



**NATIONAL OPEN UNIVERSITY OF NIGERIA
LIBRARY ORIENTATION MANUAL**

**Edited by
DR. ADAM GAMBO SALEH**

**UNIVERSITY LIBRARY
NATIONAL OPEN UNIVERSITY OF NIGERIA
HEADQUARTERS
JABI, ABUJA**

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VISION/MISSION STATEMENT OF NOUN LIBRARY

Vision

To provide first class information services that will enable and enhance all forms of research, the pursuit of knowledge and contribute to the development of the university and the society.

Mission

To deliver world class library and information services to meet the needs of local, national and international scholarly community, support the university's mission and contribute to the development of society through the pursuit of teaching, learning and research at the highest international levels of excellence.

Core Values

Quality service, getting the basic right, continuous improvement, investing for the future, building and enhancing reputation, supporting diversity.

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Preface

This manual is developed to guide users of NOUN libraries in the headquarters and all study centre libraries across the country. It was deliberately written to address the needs of mature students typical of NOUN, in their quest for information search. It is equally useful to all staff for maximum utilisation of library resources/facilities efficiently and effectively. It serves as part of library education and information literacy to all NOUN community especially in this age of information communication technology and its attendant impact resulting in information explosion.

The manual is made up of five chapters covering a wide scope of librarianship and library activities. Chapter one introduces the concept of a library as variously defined as well as their types. This is to enable users appreciate NOUN library as an academic library, and the role it can play in the academic community.

Chapter two provides an insight into the organisational set-up of the library's resources. As an academic library, it employs the Library of Congress (LC) Classification Scheme which is in line with the global practice in librarianship. This will help users understand how resources are organised in the library, hence, facilitates information seeking.

Services offered by the library and the rules and regulations governing its utilisation are highlighted in chapter three.

Chapter four is on the e-resources and services of the library. The library houses both the conventional library and an electronic library. It shows how learning in the 21st century is significantly different from learning in the preceding centuries. However, as an ODL institution, NOUN library places more emphasis on e-Library resources because of the diverse nature of its clientele. The chapter is devoted to the listing of all available database(s), Digital Resources, Open Educational Resources (OER), The Open Access Catalogue (OPAC) is extensively explained in this chapter.

Finally, chapter five is dedicated to issues on information literacy. It identifies various searching techniques and good reading skills and habits necessary for a successful research activity. It also enlightens on plagiarism and copyright infringement with a view to avoiding them.

DR. ADAM GAMBO SALEH
University Librarian

Chapter 1

Meaning of Library, Origin, Types and their Functions

Comfort Uzoigwe

1.0 Introduction

The library is the collective memory of society. It contains all the thoughts and wisdom of man, and has the ability to communicate in time and space. It communicates in time by having the codified knowledge of man across all centuries, and it communicates in space by having the codified knowledge of man from every land and clime. The great thinkers and men of learning have relied on the library and its books to make them what they are or were. For example, the great scientist, Isaac Newton said “If I have seen further than others, it is by standing upon the shoulders of giants.” Karl Marx, the father of Marxism died while reading in the British Museum.

To become a more knowledgeable person, and to be better informed than others, one needs to resort to books. It is no surprise, therefore, that the British see the library as the “heart” of the university. Every citadel of learning establishes a library to support its academic and other related programmes. A popular saying goes thus: “The quality of a university can be gauged from the content of its library.” It is for the reason of supporting teaching, learning, research, and leisure needs of members of every university that each university has a library and pays serious attention to it.

Libraries, be it academic, public, school, or special are central in any educational enterprise. No meaningful or solid education can take place without the library - because libraries form the foundation on which the groundwork of lasting, fruitful and qualitative scholarship resolves.

It is in view of these all important roles of the library that it became necessary that students in institutions of higher learning should be taught the best way to use the library in order to maximise its resources for their effective learning.

1.1 Concept of Library

The New Encyclopedia Britannica explains that the library has its origin from the Latin word “*liber*” which means “book”. From this standpoint, it infers that book is inseparable from the concept of library. The conservative definition of library as a storehouse of knowledge where resources are shackled to preserve and prevent them from any form of theft making access to them very narrow is no longer adequate.

However, by the middle of the 15th century, with the invention of the printing press, several copies of a book could be printed within a short time. With the availability of the printing press, it became easier, to replace lost copies, print more copies and reprint damaged books. From this period on, the orientation of the library changed from preservation centre to a free access centre.

1.2 Attempted Definition of Library

The invention of the printing press invariably revolutionised the concept of library. Hence, the library can be described as an organised collection of books and other information materials kept for reading, study and reference. The term “organisation” makes the difference between the library and any other type of information materials collection. The library glossary was more explicit in its definition of library as a place where information materials are acquired processed, organised, stored, retrieved and disseminated to potential users when the need arises.

1.3 Many Definitions of Library in Literature

Ezennia (1993), Gojeh (1995), Achebe (2008) and others define library as “a collection of books and other non-book materials, housed, organised and interpreted to meet the yearning needs of people for information, knowledge, recreation, aesthetics, research and enjoyment.”

All these definitions have one thing in common; that the library is an organised collection of books and other non-book materials stored for use by library patrons.

1.4 The Origin of Library

A trace of events from creation depicts that the library is as old as the world. The story of the creation is being told today because of the availability of records preserved and disseminated by men who were inspired by God. Archeologists have been able to tell stories of thousands of years ago because in the course of their excavations, they were able to come in contact with artifacts through which they make their estimations.

We have heard stories of how a particular art was transferred from generation to generation. All these show that, in the past, there were ways of preserving our information for posterity. In the past it was called “human encyclopedia” or oral tradition and later to books. As civilisation advanced, human thoughts were concretised in pictorial or visual communication, carving, drawing or painting. This was traced to the ancient civilisation of the Egyptians and Babylonians that invented their type of writing cuneiform and hieroglyphics in preserving information for posterities. Scholars also revealed that monks in the monastery in Rome were also among the first to have information kept in a written form. They were called ‘scriptoriums’ or the script writers.

The introduction of writing was a landmark development in the history of man because it offered mankind the opportunities for the preservation of human activities permanently for future use. The invention of the printing press in China aggravated the spread of modern libraries. It was said to have been invented there even before it was made in ancient Egypt. History had it that, the art of printing from moveable types was also known to be in practice in China several centuries before it was reinvented as it were in the west. The Chinese have had libraries for not less than 3,250 years, their books consisting of tortoise shells and the first known library consisting of about 17,000 specimens of tortoise shells.

The shells bore storage inscriptions and dates to about 1,300 B.C. All these were found in a pit in 1936 along with a single human skeleton which was believed to be the librarian in charge of the tortoise shell library.

Also the invention of the printing press by Johannes Gutenberg in Germany in 1440 led to the explosion in book production and documentation of various types including newspapers, magazines, maps, posters in the Western World.

This great invention of the 15th century led to the increased production of bibliographies as well as heightened public propensities for private book collection. As a result, private collections (libraries) flourished in Europe and other parts of the world.

The parliamentary investigations which led to the first English Library Act of 1850 in Britain and the organisation of the Boston public libraries of 1852 in the United States of America, marked the beginning of the modern library movement. With the explosion of library everywhere, there came the need for division and specialisations in libraries based on its audience and parent institutions.

Public opinion started to believe in libraries as it believed in schools. Universities also appreciated the libraries and its relationship in quality teaching and learning. Also in developing countries, like Nigeria the scene is changing for better as large library buildings were planned and constructed in institutions of higher learning, secondary and primary schools were gradually not left out. The Nigerian Universities Commission of Nigeria (NUC) has also recognised and given the libraries the pride of place in the scheme of events.

The broad objectives of these libraries no matter the character of the parent organisations are to acquire information materials, process, organise and make them available to their users.

1.5 Types of Libraries

The objective of any library is to provide the information needs of the readers through the acquisition, processing, organisation preservation and creation of access to those information resources to the potential users. However, the organisational structure, nature of users, purpose of establishment and variations in the type of services rendered led to the classification of the library into many types. These include the national, public, academic, school, special, private and electronic library. The functions and services of these libraries differ as they have different clientele to serve.

1.5.1 National Library

The national library is a library that serves the needs of the entire nation and that is why it is always located at the headquarters or the capital city of a country. National library is established by the federal government by a law or act that assigns functions it.

