


SEFAKO MAKGATHO
HEALTH SCIENCES UNIVERSITY

**AN ASSESSMENT OF THE ATTITUDES OF UNDERGRADUATE STUDENTS TOWARDS
INFORMATION LITERACY TRAINING: SEFAKO MAKGATHO HEALTH SCIENCES
UNIVERSITY (SMU) LIBRARY AS CASE STUDY**

By
Mmakgoshi Prescilla Reetseng
27/03/2019
MIT Capstone Conference

www.smu.ac.za | Sefako Makgatho Health Sciences University | @SMU_SA | SMU_Healthsciences_experts | youtube **KNOWLEDGE FOR QUALITY HEALTH SERVICES**




SEFAKO MAKGATHO
HEALTH SCIENCES UNIVERSITY

Background SMU Library

- SMU Library
- Information Literacy Programs
- Library orientation (Auditorium)
- Library tour
- Library Literacy Training (Library)


www.smu.ac.za | Sefako Makgatho Health Sciences University | @SMU_SA | SMU_Healthsciences_experts | youtube **KNOWLEDGE FOR QUALITY HEALTH SERVICES**



Information literacy training Benefits

- [Information Literacy](#)
- Teach students necessary skills to enable them to find, locate, evaluate, access, and use information.


www.smu.ac.za | Sefako Makgatho Health Sciences University | @SMU_SA | SMU_Healthsciences_experts | youtube KNOWLEDGE FOR QUALITY HEALTH SERVICES



Importance of assessing students' information literacy skills and their attitudes towards training

- Are they learning/acquiring the skills
- Assumptions
- Student perceptions are Students attitudes are complex and do vary. even if its same presentation, same time, same facilitator, same
- Assess and reassess them to identify gaps in their knowledge
- Needs assessment & improvement
- ILT Skills in the form of a test
- Attitudes should be assessed and understood
- Not much assessment done before with regard to attitudes
- SMU no assessment for attitudes


www.smu.ac.za | Sefako Makgatho Health Sciences University | @SMU_SA | SMU_Healthsciences_experts | youtube KNOWLEDGE FOR QUALITY HEALTH SERVICES



Research problem and sub-problems

Problem	Sub-question to answer from the study site	Sub-questions to answer from the empirical component
To what extent does the information literacy skills training offered at the Sefako Makgatho Health Sciences University (SMU) Library affect the students attitude to information literacy training and using (use of) information retrieval systems?.	What is the scope of information literacy training at SMU Library with regard to information retrieval systems?	How does the information literacy training at SMU library affect first year students' attitude towards information literacy and the use of information retrieval systems? Which factors influence the attitudes of students towards information literacy training and the use of information retrieval systems?

www.smu.ac.za | Sefako Makgatho Health Sciences University | @SMU_SA | SMU_Healthsciences_experts | youtube: KNOWLEDGE FOR QUALITY HEALTH SERVICES




Objectives and participants reached

2015 first year students and the librarian responsible for information literacy skills training opportunity to:-

- Perceptions and feelings about the training programme.
- Perceptions and feelings about the use of information retrieval systems.
- Identify possible gaps in the training
- Identify aspects of the training that influence their attitudes positively and negatively.
- Determine barriers in utilising library services and systems.

www.smu.ac.za | Sefako Makgatho Health Sciences University | @SMU_SA | SMU_Healthsciences_experts | youtube: KNOWLEDGE FOR QUALITY HEALTH SERVICES



Data collection methods

Questionnaire

- Distributed: 394
- Returned: 225
- Spoiled: 6 (not clear for which schools)
- Analysed: 219

Schools

- MBCHB (Medicine): 92 : 42%
- BSC (Pathology & Pre-Clinical Sciences) : 53 : 24%
- BDS (Oral Health Sciences): 26: 12%
- BCUR (Health Care Sciences): 48: 22%


Librarian's interview (not recorded)

- Library room 118
- Date: 16/10/2015
- Time : Lasted 25 minutes, 6 seconds

Focus Group Interview (Recorded)

- MBCHB (Medicine): 4: 15/10/2015: Room 118, Library: 19:55 minutes (Lunch)
- BSC (Pathology & Pre-Clinical Sciences): 5: 20/10/2015: Room 118, Library – 31:23 Minutes (Lunch)
- BDS (Oral Health Sciences): 4: 21/10/2015: Drie Lillies Flats: 20:21 minutes (evening)
- BCUR (Health Care Sciences): 5: 28/10/2015: Drie Lillies Flats: 27:30 minutes (evening)

www.smuj.ac.za | Sefako Makgatho Health Sciences University | @SMU_SA | SMU_Healthsciences_experts | youtube: KNOWLEDGE FOR QUALITY HEALTH SERVICES



Opinions on the scope or coverage and the style of the training


- Sometimes students unsatisfied scope and style of training.
- Scope irrelevant and outdated, should be revised continuously.
- Opinions on the scope of training were collected from focus groups.
- Some were satisfied whilst others thought it was not good or too much for one session.
- Presentation style considered great and to the point.

