



17th Annual LIASA Conference 2016
10 - 14 October

Library and Information
Association of South Africa

Theme
Libraries in Action:
Transformation and Development towards 2030

17TH ANNUAL LIASA CONFERENCE 2016

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Welcome



Segametsi Molawa
LIASA President 2014-2016

Libraries in Action: Transformation and Development towards 2030.

Dear Colleagues

It gives me great pleasure to warmly welcome all of you to the 17th Annual LIASA Conference in Durban, KwaZulu-Natal, held from 11-14 October 2016. *The conference theme: Libraries in Action: Transformation and Development towards 2030*, is aligned with the current (2014-2016) presidential theme: "Libraries for Development: Action, Integration and Collaboration." A number of delegates will be in Durban on 10 October to attend the pre-conference workshops for which special topics – keeping with the conference motif – have been selected for intense engagement.

The programme committee has applied its full attention to the conference programme to ensure coverage of priorities across all the LIS sub-sectors. A strong platform has been provided for discussion on the opportunities and challenges that libraries are facing. It is at times like this when the LIS sector, as a group, needs to deliberate in response to key issues, such as the burning of libraries, despite the call to #Libraries4lifelonglearning.

Librarians and information workers who have made the commitment to seamless information services, despite dwindling budgets, will find networking opportunities at the conference with like-minded practitioners. Delegates will also find an opportunity to benchmark with best practices. Relevant papers have been carefully selected to flag the trends in the LIS sector and to ensure that the call to: 'Action, Transformation and Development' is heeded. Robust discussions and consultations will be entered into through round table discussions that will focus on issues pertinent to the future of the LIS sector.

The LIASA conference remains a stage from which to bestow awards on deserving recipients in recognition of outstanding achievements and service. Branch Librarians of the Year (LoY), from nine of the ten LIASA branches, will participate in the contest for the National LoY; the winner will be announced at the Gala Dinner. The recipient of the inaugural "Lifetime Achievement" award – established by the SALI Trust in collaboration with LIASA to honour a librarian who has shown extraordinary leadership, commitment and achievements in the Library and Information Services sector – will also be announced at the Gala Dinner.

It would not have been possible in the current economic climate to hold the conference without the generous sponsorship of LIASA's partners, sponsors and loyal exhibitors. We extend our deep appreciation in this regard.

I am looking forward to meeting you at the event in the various sessions that I will be attending. I will not miss you when I go around visiting the exhibition stalls and networking at tea and lunch times. Should I miss you during the sessions, I will meet you on the dance floor at the Gala Dinner.

Segametsi Molawa
LIASA President

Keynote Speakers

Justice Mahube B Molemela

Mahube Molemela (born Eister), was born in Bloemfontein and matriculated at Albert Moroka High School in Thaba Nchu in 1981. She obtained her tertiary education at various institutions where she obtained the following degrees and diplomas: BA and BProc (University of Fort Hare); LLB and LLM in Mercantile Law (University of the Free State). She was also awarded the following Diplomas and Certificates: Advanced Diploma in Labour Law (RAU – now known as the University of Johannesburg); Certificate in Human Rights (Danish Centre for Human Rights, Denmark); Postgraduate Diploma in Business Management (Buckinghamshire University, in association with MANCOSA); Certificate in Advanced Military Law (Thaba Tshwane College) and Certificate in Socio Economic Rights (University of Pretoria).

Her professional career commenced in 1987 when she was appointed as a Prosecutor at Thaba Nchu Magistrate's Court. She later served her articles of Clerkship at the firm, E.G. Cooper & Sons and the firm, Peete Jake Moloi Attorneys, respectively. She was admitted as an Attorney in 1993 and as a Conveyancer and a Notary in 1996.

Mahube was attached to the following attorneys' firms as a Director: M.B. Molemela Attorneys; Kubushi-Molemela Attorneys; Claude Reid Inc. and Smith Tabata Buchanan Boyes Inc. in Johannesburg.

She was also attached to the CCMA as an Arbitrator and later became a Panelist for various Dispute Resolution organisations. She was employed as a part-time Lecturer at the University of the Free State for a period of two years and served the Attorneys profession as a Councillor of the Law Society of the Free State; Member of the Board of Control of the Law Society of South Africa (LSSA)'s School for Legal Practice, Free State; an Examiner for the Conveyancing examinations under the auspices of the Law Society of the Free State; Member of the Board of Control of the Attorneys Fidelity Fund, as well as a Trustee of the Black Lawyers Association's Legal Education Centre (BLA LEC). She also served as the Chairman of Centlec, as well as a Provincial Board Member of ABSA Bank.

Mahube was appointed as a Military Judge during 2004. She acted as a Judge of the Free State High Court on an ad hoc basis from October 2005 and also acted as a Judge at the South Gauteng High Court and took a permanent appointment in 2008 and was appointed as a Judge President of the Free State Division of the High Court in January 2015. She served as a Judge of the Labour Appeal Court and was appointed as an Acting Judge of the Competition Appeal Court in 2012. She is currently serving as a Justice of the Constitutional Court. She is currently the Chancellor of the Central University of Technology (CUT).

Her hobbies are reading and travelling. She and her partner, Mr Sello Molemela, were blessed with two sons, Moeketsi and Moeletsi, as well as a daughter, Reitumetse.



Keynote Speakers

Ms Emma Sadleir

Emma Sadleir's areas of expertise include all aspects of Print and Electronic Media Law, with a particular focus on defamation, privacy and social media law. She is an admitted Attorney and has a BA LLB (with distinction), from the University of Witwatersrand, and an LLM in Information Technology, Media and Communications Law (with distinction), from the London School of Economics, having been awarded a scholarship from the Oppenheimer Memorial Trust. She worked in the Media Litigation department of Webber Wentzel for five years before going on her own to specialise in Social Media Law in April 2013. Much of her work involves creating social media strategies and policies for corporates and schools, drafting social media agency agreements and providing training and workshops on Social Media Law. She also teaches Media Law to Journalists and Lawyers and lectures Personal Reputation Management on various MBA programmes.

Emma was an anchor for The Oscar Pistorius Trial: A Carte Blanche Channel, where, for the duration of the evidence in the trial, she hosted a programme discussing social media, the law and court proceedings. Emma was retained as a Legal Commentator for the BBC (both radio and television) for the closing argument, verdict and sentencing of the Oscar Pistorius trial. In addition, Emma spoke at SXSW in March 2015 and recently presented at the International Bar Association's Initiative for Women Business Lawyers. She has a regular weekly slot on DJ Fresh's show on 5FM, answering people's questions on social media legal issues.

Emma is the co-author of, "Don't Film Yourself Having Sex... And Other Legal Advice For The Age of Social Media," published by Penguin Random House, September 2014. The book was described by Professor Jonathan Jansen as, "the most important textbook," a university student will buy. Emma is also the co-author of the social media section of the legal textbook, "Communications Law," published by Lexis Nexus, January 2015.



Committees and Volunteers

Executive Committee:

Segametsi Molawa
Mandla Ntombela
Betsy Eister
Danie Malan
Nikki Crowster
Ina Smith
Rebecca Senyolo
Zuki Maya

Conference Programme Committee:

Ujala Satgoor
Naomi Haasbroek
Ina Smith
Annamarie Goosen

Local Organising Committee:

Siza Radebe (Chair)
Shanitha Bhim
Thanda Khumalo
Tebogo Mzizi
Mzo Ndlela
Nokuthula Ndlovu
Shirlene Neerputs
Nonhlanhla Ngcobo

Mandla Ntombela
Bongiwe Nyide
Musa Radebe
Laila Vahed
Mzo Zuma

Volunteers:

Lebogang Anitta
Albert Chokoe
Sindiswa Cingo-Mapisa
Nomalungisa Gcanga
Omesh Jagarnath
Claudette Kercival
Anne Kibuuka
Raisibe Ledwaba

Lesiba Legodi
Dephney Mafa
Rumbidzai Mambo
Nozuko Matiwane
Linda Mbonambi
Eric Mchunu
Zanele Mnisi
Msiza Mqhatu

Zamokuhle Myeza
Praba Naidoo
Goitseman Ncongwane
Siyabonga Ncwane
Zandile Ndlovu
Israel Odede
Ugo Okoli
Nwabisa Rasana

Melissa Ross
Lehumo Seema
Khanyi Zungu

Saturday 8 October 2016

11h00 - 18h00 EXCO Meeting **Venue: Hospitality Suite 23**

Sunday 9 October 2016

11h00 - 18h00 Representative Council Meeting **Venue: Room 11**

Monday 10 October 2016

08h30 - 10h00 Pre-Conference Workshop Registration Open **Venue: Registration Foyer**

10h00 - 17h00 Workshops 1: **Venue: Room 11A**

Topic: Digital Citizenship: Infrastructure, Policies and Cyber-security – Access, Ethics and Responsibilities of Librarians **Facilitators: A Goosen and I Smith**

10h00 - 17h00 Workshop 2: **Venue: Room 11B**

Topic: Inspiring Digital Natives to Read: The Evolution of Access to Information and the Role the Library is Playing **Facilitator: Goethe-Institut Johannesburg**

10h00 - 17h00 Workshop 3: **Venue: Room 11C**

Topic: Monitoring and Evaluation of Library Resources
Facilitators: L Naicker and W van der Walt

10h00 - 17h00 Workshop 4: **Venue: Room 11D**

Topic: Community Engagement: The Importance of Networks **Facilitator: C Williams**

08h00 - 17h00 Librarian of the Year Interviews **Venue: Hospitality Suite 23**

10h00 - 14h00 CHELSA General Meeting **Venue: Room 11E**

15h00 - 18h00 Main Conference Registration Opens **Venue: Registration Foyer**

**Remember to collect
your voting cards from
the LIASA Stand**



17th LIASA Annual Conference Programme

Tuesday 11 October 2016

07h00 - 16h00	Main Conference Registration	Venue: Registration Foyer
	SESSION 0	Venue: Room 11
08h30 - 09h45	Newcomers, New Members and DAC Grantees Session A Goosen and K Ledwaba	
10h00 - 12h00	SESSION 1	Venue: Hall 1
	Opening Session Opening of 16 th Annual Conference and keynote address by Judge President Molemela , Free State Division of the High Court	
12h00 - 13h00	SESSION 2 - Chair: J Gozo	Venue: Hall 1B
	LIS Activities on the Continent <ul style="list-style-type: none">AfLIA - J TsebeInternational Advocacy Programme (IAP) - B Mbambo - ThataThe Present and Way forwardOpen Discussion	
13h00 - 14h00	Lunch	
14h00 - 17h00	SESSION 3A - Chair J Tsebe	Venue: Hall 1
	Sub-plenary: Public Libraries and the Development Agenda <ul style="list-style-type: none">Public Libraries Support by BMGF provided in Africa - D HoernerPublic Libraries in SA realising the AU Agenda 2063, MDGs and NDP 2030 in relation to Mzansi Libraries Online - M ButheleziICT Development in Public Libraries - V MulaudziPublic Library Advocacy and Marketing - H MotolongProvincialisation Challenges and Opportunities - L MagaziPublic Libraries and Innovative Thinking in 21st Century - C LubbeOpen Discussions	
14h00 - 17h00	SESSION 3B - Chair: U Satgoor	Venue: Hall 1
	Sub-plenary: Academic Libraries in Action: Seizing the Opportunity <ul style="list-style-type: none">Disruption: An Opportunity to do Things DifferentlyBeing an Explorer: Seizing Opportunities as they Arise - I SmithA will to Create and Promote Opportunities: A Director's Perspective - V AgyeiExposing Students to Dynamic Opportunities - S BopapeOpen Discussions	
17h00 - 18h00	Poster Session	
18h00 - 19h30	Social Function	
	Welcome Cocktail (sponsored by eThekweni Municipality)	Venue: Exhibition Hall 2

Wednesday 12 October 2016

08h00 - 10h30 President's Forum (by invitation only)

08h30 - 10h00

SESSION 4

Venue: Room 11

Plenary Session

10h00 - 10h30 Networking, Tea and Coffee Break

10h30 - 11h30

SESSION 5A: HELIG AGM

Venue: Hall 1

- Welcome
- Adoption of 2015 HELIG AGM Minutes
- Matters arising
- New Matters
- Reports:
 - ▼ Chair
 - ▼ Treasurer
 - ▼ Branches
- Announcement of 2016 - 2018 HELIG Executive Committee

10h30 - 11h30

SESSION 5B: SLYSIG AGM

Venue: Room 11

- Welcome
- Adoption of 2015 SLYSIG AGM Minutes
- Matters arising
- New Matters
- Reports:
 - ▼ Chair
 - ▼ Treasurer
 - ▼ Branches
- Announcement of 2016 - 2018 SLYSIG Executive Committee

10h30 - 11h30

SESSION 5C: PACLIG AGM

Venue: Room 21

- Welcome
- Adoption of 2015 PACLIG AGM Minutes
- Matters arising
- New Matters
- Reports:
 - ▼ Chair
 - ▼ Treasurer
 - ▼ Branches
- Announcement of 2016 - 2018 PACLIG Executive Committee

10h30 - 11h30

SESSION 5D: LISLIG AGM

Venue: Room 22A-C

- Welcome
- Adoption of 2015 LISLIG AGM Minutes
- Matters arising
- New Matters
 - Reports:
 - ▼ Chair
 - ▼ Treasurer
 - ▼ Branches
- Announcement of 2016 - 2018 LISLIG Executive Committee

10h30 - 11h30

SESSION 5E: SSIG AGM

Venue: Room 22D-F

- Welcome
- Adoption of 2015 SSIG AGM Minutes
- Matters arising
- New Matters
 - Reports:
 - ▼ Chair
 - ▼ Treasurer
 - ▼ Branches
- Announcement of 2016 - 2018 SSIG Executive Committee

11h30 - 13h00

SESSION 6A - Chair: S Molawa

Venue: Room 21

This session will focus on the future of LIASA with special reference to the following issues that are embedded on the LIASA Strategic Plan 2014- 2018

- Transformation in the LIS sector: Implementation of the LIS Transformation Charter - **J Tsebe**
- Leadership in LIASA: challenges and opportunities - **R More**
- LIASA Structures: New directions? - **S Molawa**

11h30 - 13h00

SESSION 6B - Chair: T de Young

Venue: Room 11

The School Library Crisis - Are the Answers Blowing in the Wind?

- Introduction of Panel/Special Guest Speakers
- Brief Presentations on the Key Burning Issues
- Questions and Discussion
- Open Mic Session - Best Practice from the Floor
- Conference Resolution and Closing of the Session.

