provides power, direction and informs knowledge without which, one is lost. Merriam Webster dictionary (1828) defines information as knowledge obtained from investigation, study, or instruction. It went further to describe it as the communication or reception of knowledge or intelligence. Also, an online dictionary defines information as facts provided or learned about something or someone. By implication, information is made up of actuality which offer knowledge relating to specific event or situation which may be used in making decisions, which means that information can be used as problem-solving and publicly-available knowledge which serves for development.

Information is made up of facts which give knowledge relating to specific event and or situation which may be used in making decisions. By extension, information as a valuable resources can said to be the gathering of knowledge and intelligence which serves as an input used in the making of the desired decision. Information cannot exist on its own. It is always coupled with a carrier. Information is defined by the relations between particles of matter or patterns of energy, possibly having different states.

3.1.1 Qualities and Usefulness of Information

Let us now view the qualities of information so as to understand the usefulness of information. Wit (2009) listed qualities of information as follows:

- **Extremely important information:** This is the highest level because of its high apobetics content (e.g., essential and vital information).

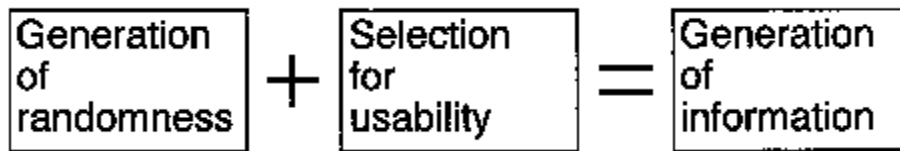
- **Important information:** Information which is required for achieving some purpose (e.g., knowledge of planned routes, telephone numbers, address lists, and subject knowledge).
- **Valuable information:** This includes information which is of general value in the sense of being informative, constructive, edifying, or amusing (e.g., daily news, weather reports, general increase of knowledge, and novelties).
- **Trivial information:** Insignificant or meaningless information (e.g., already known or useless information, clichés, banalities, or small talk).
- **Harmful information:** Information with negative consequences, leading to false results, misconceptions, and other negative effects. For instance,, deliberate or erroneous misinformation, slander, cursing, agitation, false propaganda, charlatanry, malicious gossip, expletives, sectarian doctrines, unbiblical theology, pornographic, ideological, and astrological publications, and pulp magazines- (Gitt 2009)

3.2 Information Generation

Information generation is a process of creating, developing and communicating ideas which are abstract, concrete or visual. Scholars have argued that the type of information generated revolve around scientific, commercial and legal information as well as socio-political sphere. (Ballantyne, 2008; Demiryurek et al., 2009; Aina, 1995, Kaniki, 1995). These spheres make up the information the information environment of a given society. It therefore implies that the act of information generation entails the conceptual creation of information to meet the need of the ‘generators’ which help in decision making.

In essence, information generation involves the search or research to gain and or conceptualise information through the analysis of data and selection of those that are usable. Hence generation of information ideally pass through the following process:

Figure 2 Information Generation



Source: <http://www.hugowit.net/3,2.gif>

Information is generated occur when you gather information randomly from the source, then select the ones that are good for use which will facilitate a well defined, accurate, and complete description of the situation, its functions as well as the people involved. Consequently, information generation involves several techniques; however, the adoption of any of the techniques depends on some variable such as: the type of information needed and the people providing the information.

3.2.1 Techniques of Information generation

There are two major techniques involved in information generation and they include:

1. **Traditional Technique:** Traditional involved the long-established way of generating information which include: observation, interviewing, questioning, questionnaire, access to existing documents
2. **Modern Technique:** In modern technique of information generation, requirement and objectives are often not clearly understood, much effort are needed but the result are usually faster, more accurate and larger compared to traditional technique.

3.3 Information Processing

Information processing refers to the manipulation, storing and retrieval of information. In the contemporary age; the development and application of Information Communication Technology (ICT) has brought about another form of information process different from the ancient style. Therefore, we can rightly say that

information processing in 21st century cannot be limited to the traditional format but also involve the manipulation, storing and retrieval of digitized information by computers and other digital electronic equipment.

3.3.1 Information Processing Procedures

It is good to note that there are processes through which information can be processed and these include:

1. **Collation:** This involves the grouping of information into a logical order
2. **Organisation:** This is process of organising information into a functioning order
3. **Analysis:** This involves braking down of information through investigation in order to study its connectivity, the character and the meaning
4. **Interpretation:** This involves the process of assessing and explaining the meaning of information to make a clearer understanding

(<https://brainly.in/question>)

.3.4 Information Documentation

Information documentation is one of the most vital aspects of information and records management practices. It is a process where information are gathered, stored to make for easy access and retrieval. It could be a set of document on a piece of paper, online, digital, analog media, audio-video tape or CDs. Merriam Webster Dictionary defines documentation as the act or an instance of furnishing or authenticating with documents. It went further to define it in line with Information Science discipline as the usually printed instructions, comments, and information for using a particular piece or system of computer software or hardware. On the other hand, Cambridge Dictionary defines documentation as the activity of recording facts relating to a particular subject. Based on the above, information documentation may come inform of piece of paper, books, archival materials and/or in a digital format that provides evidence of something. Information documentation usually provides official information and/or record which could be in soft or hard copy or both. It could be

could contain instruction, policy, programmes or classified information. It takes the process of classification and annotation of text, pictorial etc.

3.4.1 Procedure for Information Documentation

The following are the method through which information documentation procedure are organised:

- Drafting
- Formatting
- Submitting
- Reviewing
- Approving
- Distributing
- Reposting and
- Tracking

3.4.2 Information Documentation Format

Information documentation formats are the forms, design, arrangement or method of organising documents according to its size, shape, storage and general makeup to follow a particular structure.

Digital form of documenting information are designed and configured in the following format:

PDF, DOC, Document File, reStructured, Rich text format, OpenDocument, EPUB, data conversion, DocBook, Microsoft Compiled HTML, Template, Computable Document SGML etc. Each of these formats has its own peculiarity, methods and application.