Perceptions of the outcomes of the training

- Students learned to search the catalogue, internet and databases with ease and improved confidence.
- Motivated to use the library, can avoid plagiarism and save time and effort.
- In the focus group interviews participants noted that they gained easy searching skills.
- Increased awareness of information resources and how to find them.

A few felt that there was always room for improvement

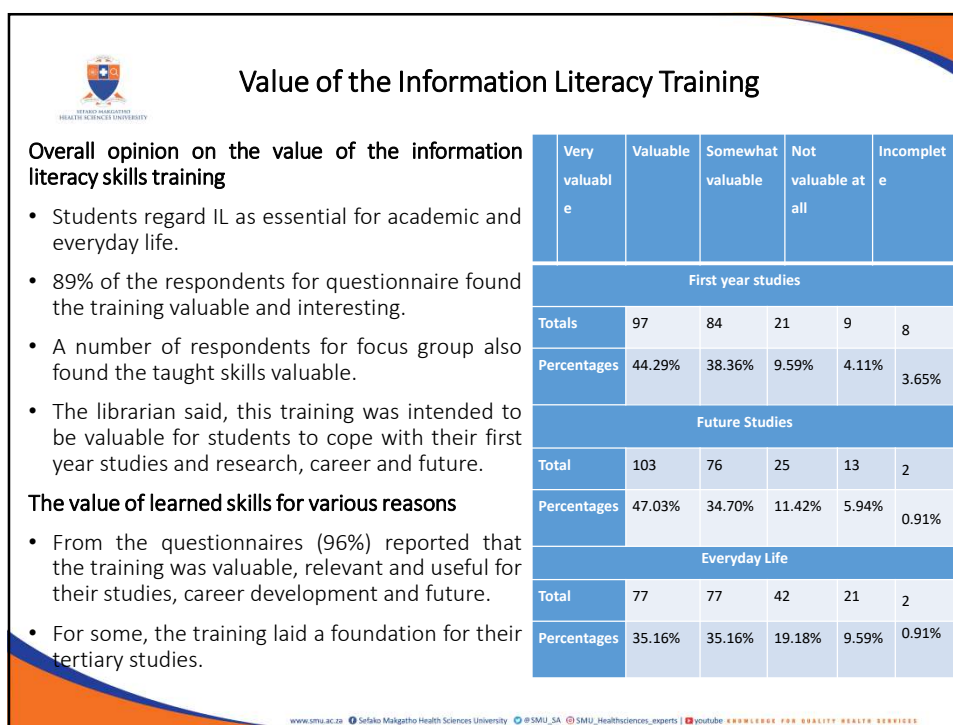
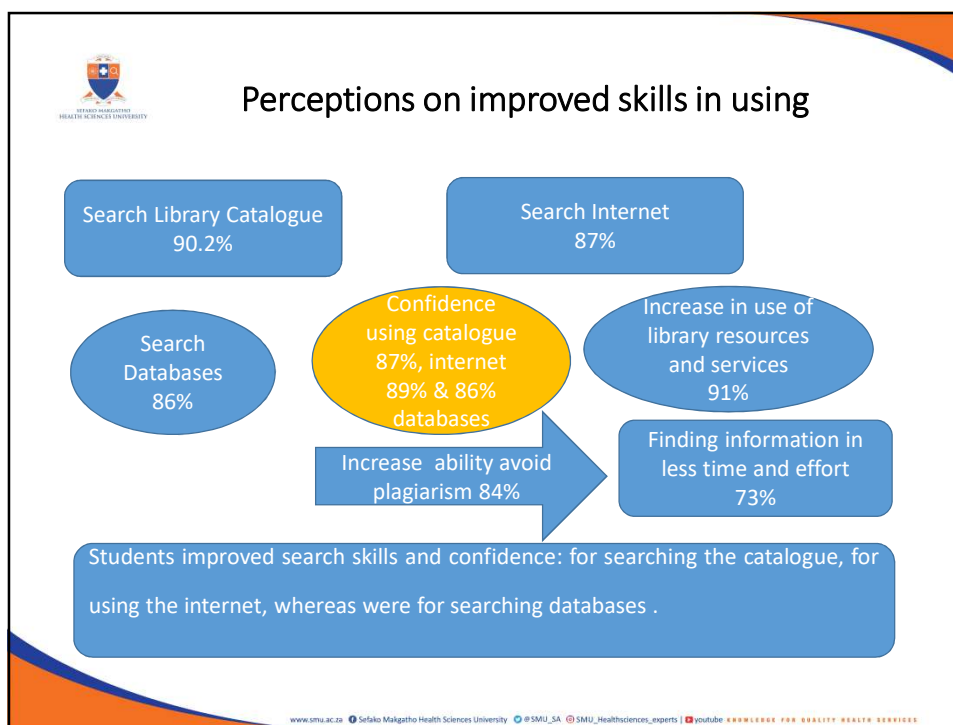
www.smuj.ac.za | Sefako Makgatho Health Sciences University | @SMU_SA | SMU_Healthsciences_experts | youtube: KNOWLEDGE FOR QUALITY HEALTH SERVICES