Wednesday 12 October 2016 (continued)

15h00 - 17h30

SESSION 8A - Chair: N Dingayo

Venue: Hall 1

Libraries and the Community: Transformation and Development

Speaking in Many Tongues: The South African Library Audio Production Initiatives - **F Hendrikz and P Mahanjana**

The Role of Public Libraries as a Tool to Enforce Democratic Culture - **M Dikotla, L Makgahlela and R Mahlatji**

The Role of Public Libraries in Bridging the Digital Divide: A Case Study of the Selected Area of the Limpopo Province - **L Makgahlela, R Mahlatji and L Dikotla**

Will Community Libraries Sustain Education in Zimbabwe? Exploring Kambuzuma Public/Community Libraries' Effectiveness in Promoting Reading Culture Geared for Educational Success - **A Muvhunzwi**

Impacting on Users' Lives: Stories of Change from the NLSA-Mzanzi Libraries On-line Project - **F Farquharson and M van der Merwe**

Libraries and the Community: Transformation and Development - **B Shongwe**

15h00 - 17h30

SESSION 8B - Chair: N Molemela

Venue: Room 11

ICT Round Table

- Introduction of Panel and Guest Speakers
- Guest Presentations
- Questions and Discussions
- Feedback and Suggestions
- Conference Resolution and Closing of The Session

15h00 - 16h00

SESSION 8C - Chair: B Eister

Venue: Room 21

Evolving User Services

Health Information Seeking: The Library as a Power of Persuasion and Model for Transformation - **G Davis**

Can Library Information/Client Services make a Difference in Teaching, Learning and Research in a University?: A Case Study of University of Zululand - **L Ocholla, G Mutsvunguma, B Ntuli and Z Hadebe**

16h00 - 17h00

SESSION 8D - Chair: M Moyo

Venue: Room 21

In Support of Research

The History of Research Commons in South Africa Explained - **R Matatiele**

The NRF Open Access Statement: Workflow Implementation, Repository Systems and Technical Alignment to the Global Networked Infrastructure for Scholarly Communication - **L Matizirofa**

15h00 - 16h00

SESSION 8E - Chair: R Pearce

Venue: Room 22A-C

Towards an Information Literate Student

Gamification as Teaching Method for Information Literacy: A Persuasion and Model for Transformation - **L Coetzer**

The Use of e-Learning in Teaching Information Literacy Skills to University Students - **J Ntsala, R Mahlatji and M Dikotla**

Use of Vodcasts by the UNISA Library for Teaching and Learning: Challenges, Opportunities and Lessons Learnt about this Emerging Technology - **Y Naidu and T Constable**

Re-thinking Information Literacy in a postgraduate information systems class at the University of Cape Town - **S Noll**

16h00 - 17h30

SESSION 8F - Chair: R More

Venue: Room 22A-C

Today's Library Professional

Entry Level Librarians' Recruitment: An Infometric Analysis of Job Advertisement at the Tshwane University of Technology - **J Moeketsi**

An Investigation on Library and Information Association of South Africa (LIASA) Conference Attendance by eThekweni Municipal Library (EML) Support Staff Members - **M Ndlela**

New Roles for Librarians: Empowering the Community by Responding to the Social Responsibility Plea - **M Nokoane**

Ten Things to Say in Ten Minutes: An Engineering Librarian's Quest to Full Embeddedness - **D Ramorulane**

15h00 - 17h30

SESSION 8G - Chair: N Haasbroek

Venue: Room 22D-F

Nurturing the next generation professional: Round Table

- Professional Body Recognition: Implications for New Professionals - **A Goosen**
- From Public to Academic Librarianship - **L Kistain**
- Seizing the Opportunity: Towards Professionalism - **A Mente**
- Leadership Skills for New Professionals - **U Satgoor**
- Open Discussion

17th LIASA Annual Conference Programme

Thursday 13 October 2016

08h30 - 10h00	Session 9 (Sponsored by Sabinet)	Venue: Room 21
	<p>Plenary Session - Chair: R Hattingh Presenter: E Sadleir (Attorney & Media Law Specialist) Topic: The South African Social Media Landscape: Are you Breaking the Law?</p>	
10h00 - 10h30	Networking, Tea and Coffee Break	
10h30 - 13h00	Session 10	Venue: Hall 1B
	Annual General Meeting	
13h00 - 14h00	Networking and Lunch Break Poster Presentations	Exhibition Hall
14h00 - 15h30	Session 11A - Chair: M Ntombela	Venue: Room 11
	President-Elect's Round Table	
14h00 - 15h30	Session 11B	Venue: Room 11
	<p>Disruption and Innovation Academic Libraries in the midst of the Wretched Earth: The UFS Experience - M Madiba The Incarcerated, the Visually Impaired and the Displaced: University of Zimbabwe Library's 2015 Outreach Activities in Selected Communities of Zimbabwe - T Mataranyika Innovativeness Amidst the Burning of a Multi Million USD Library at Mzuzu University: Mayhem, Interventions and Lessons Learned - W Chawinga and F Majawa "Open 24 Hours": Lessons from the North West University Library Service - S Chizwina</p>	
14h00 - 17h00	Session 11C	Venue: Room 21
	<p>DAC Community Library Conditional Grant – Report back</p> <ul style="list-style-type: none"> • Introduction and Background: National Department of Arts and Culture • Progress Reports: <ul style="list-style-type: none"> ▼ Eastern Cape: Department of Sport, Recreation, Arts and Culture ▼ Free State: Department of Sport, Arts, Culture and Recreation ▼ Gauteng: Department of Sport, Arts, Culture and Recreation ▼ KwaZulu-Natal: Department of Arts and Culture ▼ Limpopo: Department of Sport, Arts and Culture ▼ Mpumalanga: Department of Culture, Sport and Recreation ▼ Northern Cape: Department of Sport, Arts, Culture and Recreation ▼ North-West: Department of Culture, Arts and Traditional Affairs ▼ Western Cape: Cultural Affairs and Sport • Discussions 	
14h00 - 17h00	Session 11D - Chair: N Crowster	Venue: Room 22A-C
	<p>e-Resources Utilisation and Access of Electronic Resources in Libraries at Selected Tertiary Institutions in the Western Cape, South Africa - R Sikhosana Working Together: The Role of the Library Consortium in Providing Access to Scholarly Information - G Turan and N Buchanan Utilising QR Codes to Access Electronic Journals at Library User's Point-of-need - S van der Walt</p>	
14h00 - 15h30	Session 11E	Venue: Room 22A-C
	<p>Information Literacy a Broader Perspective The Effective Role Played by the Library towards Realising Academic Research Priorities of Problem Based Learning (PBL) and Community Based Education (CBE): The Case of Walter Sisulu University Health Sciences Library - P Mavume and S Mnengi (Re)thinking and (Re)positioning Library Programmes and Services in Public High Schools in Limpopo Province - S Mojapelo Information Literacy in Zimbabwean Public Libraries: Towards Information Literate Communities - D Musemburi and C Nhendo An Integrated Framework for Disseminating Health Information to Students - T Matingwina and J Raju Information Literacy – A Misnomer? - S Simango</p>	
14h00 - 17h00	Session 11F	Venue: Room 22A-C
	Directors Meeting with the Council on Higher Education (by invitation only)	
14h00 - 15h30	Session 11G	Venue: Boardroom
	Exhibitors' Meeting (by invitation only)	
19h00 - 23h30	Social Function	Venue: Hall 1B
	Gala Dinner and Awards Ceremony	

Friday 14 October 2016

08h30 - 10h00	Session 12A - Chair: I Thomson	Venue: Hall 1B
	HELIG Information Literacy Round Table	
08h30 - 10h00	Session 12B - Chair: V Agyei	Venue: Room 11
	Libraries as Desired Spaces: Design, Facilities and Services	
	The Design, and Re-design, of the Public Library into a Contemporary Space: A Case Study of Kuyasa Library and other District 13 Libraries - J Swartz	
	(Re)designing Library Space: The DUT Experience - L Webster	
08h30 - 10h00	Session 12C - Chair: N Haasbroek	Venue: Room 21
	Adopting Social Media: Pros and Cons	
	The Adoption of Web 2.0 Technologies in Academic Libraries: A Comparative Exploration - M Davids	
	Information Seeking Behaviour of Users in A Special Collection and the Role of Social Media in the Provisioning of Academic Library Services - L Kistain	
	Rhodes University Library: A Shift from "You're not Allowed to use Facebook in the Library" to "Please Like and Follow our Page" - A Mente	
	Use of Social Media to Inform, Educate and Communicate with Library Users at North-West University (NWU) Libraries - B Rabatseta, S Bangani, S Chizwina, M Moyo	
08h30 - 10h00	Session 12D	Venue: Room 22A-C
	LIS Education for Relevant Practice	
	Issues in the LIS Arena: A SWOT Analysis of LIS Schools and LIS Practice - R More, V Jiyane and T Mugwisi	
	Graduate Attributes: Repositioning the Work Integrated Learning (WIL) Programme at the Durban University of Technology (DUT) in South Africa for Enhanced Learning and Employability - S Neerpath and J Naidoo	
	To Teach or Not to Teach?: The Question of the Academic Librarian's Pedagogical Identity - J Raju	
	A Realist Assessment of the Implementation of Blended Learning in a Library and Information Science Module within a South African Higher Education Context - S Witbooi	
08h30 - 10h00	Session 12E	Venue: Room 22D-F
	Technologies, Access and Copyright	
	The Acceptance of Virtual Librarian using Embodied Conversational Agents (ECAs) to Aid Communication, Interaction and Social Intelligence and Increase User Experience - P Ajibade	
	Legal Deposit at the National Library of South Africa: Legal Deposit of Electronic Publications - What are the Challenges Faced by National Libraries in Africa - M de Beer	
	Relevance of User Profiling as an Identifying Tool in the 21 st Century in Academic Libraries: a Literature Review - N Makhathini	
	What's new in Open Distance e-Learning Libraries: New Roles, Abilities and Solutions? - S Makhathini	
10h00 - 11h00	Networking, Tea and Coffee Break	
11h00 - 12h30	Session 13	Venue: Hall 1B
	Closing and Handover Session	
	<ul style="list-style-type: none"> • Awards • Book Donations to Schools • Outgoing President's Address • Handover to Incoming President • Acceptance Speech • Introduction of the New Representative Council • Photo Collage • Closure 	
	Session 14	
13h00 - 14h00	Outgoing and Incoming Representative Councils Lunch	Venue: Room 11 C-D
14h00 - 17h00	Representative Council (2016-2018) Meeting	Venue: Room 11A-B

Expo Pavilion Programme

Tuesday 11 October

Lunch	Company	Title
13h00	CSX	Bibliotheca + 3M

Wednesday 12 October

10h00	WWIS	Who is WWIS
10h15	UKS	BLUEcloud Innovations
Lunch		
13h00	12S	Digitbook
13h15	SANLU	The Lexicography Units and Governments Constitutional obligation to our indigenous languages
13h30	AFLIA	Benefits of AflIA

Thursday 13 October

10h15	LIM@ Academy	LIM@ Training
Lunch		



Tagtron proudly markets and installs South Africa's first locally developed and manufactured RFID Book Detection System for Libraries and similar facilities



Designed by Tagtron Solutions' own Research & Development department, The Izimbila RFID System is manufactured and assembled in South Africa.

"Izimbila" (Zulu for Badger), is a truly South African product, manufactured to the highest quality standards expected from Tagtron. It was designed with simplicity, effectiveness and ease of installation in mind.

Cognisant of the current power-supply situation in South Africa, Tagtron has included a very robust power filter to keep the system running even when the grid is unstable. Provision has been made for load-shedding by the inclusion of an integrated battery back-up system that functions for more than 5 hours during a power outage.

Izimbila is environmentally friendly and consumes only 15W when idle.

The modern Antenna design features three-dimensional detection of RFID labelled media and allows for the pedestals to be placed up to 1.2m apart, allowing easier access for facilities with wider entrances.

Izimbila is the ideal addition to provide security for your RFID labelled printed media. Costs are reduced as the RFID tags have the same function as the traditional EAS labels meaning the alarm will sound if media is not checked out before passing between the pedestals.

Overall, Izimbila delivers outstanding performance with a sleek timeless design synonymous with the Tagtron brand. With a successful initial rollout in 2015, Izimbila is the RFID EAS product of 2016!

For more information, please contact Carol Bergh, TagTron Solutions, +27(0)21 572 5321
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Abstracts

The Acceptance of Virtual Librarian using Embodied Conversational Agents (ECAs) to Aid Communication, Interaction and Social Intelligence and Increase User Experience

Mr P Ajibade

The field of information and library science as provider and custodian of information resources have witnessed the proliferation of information technology in the 21st century. This paper presents insight from the study conducted on Human-Computer Interaction (HCI), which is conceptually grounded empirically base on Embodied Conversational Agents (ECAs) implemented as a Virtual Librarian. The embodied conversational agent is capable of communication with human autonomously, and can interact with the environment and other agents or people. This is an innovative way of measuring its acceptance in the field of Library and Information Science (LIS). The main goal is to determine the degree of acceptance, its effects on online communication, increased users' experience and ultimately, interactions and social intelligence capabilities of the ECAs. The user experience in this context is limited to library users in the e-environment or (e-Library). The finding presents the usefulness of Virtual Librarian in self-service library operations, especially in circulation and reference services. It is recommended that further studies may be necessary to unpack other capabilities that may be used to broader library services vis-à-vis users' HCI spectrum.

Evaluating the Scholarly and Judicial Impact of Peer Reviewed South African Legal Journal

Dr S Bopape

Legal scholarly journals are some of the communication channels through which articles, notes, commentaries and discussions on laws and case laws are disseminated. Articles in legal journals are mainly written to inform and influence those who read them. Scholarly and judicial influence or impact is evaluated or determined by counting a number of those who have read each journal article and cite it in their subsequent articles or judicial opinions. Despite the fact that there has been a proliferation of legal journals in South Africa since 1994, most of the legal journals in South Africa are still not internationally recognised, as evidenced by the list of law journals appearing on SABINET Online law journals. Ranking these journals in terms of their impact, influence and quality may therefore provide an indication of where legal academics and writers, as well as judges who decide on court cases, obtain their ideas from, and can help authors to choose the journals which they could analyse and publish their articles in. This study intended to measure the relative impact or influence of South African legal journals, by counting a number of times they have been cited in legal scholarly communication and judicial decisions, using Google Scholar Citations and Butterworth Lexis Nexis database respectively. The preliminary results of the study show that most heavily cited journals by legal researchers and scholars in South Africa are disseminated through open access mode. This calls for producers of these journals to consider adopting open access publishing, for their journals to be more influential and to assume international recognition. Journals which are highly cited in judicial decisions appear to be those that have been in existence for a long time. There is therefore a need to ensure that the existence of old journals is sustained.

Innovativeness Amidst the Burning of a Multi Million USD Library at Mzuzu University: Mayhem, Interventions and Lessons Learned

Mr W Chawinga and Mr F Majawa

At exactly, 2 am on Friday, 18 December 2015, the Mzuzu University Library, affectionately called the 'Titanic' by the university community, caught fire. By 6 am, the giant Library was reduced to ashes and only smoke was seen welcoming the staff as they entered the University Campus for their usual work. Everyone, including the general community, received this disturbing news with great shock and disbelief. All major media outlets covered the news with headlines. All daily papers (print and online) covered the news on their front pages and likewise, television and radio stations all provided adequate air time for covering the tragedy. Indeed, a multimillion USD library that took many years to develop its collection was gone! Students were expected to be back in March 2016 as per the University calendar. The Government has made it very clear that the University calendar should not be disturbed, to avoid creating unnecessary crush semesters, which usually compromise with the hallmark of academic excellence. Students, particularly those on either

government scholarship or sponsored, otherwise have all pleaded and continue to plead with the University to ensure the University calendar is not affected by the tragedy. Currently, a band of librarians are working around the clock to restore the much treasured arm of Mzuzu University. To the delight of students, parents and other stakeholders, the Government is working very closely with an enterprising Library Team to ensure that Library operations are restored within the shortest period of time. This paper discusses several aspects regarding the burning and the processes towards the restoration of the Library. To begin with, the paper provides a clue to some perceivable factors that may have led to the sudden burning of the Library, destroying valuable and rare books and valuable equipment (computers, printers, scanners, etc.). The paper presents the actual cost of the much valuable equipment that was lost during the unstoppable inferno. The paper further reports the quick initiatives that the Library has taken to put the Library back to operation. For example, the use of the University Hall as a makeshift library while long term plans are still being brainstormed and the sourcing (borrowing) of books from other libraries, particularly public universities and the possibility of increasing subscriptions to online commercial journal databases. The paper further discusses the response from stakeholders such as the Malawi Government, which is the main sponsor of the University. The paper also discusses the endless support (moral, professional, material and financial), the Library has received from various local, regional and international library associations such as IFLA, which are helping the Library to source equipment, books and other information resources. Much as there is support from different stakeholders, there are several challenges that are dodging a successful restoration of the Library and the paper highlights some of these challenges. Finally, the paper provides insights as to how the Library can avoid occurrences of similar tragedies in future.

"Open 24 Hours": Lessons from the North West University Library Service

Mr S Chizwina, Ms S Bangani and Dr M Moyo

The purpose of this paper is to report on the lessons learned by North-West University Library Services, with regards to extending of library opening hours to 24 hours, from Monday to Friday during the November/December examination period in 2015. This time, the call by students for a 24-hour physical library service was part of the much talked about 'free quality education' coupled by the popular hash tag, #feesmustfall. In the case of the Mafikeng Campus of NWU, the protests began right in the library when students staged a "sit-in", demanding that the library must open for 24 hours. As a compromise, management acceded to the students' demands having considered the time that was lost when the campus was closed due to continued student protests. Although the students were demanding a permanent 24-hour physical library service, management only agreed to open the library on a trial basis during the delayed November/December 2015 examination period. In order to extend the library hours, volunteers from the library staff opened the library from 22:00 to 07:00. The objectives of this paper are to share the patronage of the library during the extended hours and report on the transactions made through a librarian during the extended hours. The major lesson learnt was that students were not primarily in the library for library transactions but rather for a conducive study environment despite the existence of a 24-hour Study Centre being located in the basement of the library. This shows the need for the reconfiguration of the library's 24-hour Study Centre into a space that supports independent study. Libraries can support students if they are able to recreate the environment in the library in their 24-hour Study Centres.

Gamification as Teaching Method for Information Literacy: A Persuasion and Model for Transformation

Ms L Coetzer

If there is one thing that students and librarians can both agree on, it is the desperate need for more interesting methods of teaching Information Literacy skills. We need to move beyond hand-outs that end up in the recycle bin by the end of the training session, to the integration of a gaming element into the information literacy teaching session. As painful as it may be for us to hear, many students do not have a positive opinion of librarians and libraries. This may be improved by integrating a gaming element into the traditional training sessions. Furthermore, it may improve the students' learning experience and change their preconceived ideas about libraries. So, how can the 'next-generation' academic librarian

turn the tide for a more positive experience? One possibility is to engage students in an environment that is relevant to their world view, with the inclusion of a gaming element in the teaching of information literacy skills. As Campus Librarian at the University of the Free State and SLYSIG Free State Chair, I believe the potential exists to excite this millennial generation about Information Literacy, and to infuse them with lifelong library skills. This paper discusses the developmental process of an information literacy game and whether the millennial generation student had a positive or negative experience in the learning of Information Literacy skills through gaming. Lessons learnt will be shared, as well as suggestions for future enhancement.

