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[1]*Department of Knowledge and Information Stewardship, University of Cape Town, Cape Town, South Africa*

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ABSTRACTS AND BIOGRAPHIES

Reskilling the LIS professional: An assessment of the impact of resource mobilisation training undertaken by Mzuzu University Library

Mr. Hamis Abdullah[1]
[1]*Mzuzu Univ, Mzuzu, Malawi*

Session 8: Reskill, October 4, 2022, 4:00 PM - 5:30 PM

Biography:
The author currently works as a Liaison Librarian in the Faculty of Tourism, Hospitality and Management at Mzuzu University. He also works as an Adjunct Lecturer in Information Sciences Department, Biological Sciences Department and Energy Studies at Mzuzu University teaching Project Management. Previously, the author was working he was working as a Senior Library Assistant for Reference and Information Services at Mzuzu University Library.

ABSTRACT

Introduction
Libraries are facing a number of challenges that are affecting their ability to provide quality service to their users. Key among them is budget cuts which have been exacerbated by the global economic downturn. The problem has raised the need for libraries to devise innovative ways of generating additional resources to fill up the gap.

Statement of the research problem
The problem of funding libraries is facing can, among others, be addressed by undertaking resource mobilization initiatives. However, the current library workforce lacks relevant entrepreneurial and resource mobilisation skills to deliver on this front thereby highlighting the need for reskilling to address the challenge.

Methodology
The study, which was qualitative in nature, collected data from facilitators and participants through face-to-face interviews. Further interviews were conducted through WhatsApp social messaging App. The data collected was analysed using Nvivo software.

Findings
Findings revealed that participants were introduced to a variety of resource mobilisation initiatives which they were not familiar with. However, it was noted that only a few participants have put into practice what was learnt at the workshop. Nevertheless, the few that put into practice the knowledge and skills leant were reaping the benefits. Most of the participants cited lack of capital injection by their parent institutions, lack of management support for the proposals they had put forward to their managers, and lack of motivation by the participants themselves to utilise the knowledge gained from the workshop as the challenges militating on resource mobilisation measures leant during the workshop.

Implications of the study

The findings of this study are significant as they give practical lessons on the interventions that libraries can take to increase their revenue base thereby filling up the funding gaps being experienced in these turbulent economic times.

South African academic libraries contributing to Sustainable Development Goals through community engagement agenda

Mr Siviwe Bangani[1], Prof Luyanda Dube[2]
[1]Stellenbosch University Library and Information Science, Cape Town, South Africa, [2]University of South Africa, Pretoria, South Africa

Session 22: Advocacy / SDGs, October 6, 2022, 9:10 AM - 10:20 AM

Biography:

Siviwe Bangani is currently Director: Research Services at the Stellenbosch University Library. He is a PhD candidate at UNISA under the supervision of Professor Luyanda Dube. His has published widely in DHET approved journals and presented papers in national and international conferences. His areas of interest include bibliometrics, altmetrics, community engagement, institutional repositories, open access, information literacy and research data management.

ABSTRACT

Libraries worldwide are concerned with their role to national development and Sustainable Development Goals (SDGs). One strategy often used by academic libraries to contribute to national development and SDGs has been through community engagement. Community engagement (CE) refers to the ongoing networks, partnerships and relationships formed between university libraries and the communities and utilised to collectively deal with societal problems.

In South Africa, academic libraries operate in a higher education environment that is mandated by the legislative framework of the country to demonstrate their social responsiveness. Universities in South Africa have adopted CE as a third mission approach to realise the goal of being socially responsive institutions. As intellectual and physical centres of higher education institutions, academic libraries also need to find ways of contributing to the CE agenda of their parent institution. As a result, CE is reflected in the strategic plans of many academic libraries in South Africa.

This paper will report on a study which sought to explore and analyse CE initiatives of academic libraries in South Africa. The research approach adopted was qualitative and the study was guided by an interpretivist philosophical worldview. Data were obtained through online interviews with 20 heads of libraries in South Africa, 8 online focus group discussions with library staff and 5 online interviews with community members. It was found that South African academic libraries' CE initiatives can be successfully mapped out against the aspirations of the National Development Plan and the SDGs. The results showed that academic libraries in South Africa play a role in food security, health and well-being, quality education, reducing gender disparities and other inequalities, work and employment, environmental matters and national heritage, among others.