The following are the functions of the national library:

1. To establish and maintain a branch of the national library in each state of the federation.
2. To give advice to agencies, states or organisations that need to establish a library.
3. Collecting and preserving all publications-newspapers, books, periodicals, emanating from the country. Such collections when compiled are called the National Bibliography of Nigeria (NBN). An author submits three copies of his published work. State governments submit 10 copies and federal government submits 25 copies to the national library within one month of their publication.
4. Stocking representative collections of foreign publication relevant to our country's socio-cultural values.
5. Publishing the National Bibliography and compiling a union catalogue.

6. Rendering bibliographic services, such as issuing International Standard Book Number (ISBN) and International Standard Serial Number (ISSN) to publishers and authors.
7. Coordinating the activities of other types of libraries within the country.

1.5.2 Public Libraries

These are libraries established in every state capital by the state government to serve the reading public without bias to sex, age, race, status, educational background or religion. According to Aina (2004) public library is more or less a universal library, not restricted to any group of users and providing services without any form of discrimination, bias on gender or race.

Some authors refer to public libraries as the people's "University". Their services are free of charge. Example of a public library is the State Central Library Enugu, at Market Road Enugu. The aim of the public library is to improve the quality of life, promote the concept of democratic society and to add to the general happiness of man in the place he finds himself. The following are the functions of the public library:

1. Creating and strengthening reading habits in children from an early age.
2. Supporting both individual and self-conducted education at all levels.
3. Providing opportunities for personal and creative development.
4. Stimulating the imagination and creativity of children and the young people.
5. Encouraging mass literacy campaign through the provision of information resources.
6. Promoting awareness of cultural heritage, appreciation of the arts, scientific achievements and innovations.
7. Fostering intercultural dialogue and favouring cultural diversity.

8. Providing adequate information services to local entrepreneurs.
9. Facilitating the development of information and computer literacy skills.
- 10 Supporting and participating in information literacy programme for all age groups and initiating such activities if need be.

1.5.3 Academic Libraries

Academic libraries are libraries attached to tertiary institutions such as universities, polytechnics, colleges of education, colleges of agriculture, colleges of technology and also research institutes.

The academic library is the nerve centre or the hub around which scholarship revolves. It is an indispensable instrument for intellectual development, being a store house of information to which users (students as well as lecturers) may turn to for accessing their information needs. They provide information resources for supporting teaching, learning and research activities, in the overall realisation of the objectives of their institutions.

Functions of the Academic Libraries

1. To provide the information needs of the academic community they serve.
2. They select materials to be acquired and their procurement by various methods.
3. They organise the resources procured through the processes of cataloguing, classification and shelving. All these will facilitate easy retrieval of those resources by the users.
4. Provision of intellectual leadership through research, publication and dissemination of information.
5. Promotion of extensive services of the university through their support for adult education, distance education programmes, extra-moral studies programme, seminars, conferences and workshops.

6. To provide lending services appropriate to different types of users.
7. To provide enabling reading environment in useful variety of locations.
8. To provide specialised information services such as Selective Dissemination of Information (SDI) to the academic community.
9. To make accessible online information resources to the academic community.
10. To organise information literacy skill programme for the students and staff of the institution with the aim of enabling them to use the library effectively.
11. Acting as a link with the world of books and libraries and drawing upon the special resources of other libraries and institutions. This cooperation with other libraries is called inter library loan and inter library reference for the interest of their users.

1.5.4 School Libraries

These are libraries found in pre-primary, primary and secondary schools to provide the information needs of the pupils/students and their teachers. A school library is a collection of a wide variety of library materials (books, newspapers, non-print) and other resources housed in each school, centrally organised by the staff and professionally prepared to offer services to students and teachers that will enrich and support the educational enterprise.

They are also called Learning Resources Centres or Instructional Materials Centres (IMC) for the schools, providing variety of teaching and learning aids.

Functions of School Libraries

1. To enhance the provision of information resources needed in the educational programmes of the school.
2. To assist in the development of good reading habits in children through independent reading opportunities.

3. To help school children widen their knowledge and develop love for reading.
4. It serves as an instrument for enrichment, students' guidance and away from formal atmosphere of the classroom.
5. To inculcate in the children the habit of using the library as a repository of knowledge in later life.
6. To lay the foundation of leisure reading among school children.

1.5.5 Special Libraries

These are libraries established and maintained by corporate organisations such as business firms, research institutes, government agencies and professional association to serve their members or staff. Special libraries are sponsored by their parent organisations. Their main function is to help their parent organisations achieve their set goals and objectives by providing them with their information needs. The information resources, they provide are usually confined to the narrow subject interest of their host organisations and its use is limited to staff or members of the organisation only.

The following are forms of special libraries.

- (a) Research libraries - are those found in research institutes. Their main concern is to procure resources for the information needs of their staff. Examples are the International Institute of Tropical Agriculture (IITA) Ibadan. Federal Institute of Industrial Research (FIRO), Oshodi, Lagos; National Institute of Social and Economic Research (NISER), Ibadan; Project Development Institute (PRODA), Enugu.
- (b) Media libraries - are those libraries attached to the media houses such as television and radio houses to cater for their staff's information needs.
- (c) Newspaper libraries are those libraries attached to newspapers firms such as Guardian, Daily Trust, Sun, etc. to provide for the information needs of their staff.
- (d) Law libraries - these are libraries attached to the judiciary, or law firms owned by legal practitioners.

- (e) Ministry libraries - are found in the various government ministries providing information needs to policymakers and other civil servants.

1.5.6 Private Libraries

As the name implies - private libraries are those libraries owned and used by individuals' family members, relations, friends and well-wishers. Private libraries are usually located in the people's homes or compounds. In other words, the library collections acquired are stored for the individuals' advancement in knowledge. Examples of some private libraries include Gani Fawehimi's Law Library, Dr. Nnamdi Azikiwe Library at Onuiyi Nsukka, Henry Carr's Library at Ibadan, etc.

However, most private libraries have greatly supported academic and other libraries. For example, most private libraries have formed the bulk of academic libraries' collections. Henry Carr's collections formed the bulk of the University of Ibadan, Library collection. Also the library collections of Dr. Nnamdi Azikiwe formed the bulk of Nnamdi Azikiwe's Library collection at University of Nigeria, Nsukka.

Functions of Private Libraries

1. Private collections provide resources for the home which will lay the foundation of learning to the children at home leading to love for books and reading.
2. Private libraries assist the children in the home to inculcate the habit of reading.
3. It provides some rare and archival materials for reading, study and research,. Such materials may not be available in other libraries.

1.5.7 The Electronic Library

The electronic library is the latest type of library in the history of the development of libraries in the world. It evolved as a result of the

advent of new technologies- information and communication technology (ICT). The electronic library is also known as the eLibrary, virtual library, digital library, library without walls, library of the future, etc. The electronic library (eLibrary) is a library where information resources are made available and accessible in electronic format and the services of the library are also accessible electronically “frequently over the internet” (Rosenberg in Okiyi (2014).

A virtual library is that library which provides access to databases, electronic journals, alerting services, electronic references and quality vetted e-resources. Although virtual library, electronic library, digital library, online library, etc. has been used synonymously, there still exist some differences between them. According to Ezra (2009) an electronic library consists of electronic materials and services such as video tapes and CD-ROM, while digital library consists of digital services and materials that are stored, processed and transferred through digital (binary) devices and networks. On the other hand, the virtual library consists of both digital and electronic libraries existing virtually. While a digital library can exist without a virtual library the latter cannot exist without the former despite the fact that the terms electronic, digital and virtual are used interchangeably.

A digital library is a collection of information of resources that are in an electronic format. The resources are basically the resources found in a traditional library but the difference is that the resources are either originally digital or digitised from their original print version. The contents of these resources may be stored locally in form of CD-ROM or DVD and can be accessed remotely using a computer.

1.5.8 Hybrid Library

A hybrid library is a combination of traditional library and a digital library in a particular library set up. In other words, the library has both print and electronic resources side by side. This type of library also maintains a conventional card or books catalogue with a digital catalogue in form of Online Public Access Catalogue (OPAC).

In a hybrid library, the shelves are properly maintained to facilitate easy access to the information resources and there are computer workstations where e-resources can be searched remotely or locally.

Today, many libraries in Nigeria especially our academic libraries in tertiary institutions are currently operating hybrid libraries.

Functions of e-Libraries

1. The resources will never be out on loan.
2. To break the barrier of access to information.
3. To enhance quality of life by making digitally available e-books, journals and other resources available to the users anytime and anywhere through the use of information and communication technology based tools.