The Adoption of Web 2.0 Technologies in Academic Libraries: A Comparative Exploration

Ms M Davids

Libraries have always shared information and resources within the library environment. Many people now share activities such as reading interests, accomplishments and events on social media platforms. The Internet has facilitated this, irrespective of distance and space, and libraries are following suit. This paper addresses the adoption and non-adoption of non-traditional communication methods such as social media and explores the implementation of Web 2.0 technologies and their use in academic libraries. This study employed a qualitative methodological approach, using interviews with 15 library employees from 5 academic university libraries in the Flanders region of Belgium and in South Africa, providing a comparative approach. The study drew its findings from the experience and perceptions of respondents on the use and adoption of Web 2.0 technologies. The findings reveal that Facebook and Twitter are the most popular social media tools used by academic libraries. Facebook seems to be more commonly used than Twitter. Although most libraries do have a Twitter account, it is infrequently used and found to be more complex. Despite social media offering an accessible approach for two-way communication and collaboration between the library and students, the culture of sharing information and inviting others to contribute has not yet been widely accepted in the field of library and information science. One of the five academic libraries, situated in the rural areas of South Africa, has not adopted Web 2.0 technologies owing to challenges such as ICT and technological connectivity issues; however, respondents are eager to implement these in the near future. Respondents indicated that images and video content draw attention, but require technological competence and skills. Moreover, at the university libraries in South Africa, there is limited access to Internet connectivity, although some library employees are creative and have circumvented red tape to bridge the digital divide. Social media provide a real-time messaging service where urgent messages have been posted. What started as cutting-edge technology and a buzzword in the field has now developed into a basic requirement and an essential part of libraries' communication tools.

Health Information Seeking: The Library as a Power of Persuasion and Model for Transformation

Dr G Davis

The need for primary health care cannot be over emphasised. However, the question almost invariably raised is: Whose responsibility is it to assist society in primary health care? This paper reports on research conducted with community librarians, a few selected health facility managers and a randomly selected group of users, to collect their views on the health information seeking behaviour of patients and the roles of libraries and health facilities. The study was conducted within the framework of a STEP or PEST analysis. This analysis, of which the acronym relates to Social, Technological, Economic and Political issues which affect the daily lives of people, was necessary to understand the health information seeking behaviour of patients, queuing for either medication from or treatment at certain health facilities in the City of Cape Town. The focus was primarily on the role of community libraries in terms of health information services. For this analysis to make sense, it was necessary to interview librarians, health facility managers and patients. The findings of this study highlight a need for synergy among various role players, notably health workers and librarians. Recommendations on a changing role for librarians, not only as gatekeepers of books, but as proactive information professionals, cannot be overemphasised. It furthermore calls for creating library spaces conducive to development and an ownership of primary healthcare amongst community members. However, these spaces can only become

a reality if librarians adopt a synergistic style of functionality. Cognisance is taken of important documents such as the LIS Transformation Charter and the National Development Plan 2030.

Legal Deposit at the National Library of South Africa: Legal Deposit of Electronic Publications – What are the Challenges Faced by National Libraries in Africa

Ms M de Beer

One of the primary functions of a National Library is to act as a repository for the country's published documentary heritage. To support this function, the process of legal deposit of published material has been instituted in many countries through national and regional legislation. In South Africa, the Legal Deposit Act, 54 of 1997 and Legal Deposit Regulations, specifically mandates both commercial and self-publishers to deposit published material with one or more of the five designated legal deposit libraries, depending on the size of the print run, and mandates the legal deposit libraries to collect, preserve and make available, items thus received. The National Library of South Africa Act, 92 of 1998 further mandates the National Library of South Africa (NLSA) to produce the National Bibliography, an inventory of bibliographic records of the items thus received, thereby providing a historical account of the published documentary heritage of the country, and providing access to the heritage items in perpetuity. The monitoring of legal deposit receipts at the National Library of South Africa has indicated that there are significant gaps in the collections due to non-deposit of relevant material. This presentation will look at the role of the National Library of South Africa as a cultural institution in ensuring the creation of a national bibliographic register through legal deposit receipts.

The Role of Public Libraries as a Tool to Enforce Democratic Culture

Mr M Dikotla, Mr L Makgahlela and Ms R Mahlatji

The delivery of public library services in South Africa are characterised by inequitable access. Some good public library services are delivered to the minority of the population, while the majority of the population in South Africa have poor access to library services or no access at all. The purpose of this paper is to demonstrate the administration of a public library in South Africa, and challenges and prospects that public libraries are facing in delivering the services. This article is based on a review of literature on issues pertaining to lack of political literacy and the challenges that communities experience in understanding the democratic culture. Public libraries are an important entity in local communities, particularly in rural areas, and play an important role in all aspects of societal development. The development of any society depends largely on access to information. Access to information is a human right. Information is crucial for development of the community and has been recognised as the third resource of production after financial and human resources. Information has no substitute when it comes to development because it has been identified as the driver of economic growth and productivity. Although there is a growing recognition that public library services are an integral part of the national socio-economic development and improvement of the general quality of life, there has not been sufficient allocation of budgets from national and provincial government and municipalities. Provision of public libraries to the community depends largely on the administrators and the value that has been attached to access to information. This paper aims to show how public libraries can help with civic education programmes and provide the necessary information aimed at developing an informed electorate.

Impacting on Users' Lives: Stories of Change from the NLSA-Mzansi Libraries On-line Project

Ms F Farquharson and Ms M van der Merwe

In 2013-2015, the National Library of South Africa implemented the "Mzansi Libraries On-Line" pilot project in partnership with Global Libraries, an initiative of the Bill and Melinda Gates Foundation. The focus of the project was to strengthen and enhance Library and Information Services in twenty seven public libraries (three in each of the nine provinces), with the objective of reducing the digital divide, contributing to social cohesion and making a positive difference in the daily lives of these communities. The NLSA subsequently submitted a proposal for an up-scaled programme to Global Libraries and was successful. The Country Grant also focuses on strengthening local communities through the provision of free access to information, ICT technologies,

and relevant training and development opportunities for library staff as well as end-users. During the pilot, a series of three training academies were held, where a total of forty nine library staff members from the pilot libraries were trained on ICTs (networks, mobile devices, internet, and social media); Advocacy; Impact Planning & Assessment; Professional Development & Library Management; and Training as Library Trainers. During their training, librarians learnt a variety of tools identifying target groups, as well as understanding the needs of their communities more effectively. This empowered them to design, or redesign library services to be more relevant to their users. The group was also equipped in how to collect "stories of change" in their libraries. This culminated in the final Training Exhibition on 30 October 2015, where trainees showcased, "The Story of My Library," using a variety of creative media. This paper presents a selection of inspiring cases of how improved access to ICT, as well as training and development opportunities, have helped to transform the lives of library patrons, communities, and the library staff themselves. The paper also presents key findings from the Baseline Survey conducted as part of the pilot, to augment the qualitative success stories with those from the quantitative data. The fieldwork was conducted between March and April 2015. Information was collected from library users aged fifteen years and above using the Global Libraries Common Impact Measurement System (CIMS) indicators and a specialised survey instrument, customised for the South African context. This covered patrons' usage of libraries and of ICT. In total, two thousand interviews were achieved: one thousand with pilot library patrons and one thousand with patrons from a nationally representative sample of twenty five libraries (two or three from each province). The use of CIMS is advocated by GL, as it provides standardised data for all grantee countries, as well as allowing data to be aggregated to determine the total impact of the GL initiative and the comparison of data across countries. Work is currently underway to align the CIMS indicators with the Sustainable Development Goals (SDGs). Once developed, this will provide a powerful advocacy tool for demonstrating policy alignment and telling powerful stories about the value of public libraries, extending beyond the Country Grant, to the public library sector as a whole.

Speaking in Many Tongues: The South African Library Audio Production Initiatives

Mr F Hendrikz and Ms P Mahanjana

The South African Constitution recognises 11 official languages. Libraries in general are open to all people who want to use the resources of the library. It is, therefore, not unreasonable for users of a library to expect reading material in the language of their choice. This expectation makes it imperative for libraries to build a balanced collection not only reflecting the interest of its users, but also to ensure that the collection reflects the diversity of South African languages. This expectation is no different for members of the South African Library for the Blind. The South African Library for the Blind is a National Library serving the library and information needs of blind and visually impaired people across South Africa. The production and the distribution of accessible reading material has been the mandate of the library since its humble beginnings in 1919. The responsibility to provide a diverse collection with diverse languages is a challenge considering the location of the library in the Eastern Cape. Access to mother tongue speakers of all the South African languages is not possible. Apart from producing audio books in-house, the library implemented various innovative initiatives in the past to address this challenge. One such intervention is a volunteer programme where individuals narrate audio books and do proof reading of braille material at home. To expand the Library's South African Language title collection another innovative strategy was implemented. The Department of Correctional Services, specifically the Westville Prison in Durban, was approached. Based on an agreement, inmates of the prison are now assisting the library to produce reading material. This paper will elaborate on the production of accessible reading and the various strategies implemented, including the Prison Reading Project and the anticipated impact of the project. Not only does the proposed project support the delivery of our mandate to our members, it supports the Reading for Redemption Initiative, which encourages a culture of reading and aims to improve the lives of the inmates.

Mapping Publication Trends by Women Researchers in the LIS Field in South Africa from 2010 – 2015

Prof V Jiyane, Mr W Chilimo and Prof P Ngulube

Using the six South African library and information science (LIS) journals published between 2010 and 2015, the purpose of the paper is to investigate publication trends by women researchers in the LIS profession. Though the LIS field is known to be female dominated, the performance of female LIS researchers in terms of the publication output, citation and collaborations in South Africa is not known. It is widely

known that women have been marginalised in many areas. However, the focus and readiness of governments on the women transformational agenda in many countries, including South Africa, have resulted in a significant number of women holding leadership positions in national and international structures, making inroads into business leadership and initiating and heading big companies, organisations and professions. The LIS profession is witnessing the significant change in terms of gender leadership, which comes with the general transformational wave of the time. An analysis of the patterns of publications done by women researchers in the LIS field in South Africa is important to document how they perform. Employing the positivism paradigm the paper takes a quantitative stand and employs a descriptive content analysis research approach. Publish or Perish software was used to identify all papers published in the six South African LIS journals between 2010 and 2015. Thereafter authors' profiles were used to identify papers published by LIS women researchers. The study aims to present patterns of women publications by tracing frequency of publications in LIS journals by women; common topics of interest; language used for publications; collaboration behaviour; placement of women researchers in the published articles; country of origin; affiliations; citation pattern of the papers; methodologies commonly used and whether authors are in academy or practice. Preliminary findings indicate that a variety of topics are addressed by women researchers, and women researchers are conversant with both quantitative and qualitative approaches. The findings also indicate collaboration was growing among women researchers, however, women researchers tend to collaborate more with other women researchers. The paper provides conclusions and recommendations based on the findings.

Relevance of User Profiling as an Identifying Tool in the 21st Century in Academic Libraries: a Literature Review

Prof V Jiyane, Ms N Makhathini and Dr T Mugwisi

It is a known fact that emerging technologies present tremendous change in the library users' profiles. Although there is an obvious paradigm shift in the LIS arena and subsequently a need to meet users' needs in alignment with the present shift, it is disappointing that some academic libraries still function in the Stone Age. This concept paper shares insights on the relevance of user profiling as a tool towards meeting users' needs in the 21st century.

The Impact of the ISN Process on Legal Deposit in South Africa: Challenges and Opportunities

Ms M Kibido, Mr H Nkadameng and Ms K Mojapelo

The International Standard Numbering Agency (ISN), situated in the National Library of South Africa (NLSA), is the provider of ISBNs to South African publishers. In accordance with the Legal Deposit Act, 54 of 1997, publishers are obligated to submit a copy of their published documents to each of the legal deposit libraries in South Africa. One of the main challenges we have identified is that some publishers, especially within the emerging group often ignore or are not aware of the obligation. Some allowances within the Legal Deposit Act, place us in a position where we cannot always enforce the compliance. These challenges have a direct impact on the legal deposit system. The statistics of legal deposits received at each designated library reflect that it is low in comparison with actual published documents. The ISN agency assigns ISBNs for Monographs, ISSNs for Serials and ISMNs for Sheet music and is therefore able to provide relevant statistics on the production of published material in the country. The ISN agency/legal deposit coordinator offices are in the process of implementing an initiative by intensively promoting compliance to the Legal Deposit Act. This involves frequent communication with well-established trade, educational, academic and self-author publishers. Publishers with outstanding published documents are not allocated any new ISBNs. Since the start of this initiative and subsequent adjustments in the internal procedures of the NLSA, there is a clear increase in legal deposit compliance at all legal deposit libraries.

Information Seeking Behaviour of Users in a Special Collection and the Role of Social Media in the Provisioning of Academic Library Services

Ms L Kistain

The purpose of this study was to investigate how users of a special collection library of an academic institution in South Africa sought information and how social media could play a role in library service provision. Data for the empirical component was collected in September 2015. The study used a mixed methods approach to collect quantitative data which was analysed using Excel spreadsheets and qualitative data which was analysed using thematic analysis. A total of thirty six self-administered printed questionnaires were used to solicit information

on how users of the special collection library sought information for academic purposes using social media. Information was collected on the concerns, barriers and motivations that influence or deter users from using social media for academic purposes. Semi-structured interviews involving 11 participants were used to collect information on the views, experiences, thoughts and opinions of participants with regards to the role that social media can play in providing library services. The study used purposive sampling in selecting participants for both the quantitative and qualitative study. Participants were users visiting the Special Collection Library at Institution A (a tertiary institution in South Africa), as well as users recommended by librarians of the Special Collection Library at Institution A. The participants included researchers, academics, undergraduate and postgraduate students at the academic institution as well as outside users (users not enrolled at Institution A or not staff members). The key findings include: (a) The most preferred social media tool used for academic purposes was Twitter, used mainly for sharing information and notification purposes. (b) Most preferred features of social media were those that provided for more engaging communication. (c) Users preferred more subject specific information on social media. (d) The concern listed as very significant by the largest number of participants was breach of privacy. Based on the findings of this study, recommendations were made for the library to give greater support to diversity of expression of knowledge and foster participation with the user as content creator and not just a consumer of knowledge. Also, the library should consider using strategies that promote the discoverability of the special collections. Such strategies include: using the social media tool of the users' preference (for example Twitter in this case) to raise awareness of the collections (such as, maps and artefacts) that are unique to the library; using social media such as WhatsApp to post reference lists related to particular topics that refer users to the special collection resources such as manuscripts and artefacts. Using WhatsApp also provides the opportunity to start conversations/chats around special collection resources. Training should be developed and provided to librarians and users that focus on those features that promote the display of special collections resources such as the uploading of photographs. Recommendations were made for further research.

Academic Libraries in the midst of the Wretched Earth: The UFS Experience

Mr M Madiba

Academic Libraries in South Africa find themselves in the midst of the sweeping changes which are led by the students. This new cohort of university students is being propelled by the "voices from the grave" from revolutionaries like Frantz Fanon (1963:206) who once said, "Each generation must, out of relative obscurity, discover its mission, fulfil it, or betray it." With reference to the University of the Free State (UFS), a number of discussions on transformation are currently taking place. Some of the demands from students at UFS which have a bearing on the operations of the library are: (1) Opening the library for 24 hours. (2) Open spaces that reflect a 21st century library. (3) Changing the name of the library. (4) The review of the language of instruction. (5) The dismantling of the current institutional culture. (6) Decolonisation of the curriculum. The UFS library's vision is to deliver excellent, equitable and innovative library and information services in support of the University's academic and human projects. Even though transformation dominates in many discussions at UFS, there are other factors which perpetuate the current state of affairs. Institutional culture, for example which refers to, "the way things are done," features prominently. Furthermore, Vincent (2015: 21) argues that an institutional culture needs to change in order to achieve what is sometimes referred to as culture of inclusivity. As the centre of the learning space, UFS SASOL Library's role is to create that inclusive space which will make every student feel at home. On the 11th of March 2016, the UFS council approved a new language policy with an overwhelming majority. English will be the primary medium of instruction at an undergraduate and postgraduate level on the three campuses situated in Bloemfontein and Qwaqwa. The policy is aimed at creating a language-rich environment where multilingualism thrives, with particular attention to promoting Afrikaans, Sesotho, isiZulu, and other languages represented on the three campuses (UFS approves a new language policy. 2016). UFS library continues to re-invent itself in response to such changes. Fanon (1952: 8) concludes by saying, "what matters is not to know the world but to change it." In the final analysis the UFS library is committed to being part of these sweeping changes by creating learning spaces that will not only be relevant to the needs of the 21st century, but also cater for the diverse clientele.