 **Changed attitudes as a result of the training**

- IL can shape attitudes, foster positive thinking and encourage use - Increase in user satisfaction after the training.
- IL can transform attitudes, some students do develop an interest in attending computer courses
- MW, P&P, Blackboard etc.
- 80% students are generally happy about the benefits of the training.
- 96% of students said the training was of value; they learned how to find their way in the library and how to use library services and systems.
- To some the same training was irrelevant and nothing useful was learned from attending it.
- The students who found the training interesting and valuable learned some tips and shortcuts for easier and faster searching
- They can now search for books with ease and locate them without stress.
- According to the training librarian, students often looked bored, overwhelmed and hardly interested during training.
- Some were sceptical, confused and unsure about the training initially but found value in it later and, as a result they now enjoy using the skills.

www.smu.ac.za | Sefako Makgatho Health Sciences University | @SMU_SA | SMU_Healthsciences_experts | youtube: KNOWLEDGE FOR QUALITY HEALTH SERVICES







Factors influencing attitudes towards the training and use of resources

- IL gaps and challenges should be identified and managed
- IL is irrelevant, boring, outdated, unsuitable and timing bad
- Lack of prior technological and library background
- Enough supporting equipment, style of training and size of groups.
- Students' lack of interest and insufficient time allocated for the training.

To Prior training – technological and library background (Disadvantaged)

- No exposure to computers and libraries
- Boredom and overwhelmed during training (Exposed)



Factors influencing attitudes towards the training and use of resources

- Limited and outdated resources can limit interest in using services and exploring newly acquired skills.

Huge groups - To keep the sessions under control participants suggested that group sizes should be much smaller.

Students' lack of willingness and interest in the training - The librarian mentioned that some students learned very little because they were uninterested in class.

- Interested students, however, participated in class, learned new skills and could become more self-sufficient .

Insufficient training - The training time was too short, need frequent training.



Factors influencing attitudes towards the training and use of resources

Training skills - Facilitation and presentation skills, and a welcoming attitude were set on high value.

Students preferred style of training

- Several participants disliked attending classes and writing post-training assessment.
- Some would prefer an online training programme as solution; it would supplement the much hated face-to-face training.

Students' state of mind during training - The questionnaire, focus group and librarian confirmed that a significant number of participants were overwhelmed, discouraged, uninterested and bored by the coverage of the training.



Recommendations for practice

- Continuous restructuring of training to adapt to the ACRL standards.
- Equipping library workers with the necessary expertise.
- Catering for the changing needs of students and the faculty.
- Continuous assessment of information literacy training programs.
- The library should design an online training
- Online how-to-guides/manuals with pictures
- Online assessment tests in favour of the Millennials they serve.
- Faculty-library relations should be improved to determine faculty's expected outcomes of the training.
- Frequent training and basic computer training to accommodate students from less advantaged backgrounds.
- Information literacy training programme compulsory to all first year students.




Acting on recommendations

- Departmental Roadshows – Digital Information literacy 2017 (ILL Day)
- Continuous on request training – face –to-face
- Online Information Literacy Training Team
- Budget
- In the cloud: Digital Citizenship training for South African teachers and librarians (google forms, google hangout, google calendar, YouTube, Live streaming)
- Webinars on BigBlueButton.org
- How to Libguides – (training needed)
- Instructional Design workshop in progress (planning)
- Online Library Orientation CD

www.smu.ac.za | Sefako Makgatho Health Sciences University | @SMU_SA | SMU_Healthsciences_experts | youtube: KNOWLEDGE FOR QUALITY HEALTH SERVICES



Baie Dankie



MRS MMAKGOSHI PRESCILLA REETSENG
 SENIOR LIBRARIAN: TECHNICAL SERVICES
 LIBRARY AND INFORMATION SERVICES
 SEFAKO MAKGATHO HEALTH SCIENCES UNIVERSITY

P.O.Box 156, MEDUNSA, 0204
 Republic of South Africa
 Tel: 27 12 521 4527 / Fax: 27 12 521 3023
 E-Mail: mmakgoshi.reetseng@smu.ac.za