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Chapter 2

Library Organisation

Ambrose E. Smart

2.0 Introduction

The library is organised in such a way that it can be properly managed. The resources are well organised for proper identification by users. For proper management of library resources, certain tools are used, called library classification schemes. Library classification is a system by which library resources are arranged according to subjects. Library classifications use notational system that represents the order of topics in the classification and allows items to be stored in that order. Library classification systems group related materials together, typically arranged in a hierarchical tree structure. The classification system developed and used at the Library of Congress since 1897, the Library of Congress Classification system (LC) divides the field of knowledge into 20 large classes with an additional class on general works. This notation allows more combinations and greater specificity without long call numbers.

2.1 Classification of Materials

Classification is the putting together of like things or arranging of things according to common characteristic for easy retrieval of library resources.

There are different types of classification schemes used by libraries. These include:

- ▶ Dewey Decimal Classification (DDC)
- ▶ Library of Congress Classification (LCC)
- ▶ Colon Classification (CC)
- ▶ Universal Decimal Classification (UDC)
- ▶ Moy's Classification Scheme.

2.2 Library of Congress Classification (LCC)

The National Open University of Nigeria uses Library of Congress classification scheme for the organisation of their educational resources. Most academic libraries in Nigeria adopt Library of Congress classification scheme. This scheme was developed by the Library of Congress of the United States of America for the classification of information resources in that library. All academic libraries mainly in Nigeria adopt the scheme for their library.

The main classes of library of congress classification scheme are:

- A General Works
- B Philosophy, Religion
- C History
- D History and Topography
- E United States (history)
- F United States (local)
- G Geography, Anthropology
- H Social Sciences
- J Political Science
- K Law
- L Education
- M Music
- N Fine Arts
- P Language and Literature
- Q Sciences
- R Medicine
- S Agriculture
- T Technology
- U Military Science
- V Naval Science
- Z Bibliography and library science.

2.3 Purpose of Classification Scheme in the Library

- ▶ It facilitates the grouping and maintenance of the library collection in a logical order.

- ▶ It helps to divide all knowledge into subjects.
- ▶ It makes accessibility/location of library books easy.

Shelf guides/shelve list: A shelf guide gives personal assistance to library users in order to easily locate a particular subject area of the wealth of library resources. It serves as an access point to all books/journals in the library. It guides the user to a particular subject area out of all the resources in the library.

Shelving: This is the arrangement of books on shelve(s) according to their class marks. Shelving helps to ensure that books are arranged under their specific subjects.

Catalogue: The library catalogue is a systematic and complete record of all library resources. It is a listing of books, maps and other information items in a specific library. The manual catalogue is a card that usually carries every information needed on a particular book in the library. According to Edoka (2000), “The catalogue is a communication device arranged in some definite order to enable the library user determine what a library has. According to him library catalogue is the index or key to the stock of that particular library.”

2.4 Call Number

The call number is both on the spine of the resource and on the record that represents this book in the OPAC (On-line Public Access Catalog), which is the electronic version of the catalog cards; it can be accessed by the use of computers in a computerised library system. Library of Congress notation is alphanumeric. In other words, it is a combination of alphabet(s) and number(s). The alphabets represent the broad subject area of the book. The first number line indicates a more specific or narrower subject area while the letter and number on the third line represent the author’s cutter number (a code for the author’s last name). The shelves are arranged alphabetically from A-Z (left to right).

2.5 Accessibility of Materials

- The arrangement of materials on the shelves is alphabetical by their classification mark which is from A to Z.
- Materials are labeled with their classification number on their spines.
- The letters and the number codes which are assigned to each book are known as call number.

2.6 Personnel Structure in the Library

The personnel structure in the university library follows this structure hierarchically. Thus;

- ▶ University librarian
- ▶ Deputy university librarian
- ▶ Principal librarian
- ▶ Senior librarian
- ▶ Librarian I
- ▶ Librarian II
- ▶ Assistant librarian
- ▶ Chief library officer
- ▶ Principal library officer
- ▶ Senior library officer
- ▶ Higher library officer
- ▶ Library officer
- ▶ Chief library assistant
- ▶ Senior library assistant
- ▶ Library assistant
- ▶ Head library assistant
- ▶ Library attendants.

2.7 Sections in the Library

The library is organised into different sections in National Open University of Nigeria. The various sections include:

1. The university librarian's office
2. Acquisition section
3. Cataloguing section
4. Readers' services section
5. Reference section
6. Serials section
7. E-library section.

2.7.1 The University Librarian's Office

The university librarian is a principal officer of the university. He/she is usually in charge of the management of the library at the headquarters including all study centre libraries. The university librarian is responsible for the management functions such as planning, organising, staffing, budget preparation and defense, controlling and supervision, measurement and evaluation of activities, operational procedures and services, and reporting, among others.

2.7.2 Acquisition Section

Under this sections, are the Collection Development Unit, the Bibliographic Checking Unit, the Ordering, Receiving and Invoice Processing Unit and the Gift and Exchange Unit. The section handles all the activities relating to library acquisitions. The acquisition section is in charge of library stock development. It seeks and enjoys the cooperation of academic staff as well as students in its crucial task of stock building. Recommended titles for acquisition are usually forwarded to the acquisition librarian with approval from the university librarian.

2.7.3 Cataloguing Section

The cataloguing section takes care of getting the materials ready for use in the library by processing, cataloguing and classifying the material. This section is responsible for the processing of library materials. It is sometime referred to as the technical unit. In NOUN this unit is at the headquarters, the section processes books and sends to all study centres.

2.7.4 Readers' Services Section

This section consists of the circulation unit, reference service unit, the serial units and reserved unit. The section is in charge of circulation of library materials. It is the image maker of the library. It oversees the general reading area as well as the open access collection. This unit deals directly with the library patrons. Registration of library clientele, charging and discharging of books and other materials are carried out in this unit. Staff in this unit includes the circulation librarian and library assistants, library attendants and the security/porters. The section takes charge of the public services of the library.

There is a unit under the readers' services section known as the reserved unit. Books placed in the reserved unit are books that are not in multiple copies but are always requested for by many library users. Books placed in this unit are therefore consulted on hourly basis so as to be able to go round all the users. Books here cannot be borrowed like the ones in the open shelves.

2.7.5 Reference Section

The reference section provides reference services to staff, students and researchers. The reference section is headed by a reference librarian whose duty is to assist readers in getting information from the library resources for study, research and teaching. This section renders the following services:

- Provides answers to specific enquiries.
- Instructs readers on the use of the library and the catalogues, abstracts, indexes and local and foreign university calendars.
- Guides users in locating materials.
- Conducts an extensive literature search for library users with research topics and proposals.
- Provides inter-library services by issuing letters of introduction to registered members of the library to use other libraries when necessary.

2.7.6 Serials Section

The serials section contains current and back issues of foreign and local journals, magazines, newspapers, special collections such as government publications, inaugural lecture series, rare books and other significant collections.

2.7.7 E-Library Section

The electronic library is responsible for the development, organisation and handling of the library electronic services. It consists of the electronic and audio-visual resources unit, digitisation unit and networking unit. Users have access to a wide variety of electronic resources (online repositories, online databases, e-journal sites, etc.) with the e-library; library users have great advantage of doing research online with immediate access to information from huge databases in various fields.

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Chapter 3

Services, Rules and Regulations in NOUN Library

Shamwil Salisu Bala

3.0 Introduction

The services of the National Open University of Nigeria library are designed and tailored to meet the information needs of the university community. The services of the library can be broadly categorised into two namely: Technical Services and Readers' Services.

The technical services are those behind the scene activities that ensure the effective running and utilisation of library resources. Technical services provide the backbone upon which reader services are run. Technical services include cataloguing, classification, accessioning, shelving (and shelf reading) and collection development among others. Technical services are performed by professional librarians.

Readers' services on the other hand are those library services that are enjoyed by the library users; they include reference services, circulation, current awareness, selective dissemination of information among others. These services are accessible to library users as soon as they step into the library.

3.1 Print Resources Available in NOUN Library

Print resources are hard copies available in the library and are in designated sections:

- i. Textbooks
- ii. Journals
- iii. Course materials
- iv. Reference materials
- v. Projects/Thesis
- vi. Newsprint
- vii. Past Questions
- viii. NOUN official publications.

3.2 Borrowing and Returning

How to borrow a book:

- a. Identify the book you need from the shelves after consulting the OPAC (online public access catalogues) or database.
- b. Ensure that the material is in good condition before taking it to the circulation desk.
- c. Show your library identity card or your student's identity card to the library assistant on duty.
- d. The library assistant in charge will process the book.
- e. Check the date due slip and ensure that it is stamped and the date due is accurate.
- f. Do not allow others to use your ID card.