The Role of Public Libraries in Bridging the Digital Divide: A Case Study of the Selected Area of the Limpopo Province

Mr L Makgahlela, Ms R Mahlatji and Mr L Dikotla

Public libraries are an important entity in local communities, particularly in rural areas and play an important role in all aspects of societal development. The development of any society depends largely on access to information. In South Africa, access to information is a human right. The development of an informed citizenry has become one of the basic functions of public libraries, which invariably affects the participation of civil society in affairs of the state. On the other side, the rapid evolution of the Internet has brought great opportunities to most people in South Africa, such as narrowing the gap, known as the digital divide, between those who have (the "haves") and those who do not have (the "have-nots") access to the Internet. The Limpopo Province is predominantly rural with the result that large areas still remain untouched by human development. However, the majority of South Africans living in developing areas throughout South Africa do not have access to the Internet. Public libraries provide free access to workstations and Internet services to those who cannot access these resources elsewhere. The majority of the people in rural areas depend on the public libraries to provide them with access to the Internet. This paper presents the results of the study on the role of public libraries in bridging the digital divide in the Limpopo Province. The results of the study indicated that the majority of the people in the Limpopo Province do not have access to the Internet and depend entirely on the public libraries to provide them with access to the Internet. The results of the study also showed that the public libraries in the province are playing a very important role in bridging the digital divide and concludes by providing the possible solutions in bridging the digital divide in the rural area.

What's new in Open Distance e-Learning Libraries: New Roles, Abilities and Solutions?

Ms N Makhathini

Purpose: The purpose of this paper is to share information on the evolving role of Open Distance e-Learning (ODEL) libraries in addressing national and continental primacies to lessen poverty and eradicate inequalities. The paper will highlight the shifting roles of librarians, the new skills acquired and the new solutions to address the mandate of the South African National Development Plan (NDP) 2030. Introduction: The world of work evolves and so is the role of academic librarians. A librarian in the knowledge economy requires continuous professional development to meet the needs and demands of an embryonic society. The question on everybody's lips should be: Are librarians still relevant in the changing environment? Any form of change requires a paradigm shift and an evacuation of a comfortable space. Change requires more than just a new title, more than just a crush course, more than just a collection size, but a change in the developmental role, reviewed competency and provision of working solutions to the changing landscape. By defining the role of librarians, competencies and solutions, the study will reaffirm ODEL libraries' position in the society that states that librarians are not custodians of history, but rather gatekeepers of the future. Methodology/Approach: The paper is a case study of the University of South Africa (UNISA) Library. The background information for this paper was collected from literature on Open Distance Learning Libraries and from UNISA Library's best practice. Findings: ODEL Libraries need to stay relevant. In a rapidly evolving Information Age, we – together with libraries across the world/ around the globe – are in a race to reinvent ourselves. We are in a race to stay relevant faster. This can be done in an environment where information seekers have many options, less hassle and use different types of information and communication technologies. While ODEL libraries are increasingly making information resources digitally available, the need for taking steps to make reference services virtually available is also crucial. The findings of this study highlights the importance of the collaboration between library and academic community, the positive impact that the appraised job content have in support of efficient service delivery; and the innovative solutions in an ODEL setting. All these new developments require a change in mindset. Originality/Value: The paper will add value to the LIS scholarly discipline as well as to other academic libraries that are moving towards the ODEL business model.

The Incarcerated, the Visually Impaired and the Displaced: University of Zimbabwe Library's 2015 Outreach Activities in selected Communities of Zimbabwe

Mr T Mataranyika

2015 marked a great milestone in the history of the University of Zimbabwe (UZ) as the institution attained sixty (60) years of existence. Activities cutting across all University departments were planned to

commemorate this 60th Anniversary. In line with these celebrations, UZ Library embarked on four outreach programmes which were: Literacy Fun Day at Chinyaradzo Children's Home; Setting up of a School Library and donating books at Tokwe Mukorsi Primary School; Installing Assistive Technologies at Margaret Hugo Primary and Secondary Schools (Copota); and donation of books and sanitary wear to Chikurubi Maximum Prison. The overarching aim of these activities were pinned on harnessing such an opportunity to promote access to information for those incarcerated, the blind and the displaced. The paper seeks to profile how UZ Library mobilised resources, implemented the outreach activities, the outcomes and the lessons learnt. Empowering communities, which are not traditionally the academic library's hinterland, was a bold initiative by the Library management and the success thereof unequivocally demonstrates that academic libraries in most developing countries have a role to play in improving access to information for the wider public community.

The History of Research Commons in South Africa Explained

Ms R Matatiele

The ever-changing technology and higher education has transformed the information landscape, hence, the new service delivery model or commons model called Research Commons (RC). What is needed in the Library and Information Science profession is an understanding of how library services are taking new forms, so that they remain relevant to their institutions. South African libraries, in particular, often take best practices from international libraries and adopt without making sure that concepts are well understood. Research Commons is one example of such cases. The Research Commons came as a creature in the academic libraries that redesigned spaces and redefined the role of librarians. Librarians' scope of work is altered to suit activities that take place in the Research Commons and partnering with different stakeholders on and off campus. Furthermore, it is important to note that the RC model has been practiced internationally since the 1990s. Early prototypes are the University of Iowa (1992), University of Southern California (1994) and it is reported that there are about 152 RC models (Beagle 2006:19). The RC model has been implemented in some South African University Libraries since 2007, namely, the University of Cape Town, University of Stellenbosch, University of Kwa-Zulu Natal, University of Witwatersrand, University of Pretoria, and Rhodes University as a Research Libraries Consortium Project (RLCP) with clear directive and financial assistance from the Carnegie Cooperation of New York (Daniel, Darch & de Jager 2010:117; Hart & Kleinveldt 2011:41; Kercival 2011: IV). The University of Kenya also benefited from the Carnegie grant to set up its RC (Opoku 2013). University of South Africa's Library (UnisaLib), was slow to adapt to the new service model, but eventually did so in 2009. Unlike others, UnisaLib financed its RC project from its own coffer (Unisa 2015). Therefore the purpose of this paper is to bring light to the evolving nature of the Commons model. For there is still a lot that needs to be done on the RC model by African academic libraries, hence, one cannot take it for granted that the model is well implemented and understood (Oladokun 2011:27). In conclusion, it becomes clearer that the library-as-a-space re-affirms the fact that libraries will continue to be the heart of their institutions.

An Integrated Framework for Disseminating Health Information to Students

T Matingwina

There is a lack of explicit and integrated structures for disseminating health information to students in Africa. This study argues for collaborative efforts in addressing the diverse health information needs of students. Using the Salutogenetic Theory of health, the study assessed the health information needs of students and evaluated existing health information dissemination methods at the National University of Science and Technology (NUST), Zimbabwe in developing an integrated, collaborative framework for disseminating health information. A case study strategy was used to gather data within the pragmatic paradigm of grounded constructivism. The findings reveal that students need health information on a wide range of health topics and prefer mobile electronic media, workshops, qualified health professionals, and peers for their health needs. There are significant gaps between the strategies that are being used by NUST to disseminate health information and the health information needs of the students. Therefore, this paper proposes a needs-based, integrated information dissemination framework for promoting health amongst students. The proposed framework emphasises utilisation of synchronous information and communication technologies, the need for integration of activities, a viable policy, health information literacy training and the use of a mix of persuasion techniques, as an effective health promotion strategy. The proposed framework can be applied to inform health information dissemination in other university settings in the African context.

Academic Libraries: Towards Realising Academic and Research Priorities

Mr L Matizirofa

The National Research Foundation (NRF), is an institution established under the National Research Foundation Act (Act No 23 of 1998), in order to promote and support research through funding and the provision of the necessary facilities in order to facilitate the creation of knowledge, innovation and development in all fields of research, including indigenous knowledge in South Africa. In 2015, the NRF announced its Open Access Mandate in line with global funding requirements. The NRF OA Mandate, requires that all grantees observe open scholarship, open data and open science. This requires all grantees to comply with its open access requirements by making available their research outputs: Publications and data supporting the publication to be deposited in accredited Open Access repositories. The NRF is in the process of aligning its stakeholder community, notably HEI libraries to the global funding open access requirements. The objective of this paper is to give step-by-step guidelines on how the NRF will implement its Open Access Mandate and align academic institutions and academic libraries to comply with technical requirements - repositories alignment and associated standards in order for all public funded research to be easily accessible to every reader with access to the Internet.

The Effective Role Played by the Library towards Realising Academic Research Priorities of Problem Based Learning (PBL) and Community Based Education (CBE): The Case of Walter Sisulu, University Health Sciences Library

Ms P Mavume and Mr S Mnengi

This paper aims to present the effective role that is played by the Health Sciences Library towards realising teaching, learning and research priorities of the Problem-Based Learning (PBL) and Community-Based Education (CBE) at Walter Sisulu University (WSU), Nelson Mandela Drive, Mthatha Campus. WSU Health Sciences Faculty, adopted the Problem-Based Learning approach and Community-Based Education learning programme and it is the only faculty across all other faculties at the WSU using the approach. Problem-Based Learning is defined by Barrows (1980) as a basic human learning process that allows primitive man to survive in his environment. It is the learning that results from a process of working towards the understanding or resolution of a problem. Community-Based Education is the approach to expose students to the communities, to see patients away from the teaching hospital, e.g. at rural health clinics and district hospitals, to learn how health services function. This paper will outline how the library operates in supporting this PBL and CBE curriculum, aligning its services to be relevant to the needs of the faculty, and how the librarians ensure that students and academic staff are empowered in information seeking skills for lifelong learning. The paper will also highlight the way information user education and literacy programmes are provided to the Faculty of Health Sciences. How the Health Sciences Library supports undergraduate students and students doing fourth and fifth levels in the hospitals across the Eastern Cape will be illustrated in the paper. The WSU Health Sciences Library, includes all the Health Resource Centres situated in hospitals, making sure library material supports PBL and CBE approaches successfully.

Rhodes University Library: A Shift from "You're not Allowed to use Facebook in the Library" to "Please Like and Follow our Page"

Ms A Mente

Despite early feelings of scepticism and uncertainty, social media innovation and incorporation into academic libraries has transformed communication with users and the role of academic librarians in using social media to enhance the academic project. Although librarians are considered to be among the early adopters of social networking technologies, there is a variation in the period of the time it takes for different academic libraries to adopt and implement the use of social media. During the early days of the use of social media in academic libraries, resistance to this transformation reflected in library disclaimers prohibiting users from the use of social networking in the library. As social media continued to diffuse into society, academic libraries identified the need to transform and rectify their perceptions on the use of social media. The Diffusion of Innovation Theory (DOI), developed by E.M. Rogers in 1962, rests on the principle that the process of the adoption of an innovation by a population or social system occurs over a period of time. Using the DOI theory, this paper seeks to present an overview of the adoption and implementation of the use of social media at Rhodes University Library (RUL). The integration and implementation of this innovation into RUL service is also based on a need to increase and maintain relevance. Using a SWOT analysis approach, this paper will assess the current status and impact of RUL presence on social media platforms. Bearing in mind that adopting and implementing a new

idea is just as important as maintaining the relevance of the product, this SWOT analysis is expected to reveal opportunities for improvement in the manner in which the use of social media is managed at RUL. The benefit of this analysis should result in a guideline and a future reference for an enhanced method of facilitating transformation.

Entry Level Librarians' Recruitment: An Infometric Analysis of Job Advertisement at the Tshwane University of Technology

Mr J Moeketsi

This research, was aimed at removing the salient facts around the availability of entry level librarians' position at the Tshwane University of Technology. The perceived inability or otherwise of recent Library and Information Services (LIS) graduates to secure their first permanent professional librarian jobs have dominated various workshops, news headlines and several Library Association of South Africa (LIASA) conferences – with good reason some might cogently argue. Many of such debates, however, are riddled with innuendo, rumors and perceptions that results not in solutions and clarity but finger pointing. By dispassionately looking at the true state of affairs pertaining to entry level librarians positions therefore, job advertisements from 2004-2014 were analysed. One hundred and ten (110) job advertisements were collected using a content analysis method to evaluate the requirements of each job advert in an attempt to better illuminate and to remove all the emotions around the ability/inability for LIS new graduates to secure their first fulltime professional librarian positions. The longer these perceptions and innuendos persist, the less the chances are that – those at the coal face of the situation, who do not have a voice in this matter, will experience joy and relief anytime soon.

(Re)thinking and (Re)positioning Library Programmes and Services in Public High Schools in Limpopo Province

Dr S Mojapelo

Well-designed and well-planned library school programmes and services are essential to improve the development of reading and information literacy skills, particularly of learners, where those skills are crucial for the acquisition of lifelong learning and independent study. However, because of inadequate and inefficient school library services in most South African schools, teachers and learners are calculatingly deprived of opportunities to learn library programmes essential for the acquisition of knowledge, skills, competencies, values and orientations. They are also denied fundamental library services due to them. The purpose of this article was to investigate the programmes and services offered by the different library facilities in public high schools in Limpopo province. The study took mainly a quantitative research paradigm, blended with triangulation of both quantitative and qualitative data collection methods. Self-administered questionnaires were used to collect quantitative data from the principals or teacher-librarians, while an interview schedule was used to collect qualitative data from the education officials through face-to-face interviews. The findings established that there are very few schools offering library services and programmes. The national Department of Basic Education, therefore, has a responsibility to ensure that school library policy with clearly defined library programmes and services is formulated, approved and implemented as a matter of urgency.

Scholarly Publishing Trends at the University of Cape Town: Investigating the Impact of the Open Access Movement on Academics' Publishing Habits

Ms E Moll and Ms J Claassen

In June 2014, the University of Cape Town (UCT) adopted an Open Access Policy which was aimed at "taking forward open scholarship and open education as part of a commitment to scholarly communication, e-research and digital content stewardship," (UCT OA Policy Preamble, 2014). This move came three years after the Vice-Chancellor of the University of Cape Town formally signed the Berlin Declaration on Open Access to knowledge in the Sciences and Humanities. These developments succeeded UCT signing the Cape Town Open Education Declaration in 2008. Shortly after adopting the Open Access policy, UCT launched its institutional repository, OpenUCT, in July 2014, as well as an Open Access Journal Publications Fund. Taking these into consideration, it can be seen that UCT has policies and infrastructure in place to support open scholarship. However, it is yet to be proven that these affordances have influenced the publishing habits of academics at UCT. This paper presents a study of the impact of these policies and infrastructural developments on the publishing habits of the academics at the UCT. The aim of this study is to investigate the publishing habits of academics at the University of Cape Town, in order to determine whether the institution's commitment to openness has influenced the type of journals (open access, hybrid or closed) academics publish in over a

five-year period. The publishing habits will be determined by using the data of the scholarly output of journal articles from 2010-2014 of the audited lists of the Department of Higher Education and Training. Some of the data informing the study will include, inter alia, journal titles where UCT academics publish, publication models (open access, hybrid or closed) and the costs of APCs. The researchers expect the results to establish publishing trends over the last five years with regards to the influence of the open access policies and infrastructure at UCT.

Issues in the LIS Arena: A SWOT Analysis of LIS Schools and LIS Practice

Ms R More, Prof V Jiyane and Dr T Mugwisi

Rapid development brought about by technology and the 21st century, present changes in the library and information service (LIS) platform. This is true from both LIS education and training and LIS Practice angles. This has caused tensions between LIS Schools as providers of training and LIS practice as a potential employer. This paper presents issues from both LIS Schools and Practice in South Africa with regards to the level of compliance to changes in the field to suit the expectations of the LIS Practice. The preliminary findings suggest that LIS Schools' efforts to cope with rapid changes in the LIS field and the training of graduates do not meet the expectations of the LIS Practice. Consequently, the study recommends there should be regular meetings to review offerings that match the trends and new developments in the field and also to acknowledge the concerns of the LIS Practice.