4.0 CONCLUSION

The unit concludes that information is knowledge obtained and used to guide decision making. Also, from the plethora of information gathered in this unit, information is generated, processed, and documented for access, communication and further use

5.0 SUMMARY

The unit summarised that

- Defined information according to the course context
- Discussed information generation and its procedures
- Explain information processing and its procedures
- Discuss the information documentation and its procedures
- Highlight the formats used in information documentation

6.0 TUTOR-MARKED ASSIGNMENT

1. Define information according to Merriam Webster Dictionary
2. What are the procedures involved in information documentation
3. Explain the information generation channel as illustrated in diagram

7.0 REFERENCES/ FURTHER READINGS

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UNIT 2: INFORMATION TRANSMISSION AND DISSEMINATION IN AFRICAN SOCIETY

CONTENTS

- 1.0 Introduction**
- 2.0 Objectives**
- 3.0 Main Content**
- 4.0 Conclusion**
- 5.0 Summary**
- 6.0 Tutor – Marked Assignment (TMA)**
- 7.0 References / Further Reading**

1.0 INTRODUCTION

This unit focuses on information transmission and dissemination. Firstly, it defines information transmission and highlights the channels of information transmission. It also spells out the ancient and modern way of information transmission. The unit also defines information dissemination, the means and the agents of information dissemination.

2.0 OBJECTIVES

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

- Explain the information dissemination
- Highlight the channels through which information is transmitted
- Differentiate between ancient and modern form of information transmission
- Explain meaning of the concept of information dissemination
- Discuss the various means of information dissemination

3.0 MAIN CONTENT

3.1 What is information Transmission?

Information transmission can be defined as the process of passing information from one person or place to another. In other word, it is the process of transferring already conceived information from one location to another location, from one person to another person or from one apparatus to another. Information can be meaningful if transmitted to its destination or shared among the people that will act upon it, otherwise it is meaningless. Every information environment is saturated with information hence information transmission plays a major role in direct transmission of information content from the source to the user. Except being distorted, information does not undergo any change in form or in content during transmission process. For this reason, in order to achieve success, transmission means, apparatus and or channels ought to be reliable and efficient at all time.

3.1.1 METHODS OF INFORMATION TRANSMISSION

Methods of information transmission are the means in which information pass from one place to another and one person to another. It can be classified in two patterns: ancient and modern.

A. Ancient Methods: This is the traditional methods in which typical African societies setting pass information basically with the use of less sophisticated means. This include:

- **Talking Drums:** Drums are used to transmit information to people within the society. People read meaning through the sound of the talking drums.
- **Town Criers:** Though they exist till today. They are persons that pass information from one place to another on foot and or horseback. They draw peoples' attention by the use of bell, gog or other metal instrument

- **Signs:** the type of sign used to transmit information will depend on the type of information to be transmitted. For example: smoke signal can be used as a means of transmitting information showing an event is happening somewhere. Others are bells, trumpets, whistles, gun blast, metal gong etc
- **Masquerades/Cults:** Although, they are essentially impersonation of ancestors, the masquerades in some societies like Igboland emerged at night to gossip and expose scandals like modern columnists except that the masquerade's freedom of expression knew no laws of libel and sedition. The Yoruba 'Oro' and Igbo 'Isato' masquerades are indicated by Nwuneli (1983) as being used as effective channels of communication in the maintenance of village security or discipline in some parts of southern Nigeria.
- **Courier Chiefs:** These are lesser chiefs assisting the king (Oba or Emir) and council to disseminate information to the villages. According to Omu (1978:1), "in the old Oyo empire, for example, state messengers and intelligence officers (Ilari) carried information between the capital and the outlying provinces

B. Modern Method of Information Transmission

As the society changes from simple to complex so do other phenomenal structures changed. There are transformations in the way and manner information is being transferred nowadays compared to the pre-colonial Africa. The modern methods of information transmission include among others:

- **The Libraries/Information Centres:** A library is the store house of knowledge where educative information are collected, organised, stored, retrieved and disseminated and managed by professionals. Libraries/information centres have form major agent through which information can easily be transmitted. We have two major types of libraries namely; electronic/virtual and physical libraries.

- **The Newspapers/Magazines:** This is one of the channels through which information is disseminated to the people. The pages of newspapers carry advertisements (e.g. for loans), intention of the government, obituary and other happenings in and outside the country. Thus, to reach the non-literate members of the society, the print medium has undertaken the task of developing orthography, forming vocabularies because most English words are absent in our local languages.

The privately owned newspapers till today, employs men and women who are competent in both spoken and written indigenous languages that write and translate news in the local languages. Newspapers, magazines and other literatures abound in the three national languages – Hausa, Yoruba and Ibo. Yoruba had hers as far back as the era of the missionaries when the first newspaper in Yoruba was published. This was the handiwork of Reverend Henry Townsend and the newspaper was known as “Iwe Irohin” (1859). The Igbos have “Udoka” newspaper, in the Igbo language; and the Hausas, have “Gaskiya Tafi Kwabo” (which means ‘truth is better than money’) (Uche, 1989).

- **The Radio and Television:** These are potent channels of reaching the non-literate members of our society because it is audio in case of radio and audio/visual in the case of television. So, it is a truism that most people cannot read in their mother tongue but can understand a fellow speaker. It is an added advantage when one sees people of his area perform on the screen of a television set. News is translated and read on television and radio to reach the people who do not understand English language. Ipso facto helping the masses to be aware of their rights, the use of hospitals, the need to keep their surroundings clean, etc
- **Electronic Mails:** These have to do with sending electronic messages from one person to another through the use of the internet.
- **Telephone messages:** Messages can be sent quickly and the reply is instant. Through this medium messages can be sent quickly and subscribers are given the opportunity to pass information to one another.