The book is now in your care, safety of such books on loan to you is paramount. Avoid mutilation and return the books in good condition.

3.3 Number of Items Permitted for Loan

Students

No student may have more than two library items, whether of the same or separate works in his possession at a time.

Staff

A staff is allowed to borrow maximum of four items, with same condition as student above.

3.4 Duration of Loan

The duration of loan for student is one week while that of staff is four weeks. The loan period can be extended just once on request.

3.5 Regulations for Borrowing of Library Materials

General

1. Books may be borrowed for home reading by staff and students. A borrower is personally responsible for materials that are checked on his tickets.
2. The centre librarian may determine at his/her discretion which books are available for lending from time to time. In general, most materials are available for loan. The exceptions are: books marked “Reference only”, materials on display “as current acquisitions” and periodicals.

3.5.1 Undergraduate Students

1. Students may borrow up to two books for two weeks and may request for an extension for another two weeks
2. Students with overdue books pay a fine of ₦50 per day/book, or if a book has been recalled to the library, a fine of ₦100 per book per day from the third day after the recall notice was dispatched.

3.5.2 Postgraduate Students

1. Postgraduate students may borrow up to two books for four weeks.
2. Postgraduate students with overdue books pay fine of ₦50 per day/book or if a book has been recalled by the library, a fine of ₦100 per book/day from the third day after the recall notice was dispatched.

3.5.3 Academic and Senior Staff

1. Academic and senior staff may borrow up to four books at a time
2. Academic and senior staff with overdue books pay a fine of ₦50 per book per day, if a book is recalled, he/she pays ₦100 from the third day after the recall notice was dispatched.

3.6 Condition of Loan

There are rules that the borrower has to adhere to, for the safety of library materials. Borrowers are advised to strictly adhere to the following instructions:

1. The consent of the librarian should be sought if any user wants to borrow books from another study centre library other than his original study centre.
2. They are subject to recall at any time.
3. The borrower is responsible for damage or loss.
4. Books on loan must be returned immediately on demand from the library.
5. Books borrowed are subject to scrutiny at the security points at the entrance to the library, or on request by any member of library staff.
6. Books kept beyond the due date attract a fine.
7. A book mutilated by a borrower on return attracts severe disciplinary action.
8. The borrower should return all library books before leaving for annual leave, vacation, sabbatical, training leave and at the end of his/her career or appointment with the university.
9. Fines will be charged for overdue books at the rate specified for the different categories of the library patrons.
10. After books have become one month overdue: the books will be regarded as missing and the cost of the replacement plus a processing fee will be charged to the borrower. But the book will still be regarded as library property if found.
11. Persistently non-cooperative borrowers will be reported as a matter to the dean of his/her faculty and library committee for further action. They may be debarred from borrowing library material until their bills are cleared.
12. Missing books must be reported immediately to the circulation librarian who will search for them, and if not still found will determine the current price of such books for replacement.
13. Books may be renewed only once provided that they are not needed by any other reader, or for the reserved book room, or recalled by the library.

14. Anyone may request an item already on loan to be reserved for him, on return of the material to the library.
15. Books on loan to any reader may be recalled by the library before expiration of the loan. Any of such books must be returned to the library at once, failing which the borrower will incur a fine after three days of recalling the books.

3.7 Return of Borrowed Books

When books borrowed are returned, readers must ensure that the library staff physically receives and examines the books to make sure they are returned in good condition. Books borrowed should however be returned on or before the date due.

3.8 Overdue Notices

A notice of due date is sent a week after the date due. After this a final notice is sent two weeks after the date due. A fine is paid after the book is returned.

3.9 Care for Library Materials

Library materials in the possession of a borrower should be properly handled and returned in good condition on their due date. Lost or mutilated books are duly paid for. Defaulting borrowers face such consequences like withdrawal of library identity cards and all privileges given to such a user.

Treatment of Library Material

1. Damage to library property including books, furniture, or loss of materials should be reported to the head of readers' services at once. The cost of repair or replacement, as estimated by, and at the discretion of the University Librarian may be charged to the person responsible. Library books which have been reported missing and later replaced at the expense of the responsible borrower, but which are subsequently recovered,

nevertheless remain library property and should be returned to the library.

2. Library users should refrain particularly from marking, tearing or damaging in anyway, books, documents and periodicals belonging to the library. Any user who damages or steals library materials would be severely dealt with by the authority.

3.10 Library Regulations

To maintain law and order in the library, and also to ensure silence and safety of library materials, the following regulations are to be observed:

- Switch off your phones in and around the library.
- Avoid group discussion in and around the library.
- Any form of noise or distraction should be avoided.
- Food items are not allowed in the library.
- No smoking in and around the library.
- Users property like bags, cases, umbrellas, etc. should be kept in the place provided for them. Valuables should however be removed from them, as the library will not accept any responsibility for their loss.
- Downloading and printing of course material(s) is disallowed in the library, however users may patronise the business centre within the library premises.
- Readers are not permitted to use any form of external storage device on the library's systems.
- Library materials consulted should be left on the reading tables or returned to the circulation desk for proper shelving. Users should not attempt to resshelf such materials.
- In case of default on the part of the user, the university librarian reserves the right to suspend or withdraw all library privileges from a user, and to also report such cases to the appropriate university authorities for further disciplinary action.

- Stealing, mutilation and otherwise of books would be treated as gross misconduct and the offenders dealt with appropriately.
 - Noise making, eating or drinking is disallowed in and around the library. Offenders would be sent out of the library.
 - Users should write their names on the register at the reception desk. This is to enable the library monitor users' patronage.
 - Users are to produce their Identity card at the point of entry.
 - The university librarian is empowered to suspend any library user who flagrantly infringes the library regulations from the use of any or all the library's services.
 - Only reserved books should be used in the reserved book room.
 - Readers should not attempt to reshelv the books and periodicals they consult within the library. Materials consulted should be left on the tables or on the trolleys provided. Reserved books should be returned to the library assistants at the counter in the reserved book room after use.
- University library patrons are encouraged to interact with the readers' services librarian as well as the subject specialist to maximise the use of library resources for teaching, research and community service.

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Chapter 4

E-Resources and Services in Distance Learning Environment

Olaronke Fagbola and Oluwaseun Babarotimi

4.0 Introduction

Libraries are vital components of academic institutions. As a result of their services to all the segments of the populace, libraries are unique and strategic in the society. Libraries provide access, organise and help users find the information they need (Igwe and Onah, 2013). Libraries form an integral part of education and services as means through which individuals, organisations and societies provide large number of people an unhindered access to substantial information and or level of knowledge (Fagbola, 2015). Information provision is crucial to knowledge, the bedrock of transformation and development in varying aspects of life. Information is indispensable. It is the only strategic resource that contributes to the development of man (Uzuegbu and Uzuegbu, 2013).

Learning in the 21st century is significantly different from learning in the preceding centuries. Learning in the 21st century is learner-centred, a lifelong process. With the opportunities brought by distance learning, access to higher education is provided with no boundaries of space and time. Distance education (process by which an individual or institution packages information in such a way that an individual or group of individuals learn at a distance) allows for a greater diversity of students to have access to especially university education but also creates a number of variables/scenario that can make deploying library services a big challenge (Hundu, Tuamsen and Dabis, 2013). Distance education usually employs all available media, methods and techniques to enable learners' access education/information at a distance.

The advent of the Internet and use of diverse social networking tools (WhatsApp, Flickr, Instant messaging, Twitter, Web 2.0) through Information Communication and Technologies (ICTs) have revolutionised the provision of information services to library patrons and has a major impact on how people find and access information.

The rising popularity of e-books, e-journals and e-resources in particular has helped in transforming the reading habits of library patrons in our universities. This development to a very large extent has altered, redefined and transformed the nature of libraries and information services available on offer in libraries, especially academic libraries today. In this changing landscape, academic libraries are trying to adjust their services to these new realities while still serving the needs of patrons who rely on more traditional resources. Before discussing the various types of services, it is imperative to first discuss available electronic resources.