Information Literacy in Zimbabwean Public Libraries: Towards Information Literate Communities

Mr D Musemburi and Mr C Nhendo

In this era that has been dubbed the information age, Information Literacy (IL) has become a prerequisite for participating meaningfully in society and learning throughout one's lifetime (lifelong learning). Article 19 of the Universal Declaration of Human Rights states that, "everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media regardless of frontiers." It must be noted that, while the fundamental importance and inviolability of this provision are imperatives for a functioning democracy, they are not enough for ensuring the critical knowledge base that is necessary for fostering progressive development. To this end, Tetley (2013: 8) purports that, "In order for the provisions of Article 19 to generate transformative change through access to information and its proper use, it has to be supported by the critical requirement of information literacy." Thus it is imperative for public libraries to effectively perform their mandate of supporting independent learning, lifelong learning and literacy, along with providing physical and virtual places for social and community interaction. However, information literacy is commonly seen as a concern for academic libraries only (Pieper 2010). Harding (2008), also observed that there is little mention of the role of public libraries in the literature on information literacy. This assertion to a certain extent is true of the Zimbabwean situation, in which the aspect of information literacy in public libraries has not been accorded as much attention as the academic library fraternity. Yet as institutions that serve the general populace, public libraries are strategically positioned in ensuring that people from all walks of life are information literate, as compared to academic and college libraries, which focus mainly on students and academics. Therefore, the aim of the paper is to explore the current state of information literacy training in public libraries in Zimbabwe, and come up with interventions to develop Information Literacy Training Programs for Public Libraries in Zimbabwe. The study will be a case study of three main public libraries in Harare, Zimbabwe. The researchers will make use of document analysis, observations, and interviews to collect research data. The target population for the interviews will be public librarians from the public libraries under study. It is the researchers' hope that the results of this study might eventually help the development of public libraries in Zimbabwe into lifelong learning centres that support and enhance national literacy, which in turn leads to the improvement of clientele livelihood and enables the entire citizenry to meet the demands of the information society. The results of this study will also assist public librarians in packaging information literacy programmes for their diverse clientele by coming up with a clientele training needs profile. Moreover, guided by IL Training Programmes that have been implemented by public libraries world over, the researchers will present a typical IL Training Programme for Public Libraries in Zimbabwe, which can be used as a point of reference in developing contextualised IL Training.

Will Community Libraries Sustain Education in Zimbabwe? Exploring Kambuzuma Public / Community Libraries' Effectiveness in Promoting Reading Culture Geared for Educational Success

Mr A Muvhuzwi

Most of the community libraries /municipal public libraries are in a dilapidated state, books continue to be scarce for many people in the lower class. Globally, libraries are dedicated to providing free and equitable access to information for all, be it in written, electronic or audio-visual form. This is supported by Ranganathan's – the "father of librarianship" - five laws of librarianship, which continue to evolve in the spheres of community libraries. "Most of the ongoing literacy programmes do not provide long-term support to neo-literates. Unless they are provided effective support through reading and learning materials, they may again fall into the category of illiterates. Here libraries play a vital role by providing reading and learning materials to them." (Singh, 2003). Neither school nor community libraries exist on an island. This paper presents findings on the effectiveness of community libraries in Zimbabwe's high density suburbs in relation to leveraging education amongst the youth school going in the Kambuzuma and surrounding communities. This presentation is based on the case study being currently done on examining the relevancy and effectiveness of the community library on promoting education in Kambuzuma after the economic meltdown decade and the introduction of multi-currency systems. The introduction of multi-currency systems have realised the resurrection of some community libraries in and around Harare. Though Zimbabwe is rated among the highest rate of literacy, over 90% in Africa, the Ministry of Primary and Secondary Education have come under attack and controversies were also aligned to the non-resuscitation of the appropriate infrastructure (community or public libraries being one of them), that promote and sustain a reading culture and provide a conducive environment for studying.

Use of Vodcasts by the UNISA Library for Teaching and Learning: Challenges, Opportunities and Lessons Learnt about this Emerging Technology

Mrs Y Naidu and Mr T Constable

The purpose of this paper is to share and describe a practical experience in the development of a vodcast from beginning until completion. The main aim of the paper is to describe the developmental phases of a vodcast, its use for teaching and learning and the impact vodcasts have on librarians and users. This paper is looking at how vodcasts can be used in the future to enhance the teaching and learning experience of the librarian and the user. A literature review and the practical experience have given a comprehensive insight into the use of vodcasts in teaching and learning. Information Technology has the ability to revolutionise University teaching and learning. The adoption level of emerging web technologies is increasing in academic settings. (Saeed 2009) and the creation of blogs, wikis, Instant Messengers (IM), social bookmarks, podcasts and vodcasts and the web, is transforming into a fully interactive space and the control of content has been decentralised to allow everyone to collaborate, create, publish, subscribe, and share information. Users have urged the library staff to develop vodcasts for information literacy and database training and Unisa Library staff have expressed interest in using vodcasts for staff development exercises. Vodcasting has been implemented at the Unisa Library with immediate practical benefits for both library staff and users and this pilot project has led to future vodcast initiatives, e.g. Developing vodcasts for teaching library's subscription databases and general information literacy.

An Investigation on Library and Information Association of South Africa (LIASA) Conference Attendance by eThekweni Municipal Library (EML) Support Staff Members

Mr M Ndlela

This study involves an investigation into Library and Information Association of South Africa (LIASA) conference attendance by the EThekweni Municipal Libraries (EML) staff members. The aim of the study: (1) To find out if EML supports staff do attend LIASA conferences; and (2) To find out the reasons for not attending, if they do not attend. The study surveyed four different groups of support staff, namely: Assistant Librarians, Senior Library Assistants, Library Assistants and Library Attendants, providing a total population of 205. Stratified random sampling was used to select a representative sample. A self-administered questionnaire was used. It was established that a large number of EML's support staff members surveyed are currently not attending LIASA conferences for various reasons. The study recommends that a further investigation of LIASA conference attendance by professional staff members be conducted to ascertain if the trends revealed in this small study are indeed applicable in other categories. It also recommends

that EML should consider giving more opportunities of attending LIASA conferences to the support staff as well.

Graduate Attributes: Repositioning the Work Integrated Learning (WIL) Programme at the Durban University of Technology (DUT) in South Africa for Enhanced Learning and Employability

Dr S Neerpuh and Mr J Naidoo

Purpose: This paper aims to provide a student-centred approach to Work Integrated Learning (WIL), using a collaborative constructive pedagogy. A WIL framework to enhance learning and employability is presented for the Library and Information sector and for the Hospitality and Tourism sector in South Africa. Design/Approach: Work integrated learning is an intrinsic part of graduate preparedness for employability. The Durban University of Technology (DUT) strategic thrust 2015 is based on teaching and learning strategies which creatively and proactively engages student life. Outcomes: In 2014 DUT approved the following five guiding principles (referred to as the DUT BIG 5) to instill graduate attributes as the distinguishing characteristics of the University's teaching and learning strategy. The following constitute graduate attributes for DUT students: (1) Critical and creative thinkers who work independently and collaboratively; (2) Knowledgeable practitioners; (3) Effective communicators; (4) Culturally, environmentally and socially aware within a local and global context and (5) Active and reflective learners. This paper sets forth a critical discussion of the graduate attributes in shaping an innovative approach to re-align the WIL programme with the University's strategic plan. Originality/Value: A South African graduate attribute aligned WIL model is presented for the DUT Hospitality and Tourism Management and the Library services, best applicable for informing futuristic teaching and learning University paradigms that advances employability skills in the workplace.

New Roles for Librarians: Empowering the Community by responding to the Social Responsibility Plea

Mr M Nokoane

Libraries have been dynamic and have developed and adapted to changing new technology. The changes affect librarians as well, resulting in the need for library professionals to acquire both multi-skilling and re-skilling. Most academic libraries in South Africa are involved with the community in different ways. Over the years the librarian's role has moved beyond traditional models to identify other user needs and also respond to the plea of social responsibility. The need for working together (partnering/ collaborating) and adapting to change cannot be over emphasised. The North-West University is embarking on a radical initiative aimed at empowering teacher librarians through library seminars and workshops, whereby skills and knowledge may be imparted. Academic libraries are no longer just serving students and faculties, but they are also serving the community in its vicinity. Since 2006, the NWU Library has been engaging with nearby schools in order to help resuscitate their school libraries, and most of these institutions are mainly based in Ikageng, a township in Potchefstroom. The NWU, as a signatory of the Tallories Declaration, uses the process of education and research to respond to, to serve and strengthen its communities for local global citizenship. The University has the responsibility to participate actively in the democratic process and to empower those who are less privileged. The NWU does not perceive community engagement as an ad-hoc activity but as formal activity, which assists the University to align and comply with the social responsibility plea. Community engagement as a new activity, gives the librarians an opportunity to extend and expand their careers thereby adapting and staying on par with new trends and developments. It is a process of evolution and transformation towards new opportunities and challenges. Engaging with the community better positions NWU to attract prospective undergraduate students and contribute to self-sustainable school libraries. Through community engagement, the University demolishes and stop to function as a silo and align itself to the South African slogan, "Together we can do more." The presentation will elaborate on practical measures applied at NWU.

Re-thinking Information Literacy in a Postgraduate Information Systems Class at the University of Cape Town

Ms S Noll

The overall aim of this case study is to explore the experiences of a group of postgraduate students in an Information Systems (IS) course at UCT with regards to their Information (IL) and Digital Literacy (DL) skills. Specific objectives of this study include: Understanding the conditions under which students have to write an academic piece of work without being exposed to formal IL or DL education; examining the opportunities the students had in IL and DL training before their 4th year; assessing levels of course satisfaction and course dissatisfaction; exploring the

graduate attributes employers require from IS graduates and whether they think they arrive in their first jobs adequately equipped with these attributes. The research questions revolve around the evaluation of IL and DL provision of postgraduate IS students at the University of Cape Town. The research questions are: What are the students' perception of IL and DL? To what extent does the IL intervention once a year help to become information literate? How effective is the IL intervention? What are opportunities for curriculum integration of IL in a PG course? Information Literacy has been an integral part for many years at universities to a lesser or larger success, depending on the size of the class, the access to laptops, the time provided, the frequency of sessions. At the University of Cape Town (UCT) it never was embedded in courses as done in many universities around the world. The modus operandi was a once-off session at the beginning of the year to many different courses and disciplines. This case study uses a triangulation method to test the perception of students and their lecturers around the IL presentations which the library offers. Triangulation is a powerful method to verify the validity of sources. Interviewing three lecturers/course conveners, conducting a survey and two focus group discussions will check the results and verify the credibility of the outcomes. The conclusions could propose a framework for librarians to become differently involved in IL instruction and teaching. Evidence could be used for new teaching and learning roles, and the learnings could be applied in own research and instruction practices. The learnings are evidence based and an updated theoretical framework, based on SCONUL's Seven Pillars of Information Literacy, could be established for new instruction practices. It raises new student learning habits, such as self-directed learning rather than departmental perceptions. Librarians could increase their teaching professionalisation with the help of academics, and could become part of institutional priorities. If librarians are better skilled in the art of teaching they could become better collaborators in faculties across campus.

The Use of e-Learning in Teaching Information Literacy Skills to University Students

Ms J Ntsala, Ms R Mahlatji and M Dikotla

Technology has made lives of people easier when accessing information. Technology has also changed the teaching and learning styles and strategies. As the technology advances, some students face challenges when they enter into the university environment, especially those from areas where there is limited access to information and communication technology. Institutions of higher learning are experiencing a high congestion in the classrooms and in the libraries because of the high number of students enrolling. Despite the numbers in class, students are still expected to master content and extend their investigations, become more self-directed, and assume greater control over their own learning. These students are expected to be able to access information and information sources such as online public access catalogues (OPAC); online databases such as Ebscohost, Science-direct, and Emerald science; search engines from the Internet; and notes via e-learning tools to produce quality work. To achieve this academic need, the students must be information literate. This has resulted in university library staff being faced with the challenge of training the massive numbers of students and staff to be information literate. To address this, the University of Limpopo Library has adopted the use of e-learning to conduct information literacy, hence the use of e-learning to teach students how to access, evaluate, organise, and use information. The Information Literacy Skills Programme at the University is offered to first entering students as part of library orientation, during the library week, but also as a six month programme. To date, the Information Literacy module has been integrated as part of some modules such as Accounting, language modules - English, Research modules and Information Studies to make it a compulsory programme. Thus, this paper intends to show that the integration of e-learning to teach Information Literacy has simplified the tasks performed by librarians/information professionals.

Can Library Information/Client Services make a Difference in Teaching, Learning and Research in a University?: A Case Study of University of Zululand

Ms L Ocholla, Ms G Mutsvunguma, Ms B Ntuli and Ms Z Hadebe

Academic libraries' fundamental function within universities is to support teaching, learning and research. The rapidly changing academic library environment demands new library products, facilities and services that may not be readily available in many African libraries. Libraries have to walk a tight rope between shrinking budgets, currency fluctuations, and the high cost of print and e-resources on the one hand, and the growing need for research support services, improved information literacy and information client support services, and marketing of library services using social media on the other. In order to persevere, modern academic libraries have had to become more flexible and resilient. At UNIZULU,

information librarians have played a pivotal role in the development of modern information services for research support (targeting researchers, postgraduate students) and undergraduate teaching and learning support (targeting academics, undergraduate students). The purpose of this paper is to report on the impact of the new information services initiated by information librarians and to establish how such services have made a difference in the teaching, learning and research activities in the university environment. The objectives of the study were to identify the modern information services that are offered by the University of Zululand Library; to establish the knowledge and skills needed by librarians to provide these services; to reveal user perceptions on the new services and their preparedness to embrace the new skills for information access; and to disclose the university stakeholders' positions during the process. Survey data was collected from a sample population of students and academic staff. Questionnaires, observation and document reviews were used to gather data. Results of the survey presented new developments and data that showed the overwhelming response from UNIZULU library users to the newly developed information services system. The challenges, opportunities and partnerships between the library and other university stakeholders (e.g. research, teaching and learning divisions) are also discussed.

Open Monographs Publishing: A New Dawn for African Academic Libraries in Scholarly Communications

Mr J Pietersen and Ms L Nyahadza

Academic libraries in Africa have been championing the Open Access movement in the African continent. Acknowledging various challenges experienced by disadvantaged communities in the global south, academic libraries have the opportunity to adopt the role of a development agency in the context of successfully disseminating knowledge for African specific challenges by African-based scholars. The Open Access movement has gained momentum and in recent years, have become a serious alternative to traditional publishing models (Mercieca & Macauley, 2008: 244). Academic libraries have been successful in adopting emerging technologies with some embracing the open publishing paradigm as a means to alleviate one of the key challenges towards human and societal development in Africa, that is, open and free access to scientific knowledge produced by and for the African continent. Academic libraries in general have embraced open publishing platforms like Open Journal Systems (OJS) – developed by the Public Knowledge Project (PKP) – to facilitate the advancement of Open Access. The University of Cape Town (UCT) Libraries has recently embarked on exploring open publishing using the Open Monograph Press (OMP) platform. Because of UCT being the first higher education institution in Africa to publish an open monograph using this platform, this paper aims to highlight and discuss the challenges and successes in establishing the library as a publisher not only in the open journals space, but also in the area of open monographs. In exploring these new roles of academic libraries, there is often a new set of skills required to establish and enhance services. Thus, some of the library staff at UCT have undertaken to acquiring skills (through informal means on an ad hoc basis) to be able to support publishing using the OMP platform. Through this paper, it is hoped that experiences can be shared so that best practices for the African context can be established.

Legal Deposit at the National Library of South Africa: Legal Deposit of Electronic Publications – What are the Challenges Faced by National Libraries in Africa

Ms N Potgieter

The preservation of a nation's intellectual and cultural heritage is primarily the responsibility of national libraries, although other institutions such as public and university libraries, national archives and government libraries can also act as legal depositories. Internationally, as well as in Africa, there is an increase in electronic publications. Electronic publications brought extreme challenges to national libraries. Legal deposit policies and processes that were used over centuries had to be amended and updated to include legal deposit of electronic publications. Legal deposit of electronic publications seems to work well in countries where it are enforced by law such as New Zealand, Germany, United Kingdom and France. There is, however, voluntary legal deposit in some countries, such as, The Netherlands, Italy, Australia and the United States for example. Developing countries, such as in Africa, face further challenges with reference to the legal deposit of electronic material. This presentation will look at challenges specific to electronic legal deposit in Africa. These challenges include: need for standards, updated legal deposit laws and punitive measures; lack of cooperation and understanding between authors, publishers and legal deposit centres; concerns about copyright and Intellectual Property (IP); the inconvenient side of advances in technology (switching from CD-ROM to USB drives, for example) and

access to electronic publications.

Use of Social Media to Inform, Educate and Communicate with Library Users at North-West University (NWU) Libraries

Mr B Rabatseta, Mr S Bangani, Mr S Chizwina and Dr M Moyo

Social media is fast becoming a regular part of our everyday lives. It is a powerful voice by which librarians inform, educate and communicate with library users about the products and services of the library. Over the past few years, most academic libraries have realised the important role social media can play as an information, education and communication resource through which they reach the users. Being actively involved on social media offers the library a platform to disseminate and share information with its users who can either respond or initiate conversations with the librarians. Guided by the Library Director's theme to Inform, Educate, and Communicate, in 2014 and beyond, the North-West University Library, Mafikeng Campus adopted two platforms of social media: Facebook and Twitter. The purpose of this paper is to highlight how NWU Libraries is using Facebook and Twitter to inform, educate and communicate with library users. Further, the pros and cons of using social media networks as experienced by NWU Library Mafikeng Campus will be highlighted. Some of the challenges experienced with social media networks in the Mafikeng Campus of NWU Libraries include time constraints, marketing, and lack of understanding of policy and guidelines by the users. However, social media networks remain invaluable for the marketing and promotion of the library as added tools for communication.