- Others modern methods are:
- **Fax:** Fax is a short form of facsimile or telescoping. It involves the use of telephone number and telephone set that has printer outlet device. It is a telephonic transmission of scanned-in print material in form of text and images. It is designed to both send and receive documents so it has a sending part and a receiving part. Fax machine is hardly seen nowadays
- **Satellite:** It is an object that is intentionally placed in the orbit that relay and transmit information around the world
- **Fliers:** Usually small handbill used for advertising events or products
- **Handbooks:** Conveniently carried manual/reference book

3.2 CLASSIFICATION OF THE METHODS OF INFORMATION TRANSMISSION

The methods information transmission can be categories into two major categories namely: electronics and non electronics transmission

1. **Electronics Transmission:** According to Oregon Legal Glossary (2017) Electronic transmission means any process of communication that does not directly involve the physical transfer of paper and that is suitable for the retention, retrieval and reproduction of information by the recipient.
2. **Non-Electronic Transmission:** This means any process of communication that directly involve physical transfer of paper and that is suitable for retention, retrieval and reproduction of information by recipient (www.uncledp.info).

3.2 INFORMATION DISSEMINATION

3.2.1 What Information Dissemination?

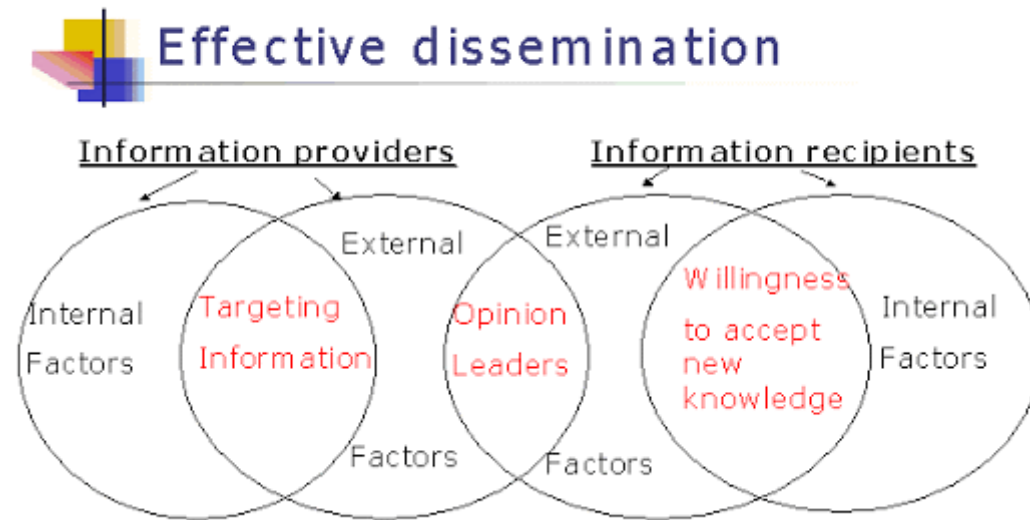
The information dissemination is act or process of spreading information. It is also the state of information being disseminated. In other word, it is the means by which facts are distributed to the public at large by the way of spreading. According to online

definition, information dissemination is the transportation of information to the intended recipients while satisfying certain requirements such as delay and reliability. It went further to state that these requirements vary depending on the kind of information being peddled.

Channels of information acquisition and dissemination refer to the transfer or exchange of information from person to person or from one place to another. It is an action that produces a reaction, whether positive or negative, communication has taken place. James et al., (2004) said that information delivery is not a one way affair. There must be a sender to transmit the message, and a receiver to make appropriate decisions on how the rest of the exchange should continue. These involved the exchange of ideas, facts, opinion, attitudes and beliefs between people. The ability to communicate and pass on information is a key factor in all cultures whether literate or not.

In relating it to African information environment, Fayose (2002) stated that many cultures survived without the written word which implies that effective communication can take place without reading or writing. The apparent influence and resilience of African oral tradition is impressive, but it is of greater importance to the new generation of development practitioners for its theatrical and dramatic form. It encourages audience participation rather than restrict interactions to the key players. Awa (1988) and Fayose (2002) noted that information dissemination in the rural society takes place in the home through the extended family members who participate in various ceremonies; that three main genres make up oral literature, the spoken, the sung and the dramatized. Each of these conveys information vital to the existence of a community (Ifukor, 2013)

Figure 3 Effective Information Dissemination Channel



Source : www.sourceimages&cdvfe&ved.com

3.2.2 Common Methods of Disseminating Information

- News releases.
- Blogs.
- Mass emails.
- Text messages.
- Social networking websites.
- Government or community websites.
- Public service announcements.
- Cable or satellite TV
- Publishing program or policy briefs.
- Publishing project findings in national journals and state-wide publications.
- Presenting at national conferences and meetings of professional associations.
- Presenting program results to local community groups and other local stakeholders.

3.2.3 Barriers to Information Dissemination in African Information Environment

There are some factors which obstruct the flow of information from the originator, these factors prevent information from being received or from being interpreted by the user and this constitute a barrier to effective information dissemination. These include:

- 1. Language:** The inability to communicate with the language that is generally spoken or understood constitutes a big problem to information dissemination. Aboyade (1990) recognised the capacity of information to bring about significant changes within the society. However, she enumerated among other things that the use of indigenous languages as impeding factors to information flow. She lamented that many less developing countries (LDCs) have long been “oral” societies and depended little on printed communication
- 2. Poor Infrastructural Base:** Lack of local infrastructural structure and capability for collection and dissemination of information especially in Sub-Saharan Africa has created barrier to information flow. Olayide (1990), observed that lack infrastructural facilities such as roads, information centres, schools, health centres and markets has made difficult if not impossible in building sound information system in Africa.
- 3. Lack of Technical Know-How:** Lack of knowledge of how to use appropriate instructional materials such as books, radio sets, films, slides, television, records and cassette players to mention only a few, This can hinder effective communication and acquisition of new skills. Ochogwu (1998), opined that Nigerian information service is based on the experience of professionals the users of the information are hardly consulted before acquisition. (Ifukor, 2013; Ochogwu, 1998).
- 4. Leadership trait in Africa:** Arguably, the present set of leadership in Africa seems not to have much to offer in a way of placing the continent in a sound development footing. The present day leadership in Africa is characterised by corruption, sit-tight syndrome, nepotism, poor policy formulation and

implementation etc and these have negatively affected the African continent in every sphere of life.