4.1 Available Electronic Resources in NOUN Library

Electronic resources available in NOUN virtual library include but are not limited to the following:

S/N	E-RESOURCES	SUBJECT AREA COVERED	LINK
1.	AGORA(Access to Global Online Research Agriculture)	<ul style="list-style-type: none"> • Agriculture 	http://www.fao.org/agora
2.	EBSCO	<ul style="list-style-type: none"> • All subject areas covered 	http://search.ebscohost.com/
3.	HINARI(Journal)	<ul style="list-style-type: none"> • Social Sciences • Environmental science • Health education • Biological Science • Nursing 	http://www.who.int/hinari/training/en/
4.	National Virtual Library	<ul style="list-style-type: none"> • Electronic books, journals, films, videos and maps in various fields to facilitate teaching, research and learning. 	http://www.nigerianvirtuallibrary.com/

5.	<u>Online Access to Research in the Environment (OARE)</u>	<ul style="list-style-type: none"> • environmental science 	http://oare.oaresciences.org/content/en/journals.php
6.	SAGE	<ul style="list-style-type: none"> • SAGE Choice is offered on all SAGE’s subscription journals and allows authors to make their published article freely available for an article processing charge • SAGE pure gold open access journals • SAGE also supports green open access archiving for authors publishing in traditional subscription journals 	https://uk.sagepub.com/en-gb/eur

7.	Law Pavilion	<ul style="list-style-type: none"> • Law Pavilion is a leading legal IT Research Tools provider whose existence serves to help Lawyers, Judges and Law firms make the most of their legal practice through the provision of cutting edge IT Solutions for the Legal Industry. • In a global world becoming increasingly technology driven, Law Pavilion helps bring your practice up to speed with current global best practices through our array of premium products: Law Pavilion Electronic Law Report (LPELR), Law Pavilion Case Manager, Case Manager Corporate Counsel Version, Law Pavilion Court Manager, Law Pavilion Solicitors' Toolkit and Law Pavilion Students Pack; thus guaranteeing you speed, efficiency, convenience and ease in the delivery of Justice. 	http://www.lawpavilion.com/
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8.	Project MUSE	<ul style="list-style-type: none"> • Project MUSE is a leading provider of digital humanities and social sciences content; since 1995, its electronic journal collections have supported a wide array of research needs at academic, public, special, and school libraries worldwide. MUSE books and journals, from leading university presses and scholarly societies, are fully integrated for search and discovery 	http://muse.jhu.edu/
9.	World Bank eLibrary	<ul style="list-style-type: none"> • Development Outreach, World Bank Economic Review and World Bank Research Observer journal articles published since 1996 • Development Economics (DEC) policy research working papers published since 1995 • e-books and reports dating as far back as the 1970's (in the case of the World Development Reports), plus • All new formal publications upon release. 	http://elibrary.worldbank.org/

10.	JSTOR	<ul style="list-style-type: none"> • African American Studies • African Studies • American Indian Studies • American Studies • Anthropology • Aquatic Sciences • Archaeology • Architecture & Architectural History • Art & Art History • Asian Studies • Astronomy • Bibliography • Biological Sciences • Botany & Plant Sciences • British Studies • Business • Classical Studies • Development Studies • Developmental & Cell Biology • Ecology & Evolutionary Biology • Economics • Education 	www.jstor.org
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		<ul style="list-style-type: none">• <u>Feminist & Women's Studies</u>• <u>Film Studies</u>• <u>Finance</u>• <u>Folklore</u>• <u>General Science</u>• <u>Geography</u>• <u>Health Policy</u>• <u>Health Sciences</u>• <u>History</u>• <u>History of Science & Technology</u>• <u>Irish Studies</u>• <u>Jewish Studies</u>• <u>Language & Literature</u>• <u>Latin American Studies</u>• <u>Law</u>• <u>Library Science</u>• <u>Linguistics</u>• <u>Management & Organizational Behavior</u>• <u>Marketing & Advertising</u>• <u>Mathematics</u>• <u>Middle East Studies</u>• <u>Music</u>	
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		<ul style="list-style-type: none">• <u>Paleontology</u>• <u>Performing Arts</u>• <u>Philosophy</u>• <u>Political Science</u>• <u>Population Studies</u>• <u>Psychology</u>• <u>Public Policy & Administration</u>• <u>Religion</u>• <u>Slavic Studies</u>• <u>Sociology</u>• <u>Statistics</u>• <u>Transportation Studies</u>• <u>Zoology</u>	
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4.2 Accessibility of Available Electronic Resources

- i. Most databases are under subscription and only accessible with username and password, or through a Host Source. Resources obtained are usually peer reviewed and deemed reliable.
- ii. Special reference e-libraries are only accessible through subscription or a host source.
- iii. Access through a Reference Librarian (ask a librarian).
- iv. Open access resources are easily accessible but difficult to 'sift' through except when accessed through authenticated portals or host.

4.2.1 OPAC (Online Public Access Catalogue)

Online public access catalogue is the electronic form of the card catalogue. The OPAC helps users to check through the library's holdings and to know the location of materials on the shelf through the call numbers, and determine its present status; on loan or available on the shelf. The OPAC has options for searching for a book through the TITLE, AUTHOR and the SUBJECT.

NOUN Library is currently using NewGenLib online public access catalogue application.

4.2.2 Open Access Sites

Examples of open access sites include:

1. PubMed Central – hard sciences:
>www.pubmedcentral.nih.gov/<
2. BioMed Central – medicine: >www.biomedcentral.com/<
3. DOAJ – all subjects: >www.doaj.org/<
4. Bioline – research from developing countries:
<http://www.bioline.org.br>

4.2.3 Scholarly Research Search Engines

Some popularly used scholarly research search engines include:

- i. ACADEMIC INFO - <http://www.academicinfo.net/subject-guides>
- ii. NATIONAL ARCHIVES - <http://www.archives.gov/research/arc/about-arc.html>
- iii. BASE - <http://www.base-search.net/>
- iv. CITEULIKE - <http://www.citeulike.org/>
- v. ERIC - <http://www.eric.ed.gov/>
- vi. GOOGLE SCHOLAR - <http://scholar.google.ca/>
- vii. INFOMINE - <http://infomine.ucr.edu/>
- viii. INFOTOPIA - <http://www.infotopia.info/>
- ix. LIBGUIDES - <http://libguides.com/community.php?m=i&ref=libguides.com>
- x. REFSEEK - <http://www.refseek.com/>
- xi. THE VIRTUAL LRC - <http://www.virtuallrc.com/>

4.2.4 Meta Search Engines

Meta search engines send user requests to several other search engines and return the results from each one.

- i. They enhance the search because access to all the other search engines is simultaneous.
- ii. Examples of Meta search engines include: Meta-crawler and Dog pile.

4.3 Library Services

The library in any given community (academic, public, school or special) is expected to provide unique and effective services to the community where it is located. According to Aina (2002), the library is a store which stocks all kinds of knowledge/information carriers/materials that are meant to be consulted and used by patrons (staff and students) with little or no expense. The services provided to users of libraries basically will depend on the objectives of the parent

body. A major component of library service is ensuring that users access and use library resources effectively.

Library services are information services aimed at providing users with the right information needed to accomplish a task or for decision-making or reduction of uncertainty level. There are basic information services expected of an ideal academic library which are geared toward supporting the objectives of the parent institution - teaching, learning and research. These services can be categorized into two basic types. They are:

- A. Specialised library services:** These are special library services that are on offer in some types of library. They include:
- **Literature search:** This involves the systematic search for literature in any form on a particular topic. It forms the very first step of a research pursuit. It also makes available latest facts in writing articles or topic (Igwe and Kolawole, 2013). It can be done through e-mail alerting system online.
 - **Selective dissemination of information:** This is service within a library that concerns itself with the channeling of new items of information from various sources to those points within the organisation where they can be useful (Edom, 2013). It is a system deployed by librarians/libraries to selectively disseminate information about new documents to researchers, interested patrons who might have potential interest in a given research area. Libraries usually compile the bibliographic details of all the new acquisitions to produce complete or selective list for circulations to patrons.
 - **Current awareness services:** These are services which provides library patrons with information on the latest developments within a given/specific subject area. It is a device for alerting specialist about latest developments and publications newly acquired by the library (Edom, 2013 as cited in Kumar, 2004). It is a

readers' service function that is employed to inform users about new acquisition in the library through the use of displayed boards and shelves to draw attention of users to recent addition of the library. This type of service is meant for every information user. It helps to create awareness on recent library acquisition. In a distance learning library such as the library of National Open University of Nigeria, blogs can be used as a timely communication tool to inform patrons about events in the library, news on updated resources, subject guides to assist researchers.

- **Referral services:** This type of library services involves directing enquirers to source(s) of information which may be an organisation or an individual expert.
- **Translation service:** Translation is a process of transforming precisely the information contents of the text from one language to another. The former is called the source language and the latter is called the text language.