To Teach or Not to Teach?: The Question of the Academic Librarian's Pedagogical Identity

Prof J Raju

Amidst a fast changing academic library environment, prompted by the pervasive impact of rapidly evolving information and communication technologies and changing higher education pedagogy, which has resulted in 'new roles, new competencies, new solutions,' lies the question of the teacher or pedagogical identity of the academic librarian. In this environment, technology has shifted the focus from the librarian as intermediary between user and information resources to the end-user being empowered to directly access required information (Riley-Huff & Rholes 2011). A parallel development is the transforming academy and here the focus has shifted from traditional teacher-centred classroom learning to learner-centred and self-directed educational practices. In such a transforming context towards empowerment of the learner, the debate on the librarian as teacher, resurfaces. Should the academic librarian become "well versed in" and practice "the elements of educational theory, curricular learning goals and student learning assessment," (Hensley 2015) in order to promote self-directed learning towards the emancipation of the end-user of information (Raju 2015). Are LIS schools adequately preparing graduates for emerging teaching roles in academic libraries in a highly digitised higher education environment? This paper revisits this debate in the literature as well as draws empirical evidence on this question, by means of analysis of academic library job advertisements in South Africa for the past three years. Using a pragmatist paradigm, which uses both quantitative and qualitative philosophical assumptions, to address a research problem (in this case, ascertaining the pedagogical identity of the academic librarian in the digital higher education environment), this paper reports on the outcome of thematic content analysis of job advertisements for professional LIS positions and websites of LIS schools in South Africa triangulated with data from literature relating to the research problem. Such an analysis, supported by learning theories such as Behaviorism, Cognitivism and Constructivism, is used to ascertain the pedagogical identity of the academic librarian in the current digital age.

Ten Things to Say in Ten Minutes: An Engineering Librarian's Quest to Full Embeddedness

Mr D Ramorulane

The term, "embedded librarianship," has been widely discussed in the library profession during the past ten years. There have been many definitions of the concept, but they all have a similar conclusion – embedded librarianship is about focusing on a group of clients/users, building relationships, understanding their work and providing information services that are customised and targeted to the group's needs. It's every librarian's quest who wants to fully embed to perfect the objectives mentioned in the definition above. The CSIR, as an organization, has been fortunate in that we have achieved full physical embeddedness a long time ago, as the structure of the organisation will demonstrate. One of the most effective ways to realising the embeddedness objectives mentioned above is to become part of your department's project team.

An invitation to the department's project meeting is not enough, but it is a major step towards the objective. Once one is part of a project meeting, the following questions will arise - how should one behave in these meetings? How is one going to cover all the discussion points within the allocated time? Is it possible to add value in these meetings? These are all the questions we will try to answer in this paper. In the course of five years, we have developed ten discussion points to convey and gather information during project team meetings within our research units, viz. (1) Information resources available (2) Addressing the current project's information needs (3) Information management (4) Identification of collaborators (5) Research data management (6) Dissemination of research findings (7) Measuring research impact (8) Project closure, research output archiving (9) Open access publishing (10) General administrative issues. These "discussion points" will be comprehensively discussed in this paper.

A Sustainable Information Environment in Africa, with specific reference to Cloud and Mobile Technologies

Ms N Ramsumar

Modern technology solutions have altered the traditional library landscape beyond recognition. Two innovative solutions that are gaining momentum in information centres, are cloud computing and mobile technology. The purpose of this paper is to explore how these technologies can contribute towards a sustainable information environment in Africa in the face of hard financial times and other challenges. Libraries in developing countries face many challenges of inadequate information infrastructure, limited financial budgets, manpower issues and rapid changes in technological systems. Cloud computing is proving as the best management practice for handling these challenges and for supporting quality delivery of services in information centres. The most literal interpretation of "cloud" refers to it as computing delivered as a utility. Cloud computing is designed to give organisations a powerful, managed environment that has maximised resource utilisation. In the library, the ultimate goal of cloud computing is to create virtual communities of information professionals and clients. This creates a strong social interaction, collaboration and friendly environment in the information centre. The cloud concept also has the potential for scholarly communication, storage and sharing of information, knowledge and intellectual records. Further, cloud computing offers benefits such as physical and data security, stability and faster software delivery, eliminating the need for libraries to replace end-of-life hardware, predict and provide for capacity planning and upgrade and troubleshoot applications. Content is becoming increasingly digital, and people are consuming it through various types of devices, including mobile. As a result the library has become a new kind of media center. This paper will further discuss how mobile applications from the cloud can assist end-users to access the library and how it can assist library staff in offering mobile circulation functions in the library. Cloud computing and its possibilities have been gaining momentum worldwide and therefore should be seen as "must have technology" for modern libraries.

Libraries and the Community: Transformation and Development

Ms B Shongwe

If we are to talk about Libraries in action, transformation and development towards 2030, it would be impossible not to touch on Libraries and the community: transformation and development, Libraries as desired spaces; design, facilities and services as well as Library innovations and innovative thinking; a solutions-driven mindset. In order for thorough transformation and development to take place, the evolution of Libraries has to be all encompassing. These are the areas that this paper will be touching on. The paper will paint an outdated picture of a typical library as an intimidating massive wooden space with "silence" signage on every wall versus what libraries should be evolving into: a bustling hub of information where reading rooms are now moving towards interactive social spaces where groups of like-minded people meet not to read but to share ideas; where the typical flip chart has been transformed into tables and walls that can be written on as people sketch out their ideas. It will introduce how innovative thinking and a solutions driven mindset has turned an accounting textbook into an accounting board game so that the subject is no longer abstract but practical. The paper will explore case studies of libraries such as those in New Zealand that have opted for registering for liquor licenses where people can sit and discuss ideas over a glass of wine. Libraries in the United States have turned some spaces in the library into coffee spots so as to allow for a more relaxed conversational space. It will talk about how libraries have to be a desirable space to be in with facilities that are user friendly, services that allow people to engage and how this will have an impact on transformation and development of the community especially in the South African context. South Africans, now more than ever, need to have

constructive sharing of ideas, not on paper, but in safe spaces where level headed conversation can take place between people of different races, religion, sexual orientation and ages. The paper will discuss how the Department of Education has realised the need to start teaching the youth from a young age and incorporate into the syllabus, innovative ways to teach children to communicate effectively, work in teams, argue constructively, debate effectively and convince without violence. They have found that kids memorise rather than analyse, regurgitate instead of interpret and articulation, remains a problem. Libraries, therefore, in their transformed state, have a role to play in providing spaces where such soft skills can be learnt, ensuring that transformation and development in communities are aided. The paper will essentially be stated that the library has not become redundant but with a new design, facilities and services as well as innovative thinking and a solutions-driven mindset as well as more activity, it can aid in the transformation and development of communities.

Utilisation and Access of Electronic Resources in Libraries at Selected Tertiary Institutions in the Western Cape, South Africa

Ms R Sikhosana

The purpose of this presentation is to present results from a study that was carried out to investigate the current state of the use of electronic resources in selected tertiary institutions in the Western Cape, South Africa. The investigation was also to establish the impact of electronic resources use on the staff managing the resources. The study is based on a master research project on managing electronic resources to access the current level of utilisation of electronic resources in libraries at selected tertiary institutions in the Western Cape. The study was conducted from 2014 to 2015. Interviews were conducted using semi-structured questionnaires using a qualitative approach to collect data. The research strategy followed was that of a multiple case study. Three libraries were used as case studies. The results from the study show that there is a low level of utilisation of electronic resources in most of the libraries investigated, that there is a lack of staff training as indicated by staff taking part in the study. It also shows that staff is generally not keeping up with the various technological changes taking place in the electronic information provision to academic and research libraries. This study contributes to the body of knowledge on the level of electronic resources utilisation in academic libraries and the final recommendations on how to improve the levels of utilisation could be used by other libraries in similar situations.

Information Literacy – A Misnomer?

Mr S Simango

The term 'information literacy' relates to what can be considered as a very important concept in the field of library and information studies. The concept itself is so important that it needs to be properly defined if its true meaning is to be deciphered. Historically, the various definitions afforded to this term by numerous authors or organisations have made it rather difficult to come up with a single precise definition for that which constitutes information literacy. It would appear that the International Federation of Library Associations (IFLA) sought to resolve this issue by consolidating the various definitions of the term 'information literacy.' This attempt was made by means of releasing a set of guidelines - the International Federation of Library Associations' Guidelines on Information Literacy and Lifelong Learning - addressing the concept of 'information literacy'. Although the IFLA Guidelines themselves were comprehensive the manner in which the term 'information literacy' was defined by IFLA raises certain questions about the actual meaning of the term 'information literacy' as a concept. To be more precise, the extent to which the IFLA guidelines offer a concise enough definition of the term 'information literacy' may be subject to debate. Such debate could arise from the fact that the definition ascribed to the term 'information literacy' by the IFLA Guidelines appears to ignore the distinction drawn between the concepts data, information and knowledge. As a result there is a danger that the term 'information literacy' may have been ill defined by the IFLA Guidelines. The definition which the IFLA Guidelines provide for the term 'information literacy' has certain wide reaching implications for librarians in South Africa attempting to contribute to the country's National Development Plan 2030 - from an educational perspective. Since information literacy services are one of the core services that librarians provide to their clients, it is crucial that librarians within the country work from a strong foundation laid by well-defined and unambiguous definitions. This would serve to ensure that in the future, the information literacy services provided by South African libraries actually correspond to the definition ascribed to the concept of information literacy. The proposed research aims to critically analyse the definition of the term 'information literacy' as defined in the IFLA Guidelines. The underlying objective is to determine whether or not the term 'information literacy', as defined in the IFLA Guidelines, constitutes a misnomer. Phrased otherwise, the research

seeks to determine whether or not the definition formulated in the IFLA Guidelines actually defines what may be referred to as 'information literacy' or if this definition effectively defines another concept altogether. The methodology for the proposed research falls within the framework of an interpretive paradigm. The research methodology itself is based purely on the analysis of documentary/textual data. Accordingly, the analysis of the data is to be conducted through the application of an explanatory approach. This will be achieved by means of the use of lexical semantics to decipher the meanings of the analysed text.

The Design, and Re-design, of the Public Library into a Contemporary Space: A Case Study of Kuyasa Library and other District 13 Libraries

Ms J Swartz

The City of Cape Town's Libraries and Information Services Department consists of 104 libraries, which are divided into six districts. District 3 in this setup consists of the Mitchell's Plain and Khayelitsha Libraries, and three Phillipi Libraries, a total of sixteen libraries in all. These libraries, are situated in previously disadvantaged areas, and as such, the library buildings themselves reflect the political and social ideology of the apartheid years in their physical construction and floor layouts. In addition, these layouts were also indicative of the type of workflow processes in operation at the time, viz manual processes. If we take into account how much change has happened politically, socially and technologically, it was high time to change the exterior (where possible) and the interior (as far as possible) design aspects of our public libraries and transform these structures into contemporary and desirable public spaces. In my paper, I intend showing how we have managed to achieve this through the creation of the new, regional library in Khayelitsha, viz Kuyasa Library. I would like to provide insight into the design concepts which influenced the architectural decisions. I mean to show what has been achieved with the interior space and the subsequent services offered to the community. I would like to highlight the décor and furnishings, which provide a colourful, very modern and trendy space for the community to enjoy. Over and above what has been achieved with Kuyasa Library, I would also like to focus on what has been achieved within our existing libraries in the district and broader department. Through the department's proactive repairs and maintenance programme, many older, outdated and dingy looking libraries have been transformed into vibrant, attractive spaces that have responded to the needs of the communities. How have we done this? Through changing the floor space of these libraries, for example removing unnecessary shelving and providing increased study spaces. And through the provision of contemporary furnishings to beautify these spaces, to name two. These maintenance programmes, in addition to addressing the changing needs of the communities for study space, social space, recreation space; for electronic resources and long-distance access have ensured that public libraries remain relevant to the communities they serve. My paper will highlight how we have effected these transformations and changes and show the subsequent positive results experienced by our patrons.

Working Together: The Role of the Library Consortium in Providing Access to Scholarly Information

Mr G Truran and Dr N Buchanan

"[Librarians] need to be sure that they have made the best possible collection decisions under prevailing limitations." The monopoly that for-profit, commercial publishers have on the journal publishing market is pushing prices higher every year. Bergstrom notes that for-profit publishers have raised their prices faster than inflation for decades. In South Africa, annual inflation on subscription prices has been compounded dramatically by the depreciation of the Rand over the past year. This paper considers the role that a library consortium can play in assisting librarians to provide cost effective access to scholarly publications in the current economic climate. By way of background, a brief overview of the introduction of library consortia to South Africa with particular reference to the establishment of the South African National Library and Information Consortium (SANLIC) is provided. The most obvious benefit of belonging to a consortium is cost avoidance. By becoming part of a "buying club," libraries are able to benefit from group-discounted prices on a wide variety of electronic resources - abstracting and indexing services, journals and electronic books. Savings realised on the most basic, or core, information resources also enable libraries to purchase a wider range of resources for their users. SANLIC's role is to gather information on the collective purchasing power of member institutions and to use this and other information, such as usage statistics, to manage subscription inflation, facilitate better subscription options and to assist librarians with difficult collection options as they relate to electronic information. Open access also continues to evolve and here, too, the consortium has a role to play, particularly as "Gold" open access is now seen to be providing

an additional revenue stream for the large, established publishers. This paper explores how a consortium can help in mitigating the effects of inflation and a weakened Rand.

Utilising QR Codes to Access Electronic Journals at Library User's Point-of-need

Ms S van der Walt

The purpose of this paper is to share how the Information Search Librarians (ISLs) of the Unisa Library utilise Quick Response Codes (QR codes) to provide easy access to the electronic versions of journals to clients browsing at the shelves in order to enhance access at the point-of-need. QR codes can be described as two-dimensional barcodes or matrix codes (Walsh, 2010:57; Pons et al, 2011:48) that can be read by smartphone cameras. These codes can represent different types of data: text, images, an audio file, URLs, or even a phone number that can be dialled automatically. In a report published by World Wide Worx in 2015, it is estimated that by the end of 2014 one in ten South African smartphone users will be using QR codes (<http://www.timeslive.co.za/>). Very little published research is available on the use of QR codes in academic libraries from a South African perspective (Mohamed, 2014:149), with most literature on the use of QR codes focusing on its use in the business and especially the marketing environment. The University of South Africa (Unisa) is the only comprehensive, dedicated distance education university in South Africa, and currently staff and students have access to 12 branch libraries nationwide and one branch in Ethiopia. Many of these libraries have a print journal collection and clients may not be aware of the availability of electronic versions of journals where the print subscription ceased and further issues are available in electronic format only, and/or where a journal is available both in print and electronic format. The challenge for the ISL Team was to raise awareness of our electronic journals as well as to present staff and students with the choice to access either the print or electronic version of their chosen journal. The paper is original in that it describes the practical step-by-step efforts, experiences and challenges of the ISL Team in producing, modifying and applying the QR codes in order to increase the visibility of their electronic journals while at the same time facilitating point-of-need access to the electronic versions of journals for clients browsing the print journal collection.

Using a Client Content Management System for Library Student Support in an ODL Environment

Ms S van der Walt and Mr S Jugdav

The purpose of this paper is to share information on Open Distance Libraries with specific reference to the use of a Client Content Management System (CCMS), by the Information Search Librarians (ISLs) of the Unisa Library, to provide a Literature Search Request service to staff and students. Practical information and examples of the CCMS system used by the ISLs within the Unisa Library will be provided. Open Distance Learning focuses on removing barriers natural to the distance learning environment, flexibility of learning provision, student-centeredness, supporting students and constructing learning programmes with the "expectation that students can succeed." (University of South Africa, 2009:2). In Tai's list of support services, he includes library services (Tai, 2000:290). Likewise, Parnell (2002, Needham and Johnson (2007), Brumfield (2010), Henning (2010); Maddison (2013) and Wakeling (2013), all highlight the importance of library services within an ODL institution with Brumfield stating that libraries are, "critical to a university's teaching and learning process." (2010:63). Supporting students via library services in an ODL environment provides librarians with the unique challenge of offering equitable access to students to all library resources and services regardless of the location from which they access these resources and services. Currently, the University of South Africa (Unisa) is the only comprehensive, dedicated distance education university in South Africa, although a draft policy framework for the provision of distance education in all South African universities has been tabled (South Africa, 2012). In light of the above mentioned draft policy framework the perspective of a distance education library setting is of value to residential institution libraries and it is a fact that the boundaries between ODL library services and online services are not fixed. It is hoped that the findings of the paper will better inform library policy as to how technology can be used when providing a Literature Search Request service. The paper is original in that it captures the experience gained by the Unisa Information Search Librarians (ISLs) in utilising the CCMS for information resource distribution within an ODL environment. This system serves as a Client Contact Management System, as well as a repository or knowledge base for the administration and retrieval of literature search requests or any documentation related to searches, such as, search results, covering letters, training/educational material and so on. All incoming requests are captured and stored in the system, which

is integrated with the Student System, and are allocated unique reference numbers for tracking purposes. It is also a client communication mechanism that utilises email and text messages. Reports and statistics are automatically generated. Furthermore, the paper will provide insights into the algorithms used by the ISLs to process individual Literature Search Requests.