A DIY Approach to Mapping Research Contributions to SDGs

Mr Sean Carte[1]

[1]*Durban University of Technology, Durban, South Africa*

Session 22: Advocacy / SDGs, October 6, 2022, 9:10 AM - 10:20 AM

Biography:
Sean Carte is DUT's Digital Services Librarian and has worked in libraries since 2005 in various systems-related roles. Prior to that he was employed as a systems administrator by the ICT department of the University of Zululand. Free and open-source software and open access publishing are close to his heart.

Libraries can contribute to the achievement of the Sustainable Development Goals and their targets (SDGs) by demonstrating the extent to which their institution's research engages with the SDGs. By doing this, libraries can increase awareness and help direct the efforts of their researchers.

ABSTRACT

Elsevier has done some valuable work in this area and provides SciVal, which allows you to view your institution's contributions in relation to other institutions for each SDG. SciVal uses abstracts from Scopus as a data source in conjunction with a list of search terms that Elsevier has developed. Elsevier has generously made these search terms freely available, and they have been enhanced by the University of Auckland's SDG Keywords Dictionary Project.

With these search terms, libraries running DSpace repositories have at their disposal all the tools they need to map their institution's research contribution towards the SDGs, and they can take the analysis further by exploring research engagement of a particular community (which, in DUT's case maps to a particular Faculty) or collection (which maps to a type of research, whether article or dissertation). Furthermore, the search terms themselves can be adjusted to reflect the unique situation of the institution, rather than having to adopt a one size fits all approach.

This presentation outlines the process of using the natural language processing tools available in PostgreSQL along with the University of Auckland's SDG search queries to gain an understanding of the extent to which the research available on DUT's Open Scholar repository engages with the SDGs.

Libraries as a vehicle for community transformation: Assessing the impact of Kwakupokela Community Library on the well-being of community members

Dr Aubrey Chaputula[1]
[1]*Mzuzu University, Mzuzu, Malawi*

Session 13: Impact, October 5, 2022, 10:20 AM - 11:50 AM

Biography:

Aubrey Harvey Chaputula (PhD) received his Bachelor of Arts in Education (BA Ed) from Mzuzu University in 2003, Master of Library and Information Studies (MLIS) from the University of Botswana in 2009, and PhD (Information Studies) from the University of KwaZulu Natal, South Africa, in 2017. Currently, he works as Associate Professor and Technical Services Librarian at Mzuzu University, and as an Adjunct Associate Professor in the Department of Information Science at Mzuzu University. Dr Chaputula is member of the Advisory Editorial Board of Library Management and has also served as reviewer for several journals under the Emerald, Taylor and Francis, Wiley, and Sage Publications such as Electronic Library, Library Review, Library High Tech, Journal of Community Psychology, Serials Librarian and Information Development. He has also served as postgraduate external examiner for the University of Cape Town and postgraduate internal examiner for Mzuzu University. His research interests are in the fields of ICT applications in libraries, ICT4D, collection development and management, use of social media and mobile applications in libraries, records management and disability and inclusiveness in libraries. Dr Chaputula has published extensively in several high-profile journals. Aubrey Harvey Chaputula can be contacted using email: chaputula.a@mzuni.ac.mw.

ABSTRACT

Introduction
Community libraries play a critical role in the socio-economic development of its members. Most of them are credited for enhancing literacy skills, imparting digital skills, and serving as a source of information on health matters and business opportunities. Community libraries also host meetings and social events thereby making them an indispensable part in the lives of community members.

Statement of the research problem

Community libraries are viewed as highly prized assets in communities where libraries are well developed. This is the case because the library is looked at as a source of relevant and dependable information. However, Malawi is a country whose history is rooted in oral culture. It is therefore anticipated that libraries may not be treasured in the same way as in other societies. It is against this background that this study was undertaken to ascertain the impact at Kwakupokela Community Library on the well-being of community members. It is hoped that its findings, if acted upon, would assist in enhancing service delivery thereby enabling the library to have an even bigger impact on the community.

Methodology

This qualitative study was undertaken in Lusangazi Area on the outskirts of Mzuzu City in Northern Malawi. Data was collected through focus group discussions conducted with two groups of users: One comprising primary school learners, and the other comprising secondary school students, who are regular users of the

library. The researcher also interviewed the Librarian. Data collected was coded and analysed by following the order of the themes.