4.0 CONCLUSION

Drawing from the title, the unit concludes that information transmission and dissemination are vital in African information environment in a way of communicating and spreading information to the length and breadth of the African society. The processes and practices are carried out through coordinated channels to ensure effective communication and information delivery.

5.0 SUMMARY

This unit focused on information transmission and dissemination. It looked at the concepts of information transmission and information dissemination, their features, methods and barriers to information dissemination in Africa.

6.0 TUTOR-MARKED ASSIGNMENT

1. What is information transmission?
2. What are the methods used in information transmission?
3. Explain the concept of information dissemination
4. Highlight and explain the barriers to information dissemination in African information environment.

7.0 REFERENCE/FURTHER READING

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MODULE 3: SOURCES OF INFORMATION IN AFRICAN SOCIETIES

In this module we shall be discussing sources of information in African societies, channel of communication in African societies, Information transfer in African societies and Information access and utilization in African societies.

Unit 1 Sources of Information in African Societies

Unit2 Channel of Communication in African Societies

Unit3 Information Transfer in African Societies

UNIT 1: SOURCES OF INFORMATION IN AFRICAN SOCIETIES

1.0 Introduction

2.0 Objectives

3.0 Main Content

4.0 Conclusion

5.0 Summary

6.0 Tutor Marked Assignment

7.0 References / Further Reading

CONTENTS

1.0 INTRODUCTION

Sources of information in African societies are original materials on which the research is based. There are some similarities and differences in African

societies, the source they use to transmit information depends on their exposure. These sources are mostly first – hand testimonies.

2.0 OBJECTIVES

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

- Explain the five sources of information
- Distinguish between the five (5) sources of information

3.0 MAIN CONTENT

Thomas (2015), identified five types of sources:-

1. Primary Sources

Primary sources are original works based on individual thoughts and information that is gathered first hand.

a. Archaeological or Historical sources

Archeological or Historical sources consist of manuscripts, copperplates, coins, works of art and inscriptions.

b. Written Sources or Narrative/ Literary Sources

Written sources are also known as Narrative sources or Literary sources. They include Newspaper articles, Journal articles, field notes, Laboratory notes, Published original research, Proceedings from meetings, conferences and personal documents such as Biographies, Autobiographies, Diaries, Letters and memoirs.

c. Non-Written Sources

Non – written sources are also known as ‘Oral Sources’. Oral traditional sources are information that are transmitted with spoken words and passed from one generation to another. The information may be passed down through speech or song which may take the form of fables, narrations, epic histories and folktales. Non-written sources make it possible for a society to pass information from parents to children, king to kinsmen without writing. It is also used to educate children and adults about important aspect of their culture.

2. Secondary Sources

Secondary sources are based on primary sources. They were created years after the actual event occurred. Secondary sources interpret the primary

data, analyze the primary data and also criticize the primary sources. Secondary sources are made up of graphs, pictures and quotes from the primary sources.

3. Tertiary Sources

A Tertiary source is a combination of both primary and secondary source. They can be used to find out other sources using things like Dictionaries, Encyclopedias and Bibliography. The thin line between primary and secondary source is almost invisible. Typical examples of tertiary sources are ; Almanacs, travel guides, field guides and any material written by a third party.

4. Modern Sources

Modern sources came into being with the development of information communication technology (ICT). These modern sources comprises of survey records, video recordings, audio recordings, internet communications through emails, websites and photographs.

5. Post Modern or Ultra Modern Sources

Another name for Post Modern Source is Ultra Modern Source. These sources became more visible in the 21st century when all sorts of mobile phones and social networking equipments flooded the world . all post modern sources make use of the internet, some examples are Blogs and Geo-fencing.

4.0 CONCLUSION

In conclusion, the five (5) sources of information can be used individually or collectively to have a feel of African societies. Being that when culture started in Africa there were no modern technology and so oral sources, i.e passing down information from parents to children or master to subjects were in vogue but with the advancement in technology, modern equipment can be used to capture historical events.

5.0 SUMMARY

This unit has established the fact that there are various sources of information. These sources of information help us to understand other people's ideas, cultures and events from the past. The evaluation of these different sources makes information of a particular society more authentic.

6.0 TUTOR – MARKED ASSIGNMENT

1. What are sources of information?
2. Itemize the five (5) sources of information?
3. what is the difference between primary source and secondary source of information?
4. What is the difference between modern source and post- modern source of information?

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UNIT 2: CHANNEL OF COMMUNICATION IN AFRICAN SOCIETIES

CONTENTS

- 1.0 Introduction**
- 2.0 Objective**
- 3.0 Main Content**
 - 3.1 Definition of Communication**
 - 3.2 Traditional Channel of Communication in African Societies**
- 4.0 Conclusion**
- 5.0 Summary**
- 6.0 Tutor Marked Assignments**
- 7.0 References / Further Reading**

1.0 INTRODUCTION

Communication is a very important aspect of livelihood. People living in a community must communicate with one another in African societies they lay emphasis on events rather than on dates. Such events are used to remind them of things, and it has formed part of the culture of most African societies.

2.0 OBJECTIVES

At the end of this unit you should have learnt:-

- The definition of communication
- Traditional communication in African societies

3.0 MAIN CONTENT

3.1 What is Communication?

Communication can also be known as “ **information dissemination**” and can be used interchangeably to spread information/news around the community. In African societies, communication/ information dissemination varies from society to society. There may be some similarities but not the same in all areas. Communication is not only for information but also for education and entertainment of the indigenes. Old way of transmitting information is

different from new ways of transmitting information, but the main essence is still achieved which is disseminating information to the grassroots.

In African societies, information is disseminated through signs, symbols, recognizable sounds and officials that disseminate information are familiar to the indigenes. In most African societies the carrier of information is called the “**Town crier**”. He is the one who will go round the community with the instrument while also using his voice to get the attention of the indigenes. The instruments / tools that different societies use in disseminating information vary from society to society. The picture below is a typical example of a town crier we see in African societies.