B. General library services: These are services directed at actively exploiting the collection of information resources in response to users' information requirements that have direct impact on the users for the satisfaction of their information needs. They are services generally provided to users of libraries. Some of the general library services include:

- **Lending services:** This entails giving out books or other library resources to registered users of the library for a short and defined period of time.
- **Inter-library loan:** This is a service where a student, faculty or staff of a university may obtain books or photocopies of articles from other institutions' library. This is a cooperative activity that entails a given library going an extra mile to meet the information needs of her user(s) by using the resources of another library. Also, registered users of a given library can be permitted to visit and use the resources of another library.

- **Document delivery services:** This service provides access to articles and book chapters that are available from publishers and/parent organisations. It is a fee-based service which requires the scanning of journal articles and mailing to interested patrons.
- **Digital library services:** This provides consulting, applications, and infrastructures to help libraries create, manage, and preserve digital content for use by patrons.
- **Reservation service:** This is very common in academic libraries. There are some documents that are heavily consulted by users, or are of high risk if kept on the open shelves. Hence, such special documents are kept in a restricted section of the library called the reserve collection room. Such kept materials can only be used for a certain period.
- **Provision of seating and study facilities:** Apart from general reading seats and tables, readers who intend to use the library for research or any serious academic activity, academic and large public libraries provide study carrels. In addition, libraries provide equipment and other facilities necessary for viewing and listening to audio visual materials.
- **Reference services:** Readers are provided this service on request. People have different reference queries that need to be solved by the librarian. Hence, it is generally a person-to-person service. In many cases, reference processes involve interviewing the reader to enable the reference librarian articulate the problem of the user clearly.
- **User education:** This entails any effort formal or informal, which will guide and instruct existing and potential library users in the recognition and formulation of their information needs. This is for the effective and efficient use of information services and the assessment of source materials that can satisfy specific information requirements. With the advent of IT, which has penetrated almost all the activities of

many libraries, it is important to explain the workings of a library to a new user in detail. The ultimate objective is to enable users exploit the resources of a library to the fullest.

- **Information literacy Programs:** This is a more holistic programme of user-education. Libraries emphasis the need for users to acquire skills that will enable them search for information independently on any aspect of knowledge using both traditional and electronic methods of accessing information. Information literacy programme is geared towards attaining competence in the use of library and computer networks/technologies. Information literacy and library use instruction can be incorporated in student's course materials. Also, online tutorials on how to use the library can be designed for them. Audio and video streaming can be used to provide library orientation and information literacy.
- **Library materials exhibition and displays services:** Libraries acquire information materials almost on daily basis. These new products are displayed upon arrival in the library on display racks and tables at reading corners, circulation counters in order to attract client's attention and use accordingly. However, in this era of technology such displays and exhibitions can be done through the library websites and social media networking tools to perform the exhibition services.
- **Photocopying services:** Photocopiers are made available and equipped at the designated position in the library for the provision of photocopying and printing self-services.
- **Bindery services:** This evaluates and prepares serials and monographs for commercial library binding and re-binding and does in-house pamphlet binding. Bindery staffs are also involved in development of bindery contracts, resolution of commercial binding problems, and quality control inspections of materials returning from the commercial bindery.

The advent of modern technologies expanded the horizon of libraries services and the processes of serving both information seekers and diverse users of information to include but not limited to:

- Internet services
- Packaging of information to meet specific user's need
- Analysis and interpretation of information
- Database search
- Thesaurus construction
- Text messaging/e-mail alert
- Social networking platform
- Rich site summary (RSS).

Apart from the list of library services stated above, the most common services that libraries offer to distance education students can be supported by the library through the following services because of the peculiarity of their programme:

- Remote access to online library catalogue.
- Electronic databases.
- Electronic books and journals.
- Electronic research guides on academic and special interest topics: These are electronic help pages that can be used to provide subject guides resource lists, instruction on how to conduct research, instruction on use of database and Web resources, help on locating books and articles, information on plagiarism and copyright, help with citations and style guides.
- Electronic general library guides.
- Ask-A-Librarian (chat, e-mail or telephone): This is a service designed to provide real-time assistance to users at a distance. It is one of the core duties of Reference librarians. In addition to chat services, webinars and individual instruction can be provided via telephone, Skype, online conferencing amongst others.
- Electronic reserves.

- **Collection development:** This entails providing students, lecturers with access to a wide range of reading materials relevant to their course(s) of study.
- **Timely student support:** Student support services *can be* designed to help *students' in a distance learning environment* maximise their academic potential and achieve their academic and personal goals.

Conclusion

Libraries are the home of knowledge, the key enablers and providers of access to diverse information and knowledge, which is produced when information is absorbed, processed and internalised by individuals. Supporting distance learners with library services can be a herculean task. This is more so in the utilisation of electronic resources because for them, visiting a physical library can be challenging. Librarians in distance learning institutions are therefore, encouraged to ensure that library users are empowered through information literacy tutorials. Patrons should also be encouraged to use the various social networking tools to enhance unhindered access to information regardless of the format in which they appear.

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Chapter 5

Information Literacy

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5.0 Introduction

We live in the information age, and "information" is increasing at a rapid pace due to the advent of information communication technologies (ICT). However, just because so much information is so easily and quickly available does not mean that all of it is worthwhile or even true. Finding high-quality information is not easy and can be achieved only if an individual is information literate, possessing all required information searching skills.

The definition of an information literate person extends beyond school and application to academic problems. The hallmarks of an information literate person are: (i) The ability to use information technologies effectively; (ii) The ability to find and manage information; (iii) And the ability to critically evaluate and ethically apply available information to solve a problem. Other characteristics of an information literate individual include the spirit of inquiry and perseverance to find out what is necessary to get a job done.

5.1 Information

Information is data that is accurate and timely, specific and organised for a purpose, presented within a context that gives it meaning and relevance, and can lead to an increase in understanding and decrease in uncertainty. Information is valuable because it can affect behaviour, a decision, or an outcome (Case, 2002).

5.2 The Need for Effective Use of Information

Information has become a vital source for world economies and is certainly the basic component of education. Information is a vital element to technological and scientific change. It poses several challenges to individuals of all walks of life: students, workers, and citizens of all types. The current information overload requires people

to validate and assess information to verify its reliability. Information by itself does not make people information literate. Information is certainly a:

- A vital element for creativity and innovation.
- A basic resource for learning and human thought.
- A key resource in creating more knowledgeable citizens.
- A factor that enables citizens to achieve better results in their academic lives, with regard to health, and at work.
- An important resource for national socio-economic development.

5.3 Literacy

Literacy is viewed as “the ability to read and write or the ability to use language to read, write, listen, and speak.” But in recent or modern context, it refers to reading and writing at a level adequate enough for effective communication, or at that level that makes it possible for one to understand and communicate ideas in a literate society. UNESCO (2016) defines literacy as the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning to enable an individual to achieve his or her goals, to develop his or her knowledge and potential, and participate fully in the wider society (UNESCO, 1978). The different aspects of literacy are:

1. Computer literacy
2. Media literacy
3. Health literacy
4. Political literacy
5. Technological literacy, etc.

Literacy defined in terms of ability to read and write is not adequate, rather there is a need for literacy competencies that incorporate new and emerging technologies, multi-lingual and multicultural realities. It is the ability to functionally translate, and utilise cognitive

acquisitions and process into meaningful activities that is beneficial to both the person and his society.

5.4 Information Literacy

Information literacy according to Bruce (2003) is the ability to access, evaluate, organise and use information in order to learn, problem-solve, make decisions - in formal and informal learning contexts, at work, at home and in educational settings. In other words, according to American Literacy Association (2000), information literacy is a set of abilities requiring individuals to know when information is needed and have the ability to identify, locate, evaluate and effectively use that information for the issue or problem at hand. Information literacy becomes important in the face of proliferation of information due to the advent of technology. The information user must make a choice of what information resources to be used among several. There is therefore, a need for him to know the authenticity, validity and reliability of the available information before use.

Information literacy is a key characteristic of the lifelong learner which is strongly connected with critical and reflective thinking. Education is about being empowered to learn rather than about being dependent on the teacher for acquiring knowledge and skills. An information literate person will:

- Determine the nature and extent of the information needed.
- Accesses needed information effectively and efficiently.
- Evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.
- Use information effectively to accomplish a specific purpose.
- Understand the economic, legal, and social issues surrounding the use of information and access and use information ethically and legally.

According to Eisenberg and Berkowitz (1990), there are six approaches to solving problems in library and information skills instruction. These are:

1. Define the task at hand
2. Create information seeking strategies
3. Locate and access information
4. Use, interact with information
5. Synthesize–organise, present information
6. Evaluate –critique product and process information.