(Re)designing Library Space: The DUT Experience

Ms L Webster

The main thrust of the Durban University of Technology Strategic Plan 2012-2014, was to establish a conducive learning environment, by repurposing the physical learning environments in the main library. The aim was to create a space that was flexible and customisable, safe and secure, and enhanced and supported different learning approaches. Over the past decade or more, academic libraries have undergone dramatic changes in both the physical and virtual environments. Most of these changes have been driven in part by the changing landscape of higher education, and to some extent, due to the impact of the rapid development of information and communication technology. Not only have these changes altered the traditional shape of academic libraries, but have also lead to increased expectations of library services and facilities from library users. The Durban University of Technology Library has grappled for some time with attempts to modernise the library and make the space inviting. The original library has morphed over the years, from a single floor, to a four-storey building with too many stacks and not enough spaces that are conducive for learning. The footprint of the library stacks have shrunk due to the reduction in print books and periodicals and most of the seating arrangements were archaic and uncomfortable at best. Costs was a major factor that had to be considered in our attempts to repurpose the library into a student-centered space and place. This paper will track the journey that the Library embarked on and how the collaborations and grants opened the way for effective partnerships both in and outside the university, that ultimately contributed to our aim of creating a modern and appropriate Library space.

A Realist Assessment of the Implementation of Blended Learning in a Library and Information Science Module within a South African Higher Education Context

Ms S Witbooi

Opportunities for further studies by working adults came under threat as the University of the Western Cape stopped the offering of after-hours classes in most of its faculties. Unqualified and under-qualified librarians were directly affected by this decision. This paper outlines an assessment of the conceptualisation and implementation of an action research project initiated by the Division for Lifelong Learning. The action research project engendered flexible learning and teaching provision in three pilot sites at the University. A realist assessment was deemed appropriate for this complex intervention where multiple interacting components were present. The assessment focuses on the implementation of strategies aimed at showing how lifelong learning opportunities, conceptualised and provided in flexible ways, could support innovation in learning and teaching in order to enhance access and success to learning, by working people in the context of the Library and Information Science Department. While the entire degree, B.LIS, was the focus of the action research project, this paper reflects on the assessment of initiatives towards more flexible learning and teaching strategies within the first-year semester course, LIS111. The realist approach to this assessment allowed for the articulation of the context(s) in relation to explicit and emerging mechanisms that were used or operational during the intervention. It showed how the outcomes resulted from a dynamic interaction between explicit and emerging mechanisms and specific contexts.

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Poster Abstracts

#Connected

Ms A Ajam

Being connected at your public library has so many positive aspects for many individuals, it is for the businesses, households, communities and government and providing information and connecting these categories with the rest of the world.

The Rural Library Connectivity Project, is one of the initiatives where the public can enjoy free access to the internet and enhance themselves. This has led to an increase in computer literacy and also encourages individuals to come to our public libraries.

Changing the perception of a librarianship in the youth especially, we are not just people with specs who stamp books, this is important as I used to be one of those youth. We need to educate our youth and explain what it is to be an information manager. The role of a Librarian must be clearly defined and explained so that students can realise what a vast career choice it actually is.

Best practices in the public libraries, if you have a system in place, whether it be assisting users with their CV's, if your library has a good system in place, share this with your fellow Public Librarians. Be a believer in lifelong learning so that we can portray and carry over that ethos to our communities in our public libraries.

Having access at your library, you are able to stay up-to-date with government and business as well. Being able to apply for job positions and searching for new and other opportunities throughout the country and beyond.

I know the youth is an important factor, but we should not forget about our matured and elderly citizens, they offer experienced perspectives and also have a need for the public library's services.

We should encourage our staff at public libraries, to be the best that they can be, because they are the face of our services to the public as a whole. We need to realise what a vital role it is that all libraries have and the responsibilities we have as Librarians to our communities.

Being academic students, we have learned so much from the textbooks, but when we start working in the real world, we realise that it is not always as it states in the textbook, with red tape and all other challenges we face as librarians, we were not trained to be Financial Managers, Psychologists or IT Technicians, but we need to continue upskilling ourselves so that we can be that Librarian that can handle any type of scenario thrown at us.

When you focus on problems, you will have more problems, but when you focus on possibilities, you will have more opportunities. (Kushanda, W)

The Engineering Librarian – Do You Have the Knack?

Ms C Bezuidenhout

In this poster, I would like to share my experiences as an Information Specialist assigned to three of the Engineering faculties at the University of Pretoria, namely Civil Engineering, Mechanical and Aeronautical Engineering and Industrial and Systems Engineering. I love my job and I would like to present it in a comic strip format, showing the stressful, but also the humorous parts of the job. The poster will then also indicate how the Engineering Librarian can succeed by using different strategies to reach out to the Engineering faculty staff and students. Strategies include hands-on training, being available in an office at the faculty (embedded librarianship), Libguides, etc.

Digitising Photographic Heritage Material for Long-term Preservation

Mr A Carstens

The information on the poster formed part of a recent Master's study, completed at the Cape Peninsula University of Technology.

This study deals with the pitfalls and standards associated with the digitisation of photographic artefacts in formal collections.

The popularity of the digital medium caused a rapid increase in the demand for converting images into digital files. The need for equipment capable of executing the task successfully, the pressure on collection managers to display their collections to the world and the demand for knowledge needed by managers and operators, created pressure to

perform optimally and often in great haste.

As a result of the rush to create digital image files to be displayed and to be preserved, the decisions that are being made may be questionable. The best choice of file formats for longevity, setting and maintaining standards to guarantee quality digital files and consultation with experts in the field of digitisation, as well as attention to best practices are important aspects which must be considered.

In order to determine the state of affairs in countries with an advanced knowledge and experience in the field of digitisation, a comprehensive literature study was done. It was found that enough information exists to enable collection managers in South Africa to make well informed decisions to ensure a high quality digital collection.

By means of questionnaires, a survey was undertaken amongst selected Western Cape image preservation institutions to determine the level of knowledge of the managers who are required to make informed decisions. The questionnaire was designed to give insight into choices being made regarding the technical quality, workflow and best practice aspects of digitisation. Comparing the outcome of the questionnaires with best practices and recommended standards in countries with an advanced level of experience, it was found that not enough of this experience and knowledge is used by local collection managers although readily available. In some cases, standards are disregarded completely.

The study also investigated, by means of questionnaires, the perception of the digital preservation of image files by fulltime photographic students and volunteer members of the Photographic Society of South Africa. It was found that uncertainty exist within both groups with regard to file longevity and access to files in five to ten years' time.

Digitisation standards are set and maintained by the use of specially designed targets which enable digitising managers to maintain control over the quality of the digital content as well as monitoring of equipment performance. The use of these targets to set standards were investigated and found to be an accurate and easy method of maintaining control over the standard and quality of digital files.

Suppliers of digitising equipment very often market their equipment as being of a high quality and being able to fulfil the required digitisation tasks. Testing selected digitising equipment by means of specially designed targets proved, however, that potential buyers of equipment in the high cost range should be very cautious about suppliers' claims without proof of performance. Using targets to verify performance should be a routine check before any purchase.

The research concludes with recommendations of implementing standards and it points to potential future research.

NEW - www.liasa.org.za

Ms N Crowster and Ms I Smith

Technology has influenced society to the extent that the spirit of our age accepts, as a given, that a website is a key component of any service delivery organisation. The site extends beyond only being an access point for information to an online reason and purpose for the organisation's existence. It is an electronic extension of its efforts and business and is linked to its reputation and credibility.

The Library and Information Association of South Africa (LIASA), is concerned with the interests of South African library and information workers and related interested parties and its strategies and activities are aligned accordingly. Yet, despite being in the business of information, the LIASA website was not seen by members to be sufficiently robust and responsive on this plane.

This poster will explain and demonstrate LIASA's reaction to this view: The new LIASA website, a product of re-conceptualisation and redesign that taps into the needs of the members and, represents the enactment of the LIASA Strategic Plan 2014- 2018 notably on the themes: membership and sector engagement; advocacy; marketing and communication; good governance; and training and development. The poster will display the key outcomes of these approaches and, offer analytics as a measure of the success of this new product. Furthermore, the importance of social media as a business tool will be highlighted in relation to this website.

Using graphics, photographs and text, the poster proposes to:

- Highlight the efforts of the Library Association to respond to

members' needs

- Illustrate the move of the LIASA strategy from paper to action
- Demonstrate the qualities of a successful website
- Show the importance of integration of social media into business for the purpose of extending accessibility and communication
- Exhibit the training tools built into the website as aid to bridge the economic, educational and other divides among LIASA members
- Make clear the communication strategies, implicit in the website design, that facilitate member engagement
- Respond to the 2016 conference themes:
 - Library Innovation
 - Transforming the Organisation
 - Contemporary Library Trends

Knowledge Tree: Knowledge Without Borders

Ms M de Beer

The Boabab tree (*Adansonia digitata*), was chosen for this poster because it is indigenous to Africa and is one of the trees in Africa with the longest life span and therefore knowledge spreading through Legal Deposit will stay with the people of Africa for generations to come. The Legal Deposit Act, Act no 54 of 1997, is the roots of the Boabab tree. Through the Legal Deposit Act, the National Library of South Africa (NLSA), is legally bound to provide for the preservation of, and access to the national documentary heritage of all published documents in South Africa. The Legal Deposit Committee and Consortium Technical Committee are responsible to coordinate and promote Legal Deposit and give advice on any legal deposit matter.

The benefits of Legal Deposit for example are: preservation of all legal deposit material for future use, to create awareness of all published material, to assist in the creation of bibliographies and databases, to promote South African literary works nationally and internationally and to support UNESCO's book production statistics. Publishers in South Africa can be divided into three groups: self-publishers, public publishers (government) and commercial publishers. Legal Deposit material can be deposited in five depositories: Pretoria and Cape Town campuses of the NLSA, Mangaung Library Services, Mzunduzi Municipal Library, Library of Parliament and the National Film, Video and Sound Archives.

Legal deposit material includes: monographs, periodicals, e-books, electronic resources, films, videos, DVDs and CDs. Legal deposit material, catalogued by the NLSA, is used by many users inside and outside the borders of South Africa. Legal depositories make areas available such as learning and study facilities with computers to enable access to legal deposit material. Students, Researchers and Law makers form part of the community that legal depositories have as members. Through Bibliographic Services and Collections Management, Information Access and Preservations, as core functions, the NLSA can fulfil the legal obligations of the Legal Deposit Act.

The Distant Past as it Creates Current Research which Enlightens

M D Frier and C Reynolds

To encapsulate this entire special collection in a few sentences, stretches the writer's abilities at brevity. The depth, range, scope and sheer size of the JS Gericke's Special Collections is breath-taking, awe-inspiring and, well, unmistakably a, "one of a kind." From the miniature to the incredibly large; and this not necessarily meant to describe physical size. The enormous visual text depicting Muhammad Ali's life and career, the vast collection of first editions, the unmistakable and irrepressible works of Zapiro, the miniature book collection which can be difficult to read and not necessarily because of the intellectual content which this collection houses, and then there are a myriad diaries of many notable figures. This sounds like hyperbole, but it is all here; all waiting to be discovered and in need of shedding light on the past, which does shape our future as academics, as researchers, as scholars and ultimately as human beings.

Document Supply Services at the National Library of South Africa

Ms R Jansen van Vuuren

As part of the National Library of South Africa's Information Access Services, our Document Supply Section ensures remote access to National Library and other library collections through the Southern African Interlending Scheme (SAIS). The National Library of South Africa, is the hub and coordinator of the resource-sharing network. Members of SAIS have access to the wealth of information resources of all participating

libraries. Membership of SAIS entitles an Institution to be able to request and supply library materials to and from other SAIS members.

Details on what SAIS is, the benefits of it, how many libraries are registered members, what members receive when they join, are shared.

A short description is given on the two methods of Interlending, as well as how the National Library ensure access to resources through their Teleholdings, national and international interlending services.

Transforming e.tv's Content to a Digital, Interactive Collection for Dynamic Utilisation: The DAM Imperative!

Ms L Johnson

Broadcast companies worldwide are increasingly leveraging their collections for commercial utilisation by digitising content and implementing Media Asset Management Systems to enhance access. e.tv, as South Africa's first independent free-to-air television broadcaster, is no different, having amassed local content since its broadcast launch in October 1998.

With the launch of e.tv's multi-channel business in 2013 and increasing diversification of content on digital platforms, it became a business imperative of its parent company, eMedia Investments, to implement a digital archive and long-term storage solution for all its own content. Up till then, e.tv had to rely on a manual process of browsing and retrieving footage by viewing tapes and finding appropriate clips. Moving from analogue to digital archive workflows and storage on LTO data tape was therefore a logical progression towards improving efficiencies in organising and storing content to enable monetising of completed programming and raw footage for clip sales. The implementation of the DAM in 2013 was identified as the integrated solution for managing, organising and long-term storage of e.tv digital content in both SD and HD formats.

The implementation involved many months of preparation and training with the product developers for optimal system customisation. It involved interdepartmental cooperation and teamwork to ensure that everyone involved in the DAM workflow chain be informed and participate within the process to create system and user synergies that promoted efficient workflow processes.

The poster will highlight the transformation of e.tv as a single channel with analogue assets and manual workflows to a multi-channel platform successfully digitising content for enhanced access and utilisation and long-term storage and preservation.

The poster will be a mixture of pictures, graphics, text and workflow diagrams to illustrate the above elements of the e.tv DAM and workflow.

- The DAM workflow chain from ingest to archive, storage, search and retrieval
- The MAM system allowing for enhanced access to content for internal use and on-selling
- The DAM as the central organising and storage hub for all local e.tv programme content for dynamic utilisation.

The poster will be a mixture of pictures, graphics, text and workflow diagrams to illustrate the above elements of the e.tv DAM and workflow.

Mzansi Online Project - Paarl Library

Ms N Lewis and Mr S Kleynhans

The purpose of this poster is to provide the public with a broad overview of all the electronic and digital services as well as training initiatives the library can provide.

In Drakenstein Municipality, we have determined that a large number of the youth and unemployed persons of the area regularly visit the library for various reasons. Most, to seek employment in the local newspapers and then requesting help to write a Curriculum Vitae, cover letter and "How to apply for jobs online."

With the electronic equipment supplied through the Mzansi Online Project, the library and its specially trained staff, will also be able to provide educational games to kids during holiday programmes, online research facilities to students and dedicated computers for the visually impaired.

For us to equip and empower people with the necessary skills to help themselves, the need to advertise our services and showcase our library as a space "4lifelonglearning" has become imperative.

With this poster we hope to highlight these and all the other services at Paarl Library and so address the issue of unemployment in our area.

Celebrating Your Library

Mr L Matabeni and Mr N Penny

The poster is aimed to celebrate the NMMU Library on the diversity of students and general NMMU population in which it serves. It will illustrate the unique services which it provides to the visually impaired and to the physically disabled students. Nelson Mandela Metropolitan University (NMMU) in 2013, reviewed an earlier decision by University Admissions to decline admission of two totally blind students on the grounds that NMMU did not have the facilities to 'reasonably accommodate' these students. To date, NMMU has provided for students with partial blindness and other physical disabilities.

Professor Swartz believes that this case has highlighted the need for the national higher education sector to adopt a coherent and workable national system, providing high-quality support to a whole range of categories of mental and physical disability, in such a manner that clusters of institutions could specialise in providing support for particular kinds of disabilities, as it may not be possible for all institutions to provide for all categories. And in the Eastern Cape, there is a need for the universities to work together in providing expanded opportunities to prospective learners with different kinds of disabilities. "NMMU will have to increase its level of annual investments to offer study opportunities to a wider range of disabilities, not simply to meet its constitutional obligations, but to do what is right. Ours is a commitment to create a progressive university that offers new opportunities to potential learners who have intellectual abilities equal to anyone else, but who may have differential abilities to access our educational services." (Swartz ;2013). The library work very closely with the disability office to find out innovative ways to improve their service to best suit the information needs off all disabled students. A new computer commons are being built on the South Campus to integrate the partially blind students with the normal vision students. This undertaking was the library's idea not to isolate the students with the special needs from the general population, because currently the computer commons for the partially blind students are separate and the students suggested that they would like to have more privacy but also not be isolated from other students for the sharing of information, thus creating a friendly learning environment. Furthermore, the poster will also showcase the cultural diversity, which we pride ourselves on, and the great outreach programmes that the library embarks on, as the academic library in one of the large metropolitan municipality in the Eastern Cape. The poster will be on a Canvas with the specific measurements set by LIASA Conference Standards.