3.2 Traditional channels of Communication in African societies

a. Idiophone

Idiophones are self-sounding instruments that do not need any intermediary of any sort. Once you hit them, they sound loud. It is used to draw the attention of indigenes before the message will be delivered. It is either shaken, scratched or pulled with the feet. Wilson (1981) identified some examples and they are:-

i. Gong



ii. Wooden drum



iii. Bell



iv. Rattle



b. Membranophones:-

Membranophones are musical instruments which produces sound from vibrating the membranes. It is especially used in the Yoruba culture in Nigeria.

i. Talking drum



A talking drum is locally called “dundun”. It is used at various traditional ceremonies. It can be used to praise someone as well as for mischief. The talking drum is said to imitate the tones and gibes of the Yoruba speech and the indigenes understand it. Apart from the Yorubas in Nigeria other cultures such as Itsekiri, Urhobo and Edo speaking part of Nigeria also have talking drum and its called “Oji”, “Igede” and “Okah” respectively. The talking drum is also used to announce the arrival or departure of dignitaries at the palace.

c. Aerophones

Aerophones are musical instruments from the flute family which is also used to transmit information in African societies. The sound is produced as a result of the column of air. Examples are:-

- i. Gourd horn



- ii. Whistle



iii. Reed pipe



iv. Trumpet



d. **Symbology**

This is a representation of symbolic writing used to convey a message . Usually, symbols connote different meanings in different African societies. For instance among some communities in Delta state, Nigeria , when they are carrying a corpse, they usually put fresh palm leave in front and behind their vehicles. So without verbally announcing that a corpse is approaching , the indigenes know the symbol. Similarly is other Ndokwa East area of Delta state, when a plain tree is placed upside down on the road, it depicts war so indigenes having seen the symbol should get ready and put their houses and belongings in

order. In the same community , when some officials of the palace place a leaf in their mouth and it sticks out at both edges of the mouth , it signifies that something strange is going on in the land .

e. Signals

A signal in this instance is the physical embodiment of message which includes fire, smoke, gunshots, cannon shots. Different signals means different things. For example in most African societies when an influential man dies , there will be booming of local gunshots. Gunshots are also to warn of imminent danger. In other African communities when an eaglet is seen flying around it is a signal that a dangerous animal is lurking around the community. When a white hawk is seen flying around it depicts that flood season is coming. Different signals have what they represent.

f. Objectifics

Objectifics are items whereby when they are made use of it conveys specific contextual meanings. For example in Nigerian communities, when a guest arrives he is presented a kolanut which signifies that he is loved and welcome into their home.

g. Colour Schemes

Colour schemes explains the use of different colours to convey messages. In most African societies, especially Nigeria, black coloured cloth signifies a state of mourning, a white coloured cloth signifies a state of giving praises to God while a red piece of cloth signifies danger .

h. Extra – mundane communication

Extra – mundane communication is not restricted to African societies alone, other non-African societies engage in it. Its basically the communication between the living and the dead. Here, the living want to find out an information from the dead/ spirits and so the make use of cowries, they do incantations, invocations, witchcraft and so on ; all in a bid to communicate

with the dead. In some other African societies, a dog or a goat is sent on an errand and they go.

i. Symbolic display

Symbolic displays are things people do consciously or unconsciously that conveys what they mean. They include; waving of hand, smiling, sticking out of the tongue, frowning, display of anger and so on. Without verbally saying anything, these display of actions has communicated properly.

j. Music

Music here represents folk songs which can either be to praise specific indigenes for what they have done or to shame indigenes for their wrong doings.

3.2.1 Characteristics of Traditional Communication in African Societies

Aziken and Emeni (2010), identified some characteristics of African communication and they are :-

- a. It is used for group and national unity.
- b. It mobilizes indigenes towards development and national consciousness.
- c. It is a source of educational and enlightenment programme.
- d. It is a source of entertainment
- e. It gives expression to different cultures.

4.0 CONCLUSION

African societies are numerous in number and have cultures that bind each one of them. Their channels of communication brings them closer, educates them, enlightens them and entertains them. These channels of communication are passed down from generation to generation. With the influx of the internet, some African channels of communication have been made known to the world. That notwithstanding the characteristic and purposes of these channels of communication in African societies remains the same.

5.0 SUMMARY

Channel of communication in African societies are of various types ranging from idiophones, signs, symbols, music, colour schemes and extra-mundane activities . The characteristics are common to all African societies irrespective of the community, they include:- it gives expression to different cultures, source of entertainment, education and enlightenment, mobilizes indigenes towards development and national consciousness and it is used for group and national unity.

6.0 TUTOR – MARKED ASSIGNMENT

1. What is communication?
2. What are the different channels of communication in African societies?
3. What are the characteristics that traditional communication in African societies?

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UNIT 3: INFORMATION TRANSFER IN AFRICAN SOCIETIES

CONTENTS

- 1.0 Introduction**
- 2.0 Objectives**
- 3.0 Main Content**
- 3.1 Information Transfer**
- 3.2 Mechanism for information transfer in African societies in ancient times**
- 3.3 Mechanisms for information transfer in African societies in modern times**
- 4.0 Conclusion**
- 5.0 Summary**
- 6.0 Tutor Marked Assignment**
- 7.0 References / Further Reading**

1.0 Introduction

In the previous unit we learnt about the different channels of communication in African societies. This unit throws light on how information is being transferred before the advent of internet and after internet entered the African societies.

2.0 Objectives

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

- Define information transfer.
- Itemize the mechanisms for transfer of information.

3.0 MAIN CONTENT

3.1 What is Information Transfer?

Information transfer is defined as the process of transferring information from one person to another which may be done face-to-face or through a medium. In African societies information can be transferred verbally or non-verbally.

3.2 Mechanism for information transfer in African societies in ancient times

1. Horse back
2. Foot

3.3 Mechanisms for information transfer in African societies in modern times

1 Telephone

Telephone is a system for transmitting voices over a distance using wire or radio, by converting acoustic vibrations to electric signals.

- a. Teleconferencing
Teleconferencing is the use of telecommunication devices to hold discussions between participants in different locations.
- b. Short Message Service (SMS)
SMS is used to send text messages to mobile phone.
- c. Call
This is an act of calling with the voice.