5.5 The Need for Information Literacy

Information literacy is necessary for the following reasons:

- (1) Creation and dissemination of knowledge has increased.
- (2) Generation of new knowledge and technology has escalated and current skills possessed by the workforce depreciate very fast.
- (3) There is a need for learners to upgrade their skills in a speed equivalent to that of the advances in technology.
- (4) Besides, global economy demands a workforce with a wide variety of technical skills, interpersonal skills, and methodological skills. The survival in the competitive global economy depends upon the extent to which new knowledge is created and used in its development processes.

The new paradigm in education is lifelong learning and the instrument for lifelong learning is information literacy. The acquisition of information literacy skills is vital to lifelong learning. Also competencies in literacy skills are first step in achieving educational goals. Librarians, who are information managers, should therefore facilitate the development of literacy competencies in learners.

5.6 Technology

According to Uduigwomen (1997), technology is derived from two Greek words which are “techne” and “logos” translates to understanding, study or science of or logic. From this we see that technology can be taken to mean the “science of arts, craft or skills”. The Federal Ministry of Science and Technology defines technology “as the method of doing things through the application of knowledge

derived from systematic investigations of natural forces and materials.”

Ekanem (2005) defines technology as a theory or practice of applying scientific knowledge in such a way or pattern that it has the capacity of sustaining and creating human comfort. Scientific knowledge could be theoretical or practical.

The discovering from this definition is that technology involves a body of systematic application of practical knowledge with the ultimate goal of enhancing human existence, and this is not one-way directional but rather multi-dimensional.

5.7 Technological Literacy

Technological literacy can be defined as the intellectual process, abilities, dispositions that are required by people or the citizenry to understand the link between technology, themselves and society in general. The United States Department of Education (1996) defined technology literacy as “computer skills and ability to use computer and other technology to improve leaning productivity and performance. Umoren (1991) defines technological literacy as the acquisition of a valid knowledge of technology both from school and environment with necessary attitudes (ethics), skills (process) and relevant physical abilities necessary to apply the knowledge and skills gained in a safe, appropriate, efficient and effective manner.

Certain levels of knowledge, skills and abilities needed for technological literacy are:

1. The understanding that technology includes hardware knowhow, cultural needs and desire, economic and political decision making.
2. The understanding of how technology shapes and is shaped by society.
3. The understanding that technological issues involve conflicting assumptions, interpretations and options.

4. Having the necessary data collection and decision making skills to make intelligent and sound choices.
5. Having ability and desire to take responsible action on social issues based on sound analytic skills.

Technological literacy has characteristics that can be grouped into three domains, cognitive; the affective and the psychomotor.

Within the cognitive domain Umoren (1991) maintains that the characteristics of a technologically literate person should include:

- i. Having the awareness of the key process and the principle that govern them.
- ii. Possessing the understanding of the important relationship among key areas of technology.
- iii. Having the ability to conceptualise and know unfamiliar technological process or machine operation.
- iv. Have a set of personal limits (that is, knowing when to call in an expert).
- v. Be familiar with technological effects on individual and society.
- vi. Have the ability to evaluate a technological process or product in terms of personal benefits as a consumer.
- vii. Have a slight relationship between career and the technological future.
- viii. Have the ability to project alternative future based on technological capacities and application.
 - a. Have a sound knowledge of technological information, accessing methods and sources.

Within the affective domains, the characteristics she further explained have to be:

- i. Comfortable with basic technological hardware (that is the willingness to make use of tools, machines and materials).
- ii. Imaginative tendencies that could be applied to existing technology to tackle new problems or situations.

- iii. The ability to evaluate technological process or product in terms of personal benefits as a consumer.
- iv. The ability to make a choice among technological alternatives in daily living.

Within the sphere of the psychomotor the characteristics are:

- i. The ability to use technological artifacts such as tools; machines, materials and processes that commensurate with one's level of development.
- ii. The ability to use technological artifacts like tools; machines, materials and processes that commensurate with one's role in life

From the above, we can see that technological literacy involves a complex network of cognitive abilities that translate into tangible realities for self and national development.

5.8 Sources of Information

There are basically three sources of information. As an information literate person, you must know these sources and how to search through them for information.

5.8.1 Primary Sources

These are original materials that have not been filtered through interpretation or evaluation. They are usually the first formal appearance of results of research work in physical, print or electronic format that present original thinking, report a discovery, or share new information. Examples of primary sources of information are: artifacts, diaries, journal articles, interviews, letters, original documents, etc.

5.8.2 Secondary Sources

These are accounts written after the fact with the benefit of hindsight. They are interpretations and evaluations of primary sources.

Secondary sources are not evidence, but rather commentary on and discussion of evidence. Examples of secondary sources are: books, other than fiction and autobiography.

Tertiary sources: These sources consist of information that is a distillation and collection of primary and secondary sources. Examples of tertiary sources are: almanacs, dictionaries and encyclopedias, directories, databases, indexes, abstracts, bibliographies used to locate primary and secondary sources, etc.

5.9 General Principles of Searching Print and Electronic Resources

There are multiplicities of sources in electronic and print formats. Having so much information in several formats may be sometimes duplicative. One fundamental decision to every research work is where to look for the information needed. Most people do not consider when print and electronic resources should be used. They use resources in both formats interchangeably, or use one format exclusively.

Searching in the suitable format saves time and money, and increases efficiency. Electronic and print resources differ significantly in their search protocols, each mode having both strengths and limitations. Experienced researchers develop an almost intuitive sense of which format to use in a given situation, and consult both print and electronic resources in the course of a research project.

For instance, a researcher should search the electronic resources if the research involves breaking news, recent updates to legal documents, and emerging trends. Database content can be added to (or taken away from) instantly, allowing for rapid - and invisible - modification or updating. Print indexes and sources will always be slower, whether by a day or several months. By the time a print source is available the trend may have come and gone or the filing deadline passed, and the needed information will not have been found.

It is ideal for a researcher to search through the print resources if the research involves concepts or theories (burden of proof, mistake, negligence). Print resources are generally arranged by concept or theory, making their context easier to understand. Tables of contents and indexes also demonstrate the framework of the concept, and suggest ways to narrow searches, whether through more specific terminology or by alternative terms.

5.10 Constructing a Search Strategy

A search strategy is a structured organisation of terms used to search a database. The search strategy shows how these terms combine to retrieve the best results. To develop your search strategies follow the steps below:

- (1) Identify the key concepts in your question.
 Example: What are the impacts of **policies** to tackle **water pollution** in **United Kingdom**?
 In the example given, the key concepts are highlighted.

- (2) Plan your search; divide your search into key concepts e.g.

Concept 1	Concept 2	Concept 3
Policies	Water Pollution	United Kingdom

- (3) Choose other keywords for each concept: Here think of synonyms that may have been used while discussing the topic, e.g.

Concept 1	Concept 2	Concept 3
Policies	Water Pollution	United Kingdom
-Legislation	-Water Contamination	-UK
-Law	-Water Impurity	-Great Britain
-Programmes	-Hydraulic contamination	-British Isles

When other keywords (synonyms) are included in the search, the researchers search become as broad as possible and capture more relevant articles as possible.

- (4) To improve your search use techniques like truncation (*) and wild cards (?)
 - (a) The question mark is used when searching for alternative spellings e.g. colour/color--colo?r will capture both spelling of the word.
 - (b). #- Replaces definite but variable character e.g. gorgani#ation (This will capture spelling with Z or S)
 - (c). Abbreviations should be included e.g. U.K
 - (d) Truncation-* This can be put at the end of a word when searching for various endings e.g. pollut* will find pollution, polluting, pollutants etc.

- (5) Combining search terms
 - (i) Combine search terms for each concepts using OR (UK OR United Kingdom OR Great Britain)
 - (ii) Combine concepts using AND (Water pollut* OR Water Contaminat* OR Water Imputity) AND (Polic* OR Programme* OR Law* OR Legislat*) AND (UK OR United Kingdom OR Great Britain)

5.11 Information Literacy Skills for National Open University of Nigeria (NOUN) Students

5.11.1 Good Reading Habit

It was observed that even Nigerian graduates and the so called educated elites lack good reading habits. The resultant effect as recorded by Omo-Ojugo (2005) is the lack of skills, poor command of English, poorly trained and largely unemployable graduates in Nigeria.

Reading according to Okwilagwe (1998) is reasoning involving meaningful interpretation of words, phrases and sentences, requiring all types of thinking, including critical, analytical, creative, imaginative, evaluative, judgmental and problem-solving. Reading is interactive and transactional requiring the reader to think, feel and imagine. Reading as interactive and transactional involves the text,

the author who shares his experiences and the reader who draws from his schemata to abstract meaning from text, depending on the context.