Findings

Findings showed that the library is heavily patronised by primary and secondary school children living in the surrounding community. The library offers space for reading and lending services. Primary school students are also taught how to read. Findings have further shown that the library has had a big impact on the academic life of users in that many of them do well in their examinations. Learners have also benefited a lot through improved literacy levels. The library is also credited for inculcating a liking for books on young learners which lasts up to adulthood. Community members have also benefited through use of Library facilities for holding meetings that foster development activities. Lack of relevant reading materials, absence of computers for conducting ICT lessons, lack of running water, and limited funding are some of the challenges the library faces.

Implications of the study

Community libraries are not well developed in Malawi mainly because of the country's cultural history which is rooted in oral culture. The findings of this study are therefore significant as they show that community libraries can still thrive in a society with this cultural background. Most importantly, the findings show that community libraries can have a significant socio-cultural impact on the community hence need to be incorporated in the development agenda of communities with similar background.

Socio-Economic Benefits of Conditional Grants in Public Libraries in the Heidelberg and Sicelo Communities, in Gauteng, South Africa

Dr Tsakane Chauke[1]
[1]NLSA, South Africa

Session 13: Impact, October 5, 2022, 10:20 AM - 11:50 AM

Biography:
Dr James Tsakane Chauke is passionate about implementing projects that impact communities in a positive way. He was an Assistant Director for library services at Gauteng Department of Sport, Arts, Culture and Recreation for 7 years before joining the NLSA as a Manager for LIS Special Projects in April 2021. Dr Chauke brings on board and to the profession a unique set of skills, qualifications, and management expertise in fields of Library and Information Science, Project Management and Training/Facilitation. He has over 15 years library experience in both public and academic library environment. He has published articles in the past in Management journal and Free State libraries journal.

ABSTRACT

Conditional grants have changed the public library space by giving the South African society free access to knowledge and information that assist in improving the socio-economic situation of individuals using public libraries and the communities at large. A public library plays an important role in a community through information access, reading programmes, space for activities, study areas, computer access, and a social space for the community, especially in previously disadvantaged areas. Therefore, it is important for public libraries to receive conditional grants. The Department of Arts and Culture (DAC) (2006) states that the grant's purpose is to transform urban and rural infrastructure, facilities, and services, especially in previously disadvantaged areas.

The purpose of the study is to investigate the socio-economic benefits of the Library Conditional Grant in public libraries in the Heidelberg and Sicelo communities in Gauteng, South Africa. The study adopted the conceptual framework formed by the Batho Pele principles, the Promotion of Access to Information Act, Maslow's Hierarchy of Needs, and the theory of change framework, as the concepts. The research paradigm adopted in the study is the positivist approach. The research approach followed was a quantitative research approach and the research design was a survey. Systematic random sampling was used to select 254 respondents consisting of officials and library users from the national Department of Arts and Culture, Gauteng Provincial Library Service, Lesedi Local Municipality, Midvaal Local Municipality, Heidelberg public library, Heidelberg community, Sicelo public library, and Sicelo community. Data were collected from respondents using a questionnaire as the data collection tool.

The findings of the study indicated that (a) there is a budget allocation through the Library Conditional Grant for library staff appointment in both Heidelberg and Sicelo libraries; (b) library users are aware of the services offered at libraries but not the community at large due to a lack of marketing; (c) books are procured on an annual basis and libraries have adequate and up to date stock; (d) library programmes are offered and implemented to the Heidelberg and Sicelo communities; (e) library halls of both the Heidelberg and Sicelo libraries are utilised by the local community structures according to the respondents; (f) challenges include slow infrastructure implementation in terms of construction of new libraries, filling of vacant positions and supply chain management; and (g) on guidance, respondents suggest the permanent appointment of staff at the Heidelberg library, filling vacant positions, and maintenance of libraries, amongst other things.

This study recommends that: (a) vacancies should be filled to ensure efficient library service delivery; (b) procurement of outside furniture to accommodate library users that visit Heidelberg and Sicelo libraries to access Wi-Fi; (c) Library Conditional Grant should continue to allocate budget for implementation of library programmes; (d) library halls of both Heidelberg and Sicelo libraries need to be marketed to ensure maximum utilisation by the community structures; (e) consider using the Library Conditional Grant to erect a gaming room with tablets for children in the Sicelo library; (f) permanent appointment of staff at the Heidelberg library.