2. Internet

Internet is an electronic communications network that connects computer networks and organizational computer facilities around the world.

- a. Intranet
Intranet is a local or restricted communication networks especially a private network created using World Wide Web software.
- b. Extranet
Extranet extends outwards to businesses that offer similar functions to those working with the businesses but separate from it.
- c. Audio conferencing
Audio conferencing is a telephone meeting conducted between multiple callers. It is sometimes called “teleconferencing”.
- d. Video conferencing
Video conferencing is a video meeting conducted between multiple callers.

3. Mail

A mail is a letter or parcel sent by post.

- a. Postal

b. E-mail

4. Television

A television is a machine with a screen that receives broadcasting signals and changes them into pictures and sounds.

5. Face to face

Face – to – face is when two people are face to face and are having a conversation.

6. Hard copies of documentation

A hard copy document is a printed information from a computer sometimes referred to as a printout.

7. Audio compact discs

a. Compact disc – Read only memory (CD-ROM)

8. Electronic documentation

a. Word processor

Word processor is a programme or machine for storing, manipulating and formatting text entered from a keyboard and providing a printout.

9. Digital Video Disks (DVDs)

This is a disc capable of storing a significant amount of data.

4.0 CONCLUSION

The mechanisms of transfer of information from person to person in African societies in the ancient days are different from the modern days. Modern mechanisms are of various types and are faster than the ancient mechanisms which are mainly horse and foot.

5.0 SUMMARY

Information can be transferred from one society to another by verbal or non-verbal means. There are various mechanisms through which information can be transferred in African societies.

6.0 TUTOR – MARKED ASSIGNMENT

1. What is information transfer?
2. What are the mechanisms for transferring information in African societies in ancient times?

3. What are the mechanisms for transferring information in African societies in modern times?

7.0 REFERENCES / FURTHER READING

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UNIT 4: INFORMATION ACCESS AND UTILISATION IN AFRICAN SOCIETIES

CONTENTS

- 1.0 Introduction**
- 2.0 Objectives**
- 3.0 Main Content**
- 3.1 Factors that affect information access and utilization**
- 3.2 Suggestions for effective information access and use**
- 4.0 Conclusion**
- 5.0 Summary**
- 6.0 Tutor marked assignment**
- 7.0 References / Further reading**

1.0 INTRODUCTION

Information access literally means access to the internet, thereby eradicating any form of inequality. Access to information is pertinent to any society including African societies. Humans require access to information for social, economic and political development and for good decision making. With the influx of internet, information access has been on the rise as there is a pool of information that people have easy access to.

2.0 OBJECTIVES

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

- Define access to information
- Understand information utilization
- Identify some factors affection information access and use
- Suggestions for effective access and utilization

3.0 MAIN CONTENT

Information access simply means that information should be made available to all and sundry regardless of their status in the society. Libraries / information centers and the internet have helped to make access to information available.

Information utilization is having access to information and actually having the skill to use it for a need.

3.1 Factors that affect information access and utilization are: -

1. Education and illiteracy

Education and illiteracy are fundamental factors that affect access and utilization in the sense that if one is not educated/ literate, it can hinder ones access to information and if one has access to the information, he/she would not be able to utilize it.

2. Lack of skills

In African societies, indigenes depended on oral, face – to-face for communication. Most of them lack skills to use modern day technologies like mobile phones and other complex technological devices they are forced to wait for relatives, friends or children to assist them with these devices. They were prevented from access to urgent and up to date information because they had to wait for assistance.

3. Availability of information centers

Many African societies do not have the resources to provide an information center in their locality and they don't see the need for it. Information centres not only keep people informed but it also

4. Language

In most African societies, the mother tongue is used to communicate and pass on information to one another. English is a second language that's also used but not many people in the interior African societies understand it. Language can be a barrier to the access and use of information in the sense that for one to make use of modern technology in African societies and interact properly, there has to be a level of understanding.

5. Roads and transport

Roads and transport play a key role in information access and utilization. Here if the road network is not good or motorable, access to information has automatically been cut off. It is necessary to have good road network so that carriers of technology can get to the interiors of African societies.

6. Gender

In most northern African societies, the women/ girls are indoors permanently. They are not allowed to mingle with the men who are not their husbands. This seclusion automatically cuts off their supply of access to information let alone using it. Some Muslim African societies do not allow their female children have a basic education but rather they are betrothed at an early age. An uneducated girl child is a danger to the society because she is not exposed to information that can make her life and life of her children better.

7. Distance from municipality

Distance from municipality simply means the distance from where the possible users of the information live and the local government or information center. The nearer the better but if the distance is far, there is a possibility that the people who need the information won't find it easy to get to the municipality i.e. local government office or information centers.

3.2 Suggestions for effective information access and use: -

1. Reduced cost of ICT's

It is general knowledge that the cost of Information communication technology (ICT) equipment is on the high side especially in Africa. If the cost of ICT equipment were reduced, more people would be able to afford it in their homes and there would be more access to information and more people would use it too.

2. Training

Training is an effective factor for information access and use in the sense that if one is not trained on Information Communication Technology (ICT), the person will not be able to access the information when exposed to any ICT gadget.

3. Time

When an information is given but it's outdated it is of no use to the user. A timely information saves life and it is of very good use to the user. For example, if someone needs an information for his/ her thesis and cannot get

access to an internet or has access to an internet but has no one to put him/her through. Anytime wasted will definitely delay such students graduation from the university.

4. Support from municipality

Support from municipality or local government is a huge plus for effective information access and use. African societies that are very far from the local government may not get much attention as those that are right under the municipality's nostrils.

5. Availability of infrastructure

Availability of infrastructure such as electricity, good roads and pipe borne water will definitely attract more people to the locality the by increasing the level of information that flows into the society.

4.0 CONCLUSION

Access to information means having access to the internet where there is a sea of information on different subjects such as ours. Utilization of information means being able to use the information that has been accessed. Being able to use an information requires having the skill to use information communication technology (ICT).