If students are to become capable of releasing their potentialities in later life, they must acquire basic skills in information literacy that a twenty-first century society demands (Adedipe, 2007). In Nigeria, less than 10 percent indulge in leisure reading. When students read a variety of enjoyable, motivational and informative materials, they practice and improve their literacy skills, thereby making reading more enjoyable and inclining them to further reading. This practice turns students into voluntary readers which is vital to personal living, learning in school and lifelong education. Through voluntary reading of variety of materials students gain a broad base of background knowledge that makes learning easier. This may explain why students who do the most voluntary reading were also found to be the best students (Krashen, 1993). Students are therefore advised to move from just reading recommended text for the purpose of passing examinations and acquiring certificates to reading for pleasure for long life education.

5.11.2 Good Study Methods

For effective study, students must not depend on chance but must adequately plan their study using tested study methods. Students who follow these methods learn more easily, retain material for longer periods of time, and save themselves hours of study time. Below is a recommended step by step method of studying effectively:

1. Making and Keeping a Study Schedule

Students must have a functional reading schedule where specific hours are set aside for reading each day. This schedule must be faithfully kept from day-to-day. The amount of time needed for study will vary for each individual. An average of four hours of study each day is recommended.

2. Studying in an Appropriate Setting — Same Time, Same Place, Every Day

A conducive environment such as a library, or/and a study room at home is recommended for study. This will facilitate comprehension since it is expected that the environment is not only quiet but cool and has all necessary facilities for study. Have a specific place for your study.

3. Equipping Your Study Area with All the Materials You Need

Ensure that when you visit the library that you go with all necessary reading materials/resources such as: Recommended textbooks, e-resources on your laptops, pencils, pens, erasers, etc. With your materials at hand, you can study without interruption. Put your phone on silence and take only emergency calls. Studying is a serious business. You can return the calls after you have finished studying.

4. Not Relying on Inspiration for Motivation

Students must not leave studying time to when they feel like. You must stick to your daily schedule for studying whether you are motivated or not. Get yourself motivated. One method of doing this is by moving from the known to the unknown or by reading for pleasure then move on to actual study. As an athlete-in-training cannot wait for inspiration to practice in preparation for an event so you cannot wait for inspiration to study for examinations or assignments. Like the athlete, you must get into training for tests and examinations by doing the assignments and preparing daily through review to be ready for the action.

5. Keeping a Well-Kept Notebook Improves Grades

According to researchers there is a correlation between orderliness and high grades. Knowing where to find your materials when you need them is crucial. There is no time to waste in searching for your reading materials and your thought flow must not be disrupted while already reading. Students therefore, should keep a special section for each subject in

their notebook as well as a semester calendar so that they can write down the dead-lines of all assignments as they are uploaded in their portals. Having all of this information together in one place is vital to their success. A well-kept notebook is a part of good time management.

6. Taking Good Notes as Insurance against Forgetting

Students must learn to take good notes efficiently as their instructors stress important points in class and as they study. Good notes are a “must” for just-before-test/examination-reviewing. Without notes, you will need to reread and review the entire course material or textbook before an examination or test. With notes, you can recall the main points in just a short time. The time you spend in note taking is not lost, but in fact, is a time-saver.

7. Over-learning Material Enhances Memory

According to psychologists, you must over-learn a concept for it to be internalised. This calls for constant reading in order to over-learn what you already know. Experts suggest that after you can say, “I know this material,” that you should continue to study that material for an additional one-fourth of the original study time. Manipulate the material as many different ways as possible by writing, reading, touching, hearing, and saying it. In an experimental study, students who over-learned material retained four times as much after a month than students who didn’t over-learn.

5.11.3 SQ3R Reading Method

SQ3R is a Reading/Study formula designed to help process and increase retention of written information. It consists of the following five steps.

S = Survey

Scan the piece of writing to establish its purpose and get the main ideas. This may also be called skimming. Look for:

- the title, headings, and subheadings: This indicates the main topics and concepts being developed.
- captions under pictures, charts, graphs or maps: This emphasises important information.
- review questions or teacher-made study guides.
- introductory, concluding paragraphs and summary :This may also reveal the topics being covered as well as the purpose.

Q = Question

Write questions to give purpose and improve concentration. This aids comprehension. Do the following:

- Turn the title, headings, and/or subheadings into questions.
- Read questions at the beginning/end of the chapters or after each subheading.
- Ask yourself, "What did my instructor say about this chapter or subject?"
- Ask yourself, "What do I already know about this subject?"

Note: If it is helpful to you, write out these questions for consideration.

R = Read

When you begin to read, do the following:

- Look for answers to the questions you first raised.
- Answer questions at the beginning or end of chapters or study guides.
- Reread captions under pictures, graphs, etc.
- Note all the underlined, italicized, bold printed words or phrases.
- Study graphic aids.
- Reduce your speed for difficult passages.
- Stop and reread parts which are not clear.
- Read only a section at a time and recite after each section.

R = Recite

Reciting helps to put the information into your long-term memory. Put what you have learned into your own words. Do the following after you have read a section.

- Orally ask yourself questions about what you have just read, or summarise, in your own words, what you read.
- Take notes from the text but write the information in your own words.
- Underline or highlight important points you've just read.

It is important to note that in learning, the more senses employed, the more likely you are to remember what you have read e.g. Triple strength learning: Seeing, saying, hearing; Quadruple strength learning: Seeing, saying, hearing, writing!!!

R = Review

It is important to review the material to understand and remember it. Did you answer all of the questions and understand the information?

Reviewing each time you study will eliminate the need to “cram” for a test.

5.11.4 Copyright Infringement and Plagiarism

Copyright infringement is any infringement upon the rights of a copyright holder.

Copyright law gives a copyright holder (usually the creator of the work) a set of rights that they and they alone can exploit legally (save for exceptions such as fair use). Those rights include:

- The right to reproduce (copy) a work.
- The right to create derivative works based upon it.
- The right to distribute copies of the work to the public.
- The right to publicly display or perform the work.

There could be a wide variety of activities that are copyright infringing including performing a copyrighted play without permission, writing an unauthorised sequel to a work or simply making copies of the work.

In short, copyright infringement is a very broad term, rooted in the law, which covers a wide range of unlawful activities that violate the rights (granted by the law) to copyright holders.

5.11.5 Plagiarism

Copyright infringement is a construct of the law while plagiarism is a construct of ethics. Plagiarism is defined as the taking of the original work or works of another and presenting it as your own. The word “work” here, can include a variety of things such as ideas, words, images, etc. Anything that is seen as an unethical and unattributed use of another’s original creation can be defined as plagiarism.

5.11.6 The Similarities between Copyright and Plagiarism

Plagiarism and copyright have a lot in common. Works that can be plagiarised could be copyrighted. Plagiarism deals with creative or academic works and these types of works, typically, qualify for copyright protection when they are new.

In fact, many plagiarisms are copyright infringements. Here are some examples of plagiarism that are also copyright infringements: Plagiarising a blog post on a new site, copying an encyclopedia article without attribution for a book, and reporting or submitting a photograph someone else took under your name to a magazine etc. As such, many cases of plagiarisms are actually addressed through the legal framework provided by copyright law. Plagiarised contents posted online are often removed with takedown notices. Commercial plagiarisms, for example in advertisements, are often dealt with through lawsuits and so forth.

However, not all plagiarisms are copyright infringements and not all copyright infringements are plagiarisms. Although there are many similarities between them yet they differ in some ways.

5.11.7 Differences between Copyright and Plagiarism

The key difference between plagiarism and copyright infringement is that not all plagiarisms are infringements and not all infringements are plagiarisms.

For example, a person can plagiarise almost anything, including works that are not protected by copyright. Works that are in public domain can be plagiarised but because they are not protected by law, they cannot be copyright infringement on them. Also, plagiarism often covers things that are not covered by copyright. Ideas, facts and general plot elements are all things that can be plagiarised, at least in certain situations, but generally don't qualify for copyright protection.

It's also worth noting that one might get permission to use a work and still plagiarise. For example, one may get permission to submit a purchased essay which means that the use is not an infringement, but it is still a plagiarism as the work is not originally yours.

To make matters more confusing, most copyright infringements don't really hinge on whether or not a use is attributed to its original owner. For example, if you passed out copies of a play without permission, it's most likely an infringement whether or not you tried to take credit for it. Attribution generally doesn't make an infringing action legal.

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