City of Johannesburg Library Services: E-Learning

Mr J Nyoka

Promoting lifelong learning through traditional library services and the "E"lectronic library services.

Elearning, is a concept that all of us in the City of Johannesburg community have embraced for lifelong learning. Everyone is a learner, one way or another in our daily lives. ELearning can be simply defined as, "the use of electronic technologies to support learning and teaching." In libraries, this definition also refers to the support provided by the library through facilities such as computers, tablets, ELearning classrooms and training on how to access electronic information. ELearning is also referred to by several other names like online learning, virtual learning, distributed learning, distance learning, etc. We are all "E-learners" whenever we embrace technology to learn new concepts and new ways of finding information.

ELearning can happen within the library or remotely, using the internet (online) or just using technology without the internet (offline), e.g. when typing, or reading researched and downloaded documents on your tablet, smart phone or your personal computer at home. It can happen at your own pace or through structured or formal sessions with two or more participants. City of Johannesburg Libraries ELearning Programme provides the public with workstations with free access to the Internet and other information portals in libraries within the City of Johannesburg.

The Library aims to provide access to:-

- Established ELearning websites and course content with home-work and project material, course material, etc.
- Pre-selected electronic information resources.
- ELearning User Training includes providing
 - Techno-literacy training, where library users are trained in computer skills and electronic information literacy.
 - Assistance with researching relevant websites
- Providing space within libraries for teaching/support sessions: One of the eLearning projects are: MOOC's (Massive Open Online

Courses).

- To facilitate access to these "moocs", City of Johannesburg partnered with Think Ahead organisation. From this partnership, MOOV (Massive Open Online University) sites were established to provide structured ELearning courses to registered participants.
- Currently 13 libraries have been selected as sites for the Moov ELearning Classrooms.

Libraries Without Limits: Is Your Public Library Disabled Friendly?

Ms B Peffer and Ms C Lubbe

According to the ALA's Access to libraries for persons with disabilities checklist, "Library staff should keep in mind that persons with disabilities have to overcome not only physical obstacles, but also psychological barriers to come to the library and communicate their needs."

Public libraries form one of the cornerstones of society and should be setting the trends of reasonable accommodation for people with disabilities. In spite of national regulations governing access to public buildings, and signing the Lyon agreement, libraries in large remain unfriendly to community members who are disabled. Small changes, such as how staff approach disabled people, can help compliance and make a big difference. The poster would highlight different disabilities (visible and invisible) and how easy it would be to transform the library environment to improve access and integrated services.

The poster will have visual impact by contrasting good practice with bad practise by making use of photos and illustrations.

Information Access Services at the National Library of South Africa

Ms P Ramothwala

The purpose of the Information Access Services Programme is to be the entry point to the unique heritage, knowledge resources and collections held in the NLSA. It promotes access to information on site, nationally and internationally.

The National Library of South Africa is mandated by government to:-

- promote optimal access to published documents nationally and internationally;
- provide reference and information services, nationally and internationally;
- promote information awareness and information literacy.

We serve the information needs of the public by assessing their requirements, searching and retrieving the material and providing copies within the limitations of Copyright Act. Details will be given on the different services to our users.

Special Collections @ JS Gericke Library University of Stellenbosch: Unique Collections Unlocked

Ms C Reynolds and Mr M D Frier

To state that the special collections division of Stellenbosch University Libraries houses many treasures, is pure understatement. From the Africana collection, which houses many distinctive maps and the works of South African authors of all backgrounds, to invaluable and irreplaceable scriptural texts of all three monotheistic religions, to manuscripts, artefacts and documents which capture moments in time that continue to shape our present as a nation and as human beings; this is a treasure trove like no other. It is a treasure trove which is well used, well preserved and which will continue to unlock our complex past, as well as enlighten our future. Highlighted and celebrated, is our Digital Collections of this accumulated intellectual wealth – a continual exercise at bringing the contents of the division to all who may wish to see them, use them and experience their unique ability to inspire, challenge, enthrall and to reinvent the present and the future.

North West Libraries as Users' Space

Mr I L Segone

The poster will explore libraries in the North West Province traditionally seen as places where books and other material are stored. Libraries were used during the older days to check out and return books. No spaces were even allocated for reading purposes. As the time went by we saw the gradual transformation when spaces are created in libraries to allow other activities. This has proven to be another way of attracting more users in our libraries, as opposed to the traditional way of telling

people about the books available to borrow or use in the library which was obviously the only way of marketing the libraries. Libraries during those days did not have much to offer than what the situation is currently.

The poster will start by showing those old libraries, where every space was occupied by shelves and a circulation desk. Their architectural designs were also supporting more shelves.

Secondly, the poster will show old libraries in the Province where upgrading is done to allow more space for other activities.

Lastly, the poster will show modern libraries, built by the Provincial Library Service, which has space for users other than the shelves and the circulation desk.

After-Hours Customer Evaluation on Service Quality in Academic Libraries in Kwazulu-Natal

Mr M Tembani

The aim of this study was to evaluate after-hours customer service quality in academic libraries in KwaZulu-Natal (KZN). The objectives of the study were:

- 1) To survey the users' perceptions regarding the quality of after-hours services in KZN academic libraries.
- 2) To survey the users' perceptions regarding the services offered after-hours in KZN academic libraries.
- 3) To solicit users' perceptions regarding the facilities offered after-hours in (KZN) academic libraries.

The study surveyed all Universities and Universities of Technology in KwaZulu-Natal, namely, Durban University of Technology, Mangosuthu University of Technology, University of KwaZulu-Natal, University of South Africa, University of Zululand. There were 384 participants which included both students and staff. The study used a quantitative approach, a census was done in surveying after-hours library staff (Librarians, Library Assistants, and Student Library Assistants). Convenient sampling was done to select the library users using the library after-hours. The research instrument used was a self-administered questionnaire.

It was established in this study that during after-hours library service, the libraries have no subject librarians available to assist students with specific subject needs. The study also established that the noise level during the after-hours service is unbearable. Therefore, students tend to use the lecture venues to study in order to concentrate better. The study recommends that academic libraries have at least one subject librarian available during the after-hours service. It also recommends that the libraries' security personnel are more visible to monitor the noise level of library users.

The poster will be based on the study and presenting results in the form of graphs, charts and small paragraphs.

"CrEatiVe jUicEs"

Ms H van Loggerenberg

As a Librarian of a "Small Dorpie" Coligny, I immediately identified the needs of the community after three months, when I started in June 2004. Thlabologang, the informal settlement, are also part of the economical existence of Coligny. For me it was clear, not to focus only on the educational side, but also to be part of the social, recreational and cultural needs. This was indeed my intention to ensure equitable access to information and social development opportunities. I have started a "Youth Committee" by handpicking them for a purpose.

THAT IS HOW AND WHERE IT ALL STARTED

Celebrating all National Holidays days on the calendar and other days like TB Day/ Cancer-/ Diabetic-/ Arbor Day / Water Week / "67 Blankets for Mandela," etc.:

- By doing displays
- Having programmes
- Doing projects
- Outreach to Schools and Creches
- Outreach to Old Age Homes.

Departmental and LIS Events:

- Library orientation
- World Book Day
- Read Aloud Day
- Library Week
- Mother tongue Day, etc...

Focus groups:

Woman / Youth / Pre School / Elderly / Students High School / Special School learners.

Long-term development programmes:

- Readings sessions
- Computer Basics training
- Educational toys
- Life Skills training
- Empowering non-working ladies of the community to realise their potential
- Motivate the youth on creating opportunities.
- Having a Memorial display on Writers and Authors!
- Book display as well as a biography of the person who died!!

To illustrate this topic of, "The Library as a Space: Photo collages in the different categories will be used as well as some end-result text. More focus on the Life Skill training and creativity!



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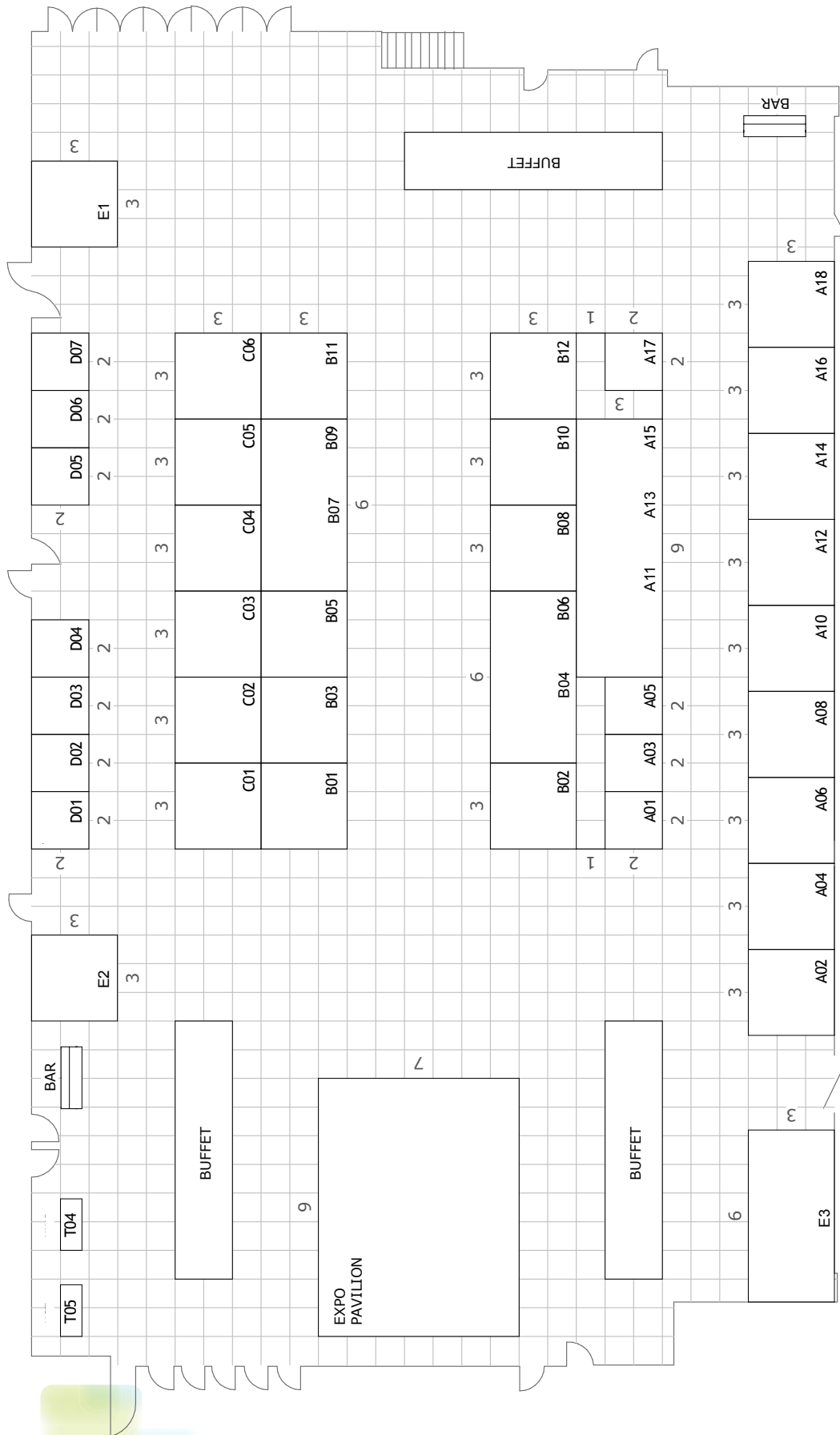
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Exhibitors



Exhibition Floor Plan



① STAND LAYOUT
1 : 150

Exhibitors List by Booth

Booth	Company
A01	Booktalk: OverDrive
A02	Eastern Cape Library and Information Services
A03	ITOCA- Information Training and Outreach Centre for Africa.
A04	Free State Library and Information Services
A05	Missing Link Education
A06	Gauteng Library and Information Services
A08	KwaZulu Natal Library and Information Services
A10	Limpopo Library and Information Services
A11, A13, A15.....	National Library of South Africa
A12	Mpumalanga Library and Information Services
A14	Northern Cape Library and Information Services
A16	North West Library and Information Services
A17	Everybody's Book's
A18	Western Cape Library and Information Services
B01	Tagtron Solutions
B02	WorldWide Information Services
B03	Triple SL Tech
B04, B06	CSX – Customer Service
B05	UKS
B07, B09	Slims
B08	Meniko Records Management Services
B10	Innovative
B11	South African National Lexicography Units
B12	Vivlia Publishers
C01	Lectio Publishers
C02	SA Library for the Blind
C03	LM Information Delivery
C04	EBSCO
C05	Learning Curve
C06	Sabinet
D01	Jacklin Publishers
D02	Van Schaik Bookstore
D03	Nosa Agricultural Services
D04	Juta and Company
D05	Libwin
D06	Mosala-MASEDI Publishers & Booksellers
D07	African Library & Information Associations & Institutions (AFLIA)
E1	LIASA National Office
E2	eThekweni Municipality
E3	Department of Arts and Culture
T05	University of Cape Town
T04	University of the Western Cape

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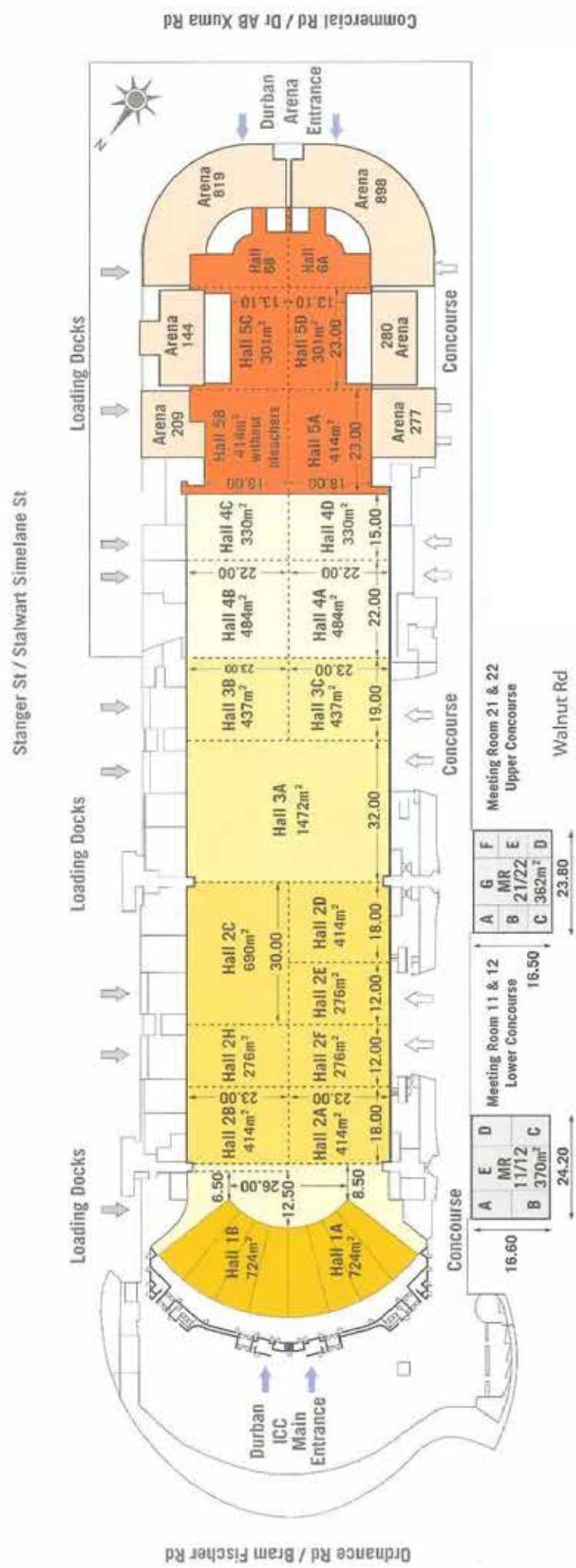
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Venue Map





In pursuit of world-class excellence

Solid partnerships have been a hallmark of our 30-year heritage and remain a priority today.

Sabinet has long been renowned as an African leader in the provision of services and facilities that promote access to information. However, our vision is broader than just Africa, and we are constantly innovating, adopting cutting-edge technologies and pursuing vital partnerships to meet our vision of providing world-class products and services to libraries around the globe.

Strategic partnerships are particularly significant as we continually look for groundbreaking solutions that enable our clients to operate optimally, maximising efficiencies while minimising costs.

Our commitment to facilitating access to information has seen us flourish from providing purely library support services – central platforms for collaboration and resource sharing among libraries – to offering customised information-centric services for libraries, corporates, small businesses, students, the media and researchers.

#We'reForLibraries

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Sabinet

Facilitating *access* to Information