5.0 SUMMARY

This unit treated the factors that can affect access and utilization of information and it includes; language, gender, distance to municipality, education and skill. Suggestions for information access and use includes ; reduced cost of ICT's , training, time, availability of infrastructure and support from municipality.

6.0 TUTOR – MARKED ASSIGNMENT

1. What is information access?
2. What is information utilization?
3. What are the factors that affect information access and utilization?
4. What are the suggestions for effective information and use?

7.0 REFERENCES / FURTHER READING

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MODULE 4: ETHICAL ISSUES IN INFORMATION GENERATION IN AFRICAN SOCIETIES

In this module you will be learning Information generation in African societies, Information transfer in African societies , Information transmission and utilization in African societies , Challenges of Information management in African societies.

UNIT 1 Ethical issues in information generation

UNIT 2 Information transfer in African societies

UNIT 3 Challenges of Information management

UNIT 1: ETHICAL ISSUES IN INFORMATION GENERATION IN AFRICAN SOCIETIES

CONTENTS

1.0 Introduction

2.0 Objectives

3.0 Main Content

3.1 Ethics

3.2 Ethical issues in Information generation in African societies

3.3 Factors that influence ethics in the Information Age

4.0 Conclusion

5.0 Summary

6.0 Tutor marked assignment

7.0 References / Further reading

1.0 INTRODUCTION

You have been taught definition of concepts in African societies, sources of information in African society, channel of communication in African society, information transfer in African society and information access and utilization in

African society. It is now time to look at the ethical issues in information generation.

2.0 OBJECTIVES

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

- Explain information generation
- Understand what ethics means
- Types of Ethics
- List various types of ethics as regards information generation

3.0 MAIN CONTENT

3.1 Ethics

Ethics borders around the question of “right” or “wrong” which has been a long-time argument for centuries. Every individual has an opinion about what is right or wrong in their own eyes and this has resulted in an endless debate with no solution in sight. Library and information professionals are not left out of the debate but rather they are now burdened with the debate of what is considered right or wrong in the profession (Hoq 2012).

Ethics is a systematic approach to understanding, analyzing and distinguishing matters of right and wrong, good and bad, admirable and deplorable as they relate to the wellbeing of people living in society.

Types of Ethics

1. Descriptive Ethics

Descriptive ethics explains the observation of different moral standards that different societies have and how their ideas of right or wrong varies from person to person or from society to society.

2. Normative Ethics

Normative Ethics is the observation of how people behave in the society; i.e., the observation of what is treated as morally right in a society and same thing is treated as morally wrong in another society.

3. Meta-Ethics / Analytical Ethics

Analytical or meta-ethics explains that there are no moral standards independent of our social groups and hence whatever is wrong is wrong and whatever is right is right irrespective of the society.

3.2 Ethical issues in Information generation in African societies

In generating information, technology can at the same time be a blessing and a curse. In generating information, there is need to focus on technology because this is the twenty first century. ICT in African societies make a major contribution to opening the doors of learning and culture. Brunet, Tiemtoré & Vettraino-Soulard (2004) identified six types of ethical issues related to information generation in African societies namely:-

1. Exclusion and Inequality

ICT on its own has created some distance between African societies and the rest of the world, between organisations and humans in the sense that the people who already have the finances to acquire this knowledge have an upper hand than those who do not have the financial resources. Be that as it may, some group of people have already been excluded and a huge gap is created. This exclusion gives rise to inequality within the societies which is obvious to all. Inequality can take place in schools/ universities between the internet users and non-users. Inequality can take place in organisations as well.

2. Culture (internet content)

Culture as we all know varies from country to country and from society to society. Internet content from a more advanced country may be seen as a negative exposure for a more timid society like African societies. This negative exposure may not go down well with the less exposed society.

3. Sociotechnical aspects of Internet integration (resistance)

Some African societies are of the opinion that the introduction of internet from advanced countries is purely for their monetary gain and not because there is a real need for it in the African societies.

4. Internet Costs and Financing

Internet connectivity doesn't come cheap in African societies. In fact, it's a huge investment and it faces fierce competition from other investments such as hospitals and infrastructures.

5. Political power

In some African countries, Internet is a tool that cannot be overlooked in exercising political power. In many societies, Internet is first introduced in security sectors, customs and other sectors on the corridors of authority. After circulating within the political zone, it then trickles into other sectors for those who have the knowledge, know the benefit and can afford it.

6. Economic organization

The introduction of the internet promotes only the development of the enormous national and multinationals. Some African societies are of the opinion that internet is a huge luxury that can only be afforded by the affluent.

3.3 Factors that influence ethics in the Information Age

There are many unique challenges to face in information generation especially in the information age. Mason (1986), summarized four factors that influence ethical issues by the means of an acronym.... PAPA

1. Privacy

Privacy varies from country to country and it answers questions such as "what personal information should one keep away from the public"? For instance in Nigeria before one can carry out transactions at the bank you need to fill out your BVN number which is very personal and some people find it offensive. The growth of information technology has threatened our privacy as well as

enlarged capacity for information generation, storage, computation and retrieval.

2. Accuracy

The internet churns out so much information on a daily basis and humans and organisations are exposed to such information and perhaps it is false, the damage is enormous because a lot of people would have believed and acted upon it. Accuracy raises questions like “how accurate is the information on the internet”?, “ who owns it”?, “who can be held responsible for a mishap”?.

3. Property

Property is an item of information that is extremely expensive to produce in the first instance. Yet, once produced, the item or information can be reproduced or shared with others without destroying the original. Reimbursements are meant to be paid to the original owner but in most instances its not paid. This is not same for tangible / physical property.

4. Accessibility

Access to information requires a little literacy. Access means three things in one. First one must have the intellectual skill such as reading, writing and reasoning to deal with the information. In other words, the required education is needed. Secondly, one must have access to the information itself i.e television, radio, computers, libraries etc. Thirdly, one must have access to the information itself.

4. CONCLUSION

Ethical issues are common to all societies including Africa. Ethical issues in information generation includes:- economic organization, political power, culture, internet cost & financing, exclusion and inequality. Information generated through the internet is prone to have some factors that influence them like privacy, accuracy, property and accessibility.

5. SUMMARY

In this unit you have learnt that ethics borders around the question of what is assumed right or wrong. Types of ethics includes descriptive, normative and meta-ethics. You also learnt about the ethical issues in information generation. Finally, you learnt that PAPA is the acronym for factors that influence ethical issues in information generation.

6. TUTOR-MARKED ASSIGNMENT

- What is information management?
- What is ethics?
- Describe the three types of ethics?
- Explain five ethical issues in information generation in African societies?
- What does the acronym PAPA mean?

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UNIT 2 : INFORMATION STORAGE IN AFRICAN SOCIETIES

CONTENTS

- 1.0 Introduction**
- 2.0 Objectives**
- 3.0 Main Content**
 - 3.1 What is Information Storage?**
 - 3.2 Challenges of storing African Culture/ Information**
 - 3.3 Ways ICT can assist in storing African Culture/ Information**
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1.0 INTRODUCTION

Information is key in every society, details about a culture is communicated as information. Such information can be made available for a larger audience . That is where ‘storage’ comes in. Information storage in African is making available ancient histories of African societies to anyone who wants to have access to them.

2.0 OBJECTIVES

At the end of this unit you should have learnt:-

What information storage is all about in African societies

3.0 MAIN CONTENT

3.1 What is Information Storage?

Information storage in African societies is all about ‘ Storing African Culture’.According to Omeluzor, Imam and Bamidele (2014), Africa is made

up of fifty-seven independent countries which form the African Union with headquarters at Addis Ababa. It is important to note that all African societies have something in common culturally and that is “the culture is largely oral in nature”. Spoken words are very important in African societies because it binds people together. Oral literature consists of :-

- Myths
- Fables
- Folklore
- History
- Genealogy

In African societies, many languages make use of oral and written form (Akinyemi 2011). For posterity sake, it is therefore pertinent to store these written forms of information of the African societies in digital form to avoid cultural extinction.

Information communication technology (ICT) plays an important role in the storage of African cultural heritage. Okoro (2010), is of the opinion that some African societies do not have any documented or recorded form of their discoveries and culture. Developed countries of the world unlike Africa, have the highest information of their culture on the internet and it can be accessed anytime. African culture which is mostly oral and written and passed down from one generation to another can also follow in the footsteps of the advanced countries and upload the information to the internet.

3.2 Challenges of storing African Culture/ Information

Mutala (2008), itemized some of the factors that militate against the development of African culture and they include:-

- a. Lack of electricity
- b. No access to telephone
- c. Illiteracy
- d. Language barrier
- e. Lack of technology penetration
- f. Lack of content developers
- g. Lack of appropriate cultural policies

- h. Poor reading habits
- i. Brain drain
- j. Cultural diffusion
- k. Infiltration of foreign culture

3.3 Ways ICT can assist in storing African Culture/ Information

According to Omeluzor (2014), several ways Information Communication Technology (ICT) can assist includes:-

1. Create healthy digital contents
2. Broadcasting in Rural Communities
3. Digitization of Recorded Oral Culture
4. Preserving content in Rural Libraries

4.0 CONCLUSION

Information storage of African societies can not be achieved without the application of Information Communication Technology (ICT). Okoro (2010) stressed that in order to avoid cultural extinction, misrepresentation and theft, there is need to introduce ICT for storing cultural heritage. ICT will enable the future generation to have a feel of how their ancestors lived without having to step foot in the interior villages.

5.0 SUMMARY

African societies are not as advanced as developed countries and so most of their information are in oral forms. It has become necessary for ICT to be applied to African cultures so that people all over the world can access it anywhere at their convenience. It can also be translated in different language

6.0 TUTOR-MARKED ASSIGNMENT

1. What is information storage?
2. How many independent countries form the African Union?
3. What are the challenges faced in storing African culture”
4. In what ways can ICT assist in storing African information/ culture?
5. What is the meaning of cultural diffusion?
6. In order to avoid extinction of cultures what action should be taken?

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UNIT 3 CHALLENGES OF INFORMATION MANAGEMENT IN AFRICAN SOCIETIES

CONTENTS

- 1.0 Introduction**
- 2.0 Objectives**
- 3.0 Main Content**
- 3.1 Challenges of Information Management**
- 4.0 Conclusion**
- 5.0 Summary**
- 6.0 Tutor – Marked Assignment**
- 7.0 References / Further Reading**

1.0 INTRODUCTION

This final unit focuses on the challenges of information management in African Societies.

2.0 OBJECTIVES

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

- Identify the different challenges of information management in African Societies

3.0 MAIN CONTENT

3.1 Challenges of information management in African societies are as follows:-

1. Humanistic factors

Humanistic challenge of information management are man-made challenges i.e caused by man/ humans. Such a challenge may occur when:-

- a. He/ she doesn't know the exact information to look for
- b. He/she doesn't know that if he/she doesn't have such information, he/she can collaborate and reach out to a colleague.
- c. He/she has access to the information but doesn't know understand the need and their analysis.

- d. Lack of understanding of the software and information systems
- e. Lack of accuracy of the data collected

2. Organizational factors

Organizational challenge has to do with lapses from the organization itself, examples are:-

- a. Lack of good condition that encourages collaboration
- b. Lack of existing internet systems
- c. Inadequate education of users
- d. Inadequate and incomplete documentation

3. Environmental factors

Environmental challenge has to do with the lapses within the environment.

- a. Lack of serious consideration and adequate investment.
- b. Lack of suitable use of mass media to develop the culture of using computer and information systems
- c. Lack of suitable consultants/ experts for designing the software.
- d. Lack of suitable rules from government in this regard.

4.0 CONCLUSION

There are so many challenges that are prone to information management in African societies ranging from lack of suitable rules from government, inadequate and incomplete documentation to inadequate education of users ; just to mention a few.

5.0 SUMMARY

Environmental, organizational and human factors are the three(3) broad categories of challenged of information management in African societies.

6.0 TUTOR MARKED ASSIGNMENTS

1. What are the three (3) major challenges of information management in African societies

7.0 REFERENCES/FURTHER READINGS

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