Disaster management in Libraries: a perspective

Ms Nikki Crowster[1]

[1]University Of Cape Town, Rondebosch, South Africa

Session 23: Disaster Recovery, October 6, 2022, 10:20 AM - 11:50 PM

Biography:
Mrs Crowster has 39 years of LIS practice in the in the public - and academic libraries sectors respectively and within that time span, 35 years of professional experience with escalating levels of LIS leadership. Mrs Crowster has extensive expertise in among other systems and project management and, a fast-developed understanding of disaster management in the LIS world notably this relates to Archives and Records Management.

ABSTRACT

The 2021 fire that ravaged part of the University of Cape Town Libraries (UCTL) catapulted the latter into the world of disaster management instead of the slower trajectory of entry that was competing at the time with other pressing concerns of an academic library.

The disaster foregrounded the roles of Librarians as project managers and disaster management respondees, while it remained necessary to continue to provide LIS / Archival services.

Global and local attention brought a mixed bag of advantages such as donations, the sharing of expertise and invitations to participate in seminars and workshops on disaster management, its prevention, archival conservation and preservation and cultural preservation.

Significant amounts knowledge were exchanged as the Salvage operations and subsequent actions were effected. This extended to the recouping of losses which started another conversation thread on the insurance of library materials.

Further pressing topics include Digitisation / digitalisation / digital preservation highlighting the interconnectedness of Libraries and Archives and the absence of a coherent South African national framework.

This session intends to explore themes of skills development, emergency planning, collaboration and knowledge transfer, conservation, preservation, digitalisation/digitisation, library management and emergency planning using the 2021 UCTL fire as a case study.

IGBIS Panel Round Table Moderated Session on South African Code of Ethics for Cataloguing Practice

<u>Ms Fatima Darries[1], Ms Judith Ngcobo[2], Ms Sarah Golby[3], Ms Mercia Moreana[4], Ms Ingrid Henrici[5]</u>
[1]*UNISA, South Africa, *[2]*University of Zululand, South Africa, *[3]*NLSA, South Africa, *[4]*University of Pretoria, South Africa, *[5]* Library of Parliament, South Africa.*

Session 20: SA Code of Ethics for Cataloguing Practice, October 5, 2022, 16:10 PM – 17:30 PM

Biography:
Fatima Darries: I lead and manage strategic Library initiatives in research data curation, digitisation of heritage and special collections, as well as metadata description of commercial and digitised information resources at Unisa Library and Information services. My career has spanned both client and technical Services in the Academic and Higher Education Library Sector. I continue to serve as South African country editor on E-LIS, the international archive for Library and related sciences. Previously, I have served two terms of office on the Board of the National Library of South Africa. I have served the in various portfolios in the Library and Information Association of South Africa (LIASA). I also served the Higher Education sector with 10-year service as board member on HERS SA, a network for women in higher education.

Judith Ngcobo: I am currently employed by the University of Zululand as a metadata librarian. I have also worked at eThekwini municipality libraries as a metadata librarian all together having gained 10 years' experience as a metadata librarian. I have worked in diverse library and information providing agencies, this has equipped me with the experience and working knowledge of technologies relevant in library science. I possess wide experience with the overall technical services operations. I hold a Master of Information Science and Bachelor of Library and Information Science obtained from the University of KwaZulu-Natal. I hold a Bachelor of Technology and National Diploma in Library and Information Studies, obtained from the Durban University of Technology.

Sarah Golby: I am a metadata librarian, cataloguing legal deposit and special collections material at the National Library of South Africa (NLSA) Cape Town campus, in the bibliographic services department. During 2018-2021 I was with NLSA Cape Town as a member of the GRAP103/Graduate Development Programme. Previous work experience includes being the operations officer and publisher liaison at a local book distribution company. I am the public relations officer for LIASA's Interest Group for Bibliographic Standards (IGBIS) for the 2021-2023 term. Currently persevering with my post-graduate studies, my research interests lie in environmental communication, and meaning, context, and narrative in language in relation to information dissemination and interpretation.

Mercia Moreana: I am currently working as an Information Specialist: Cataloguer at the University of Pretoria (UP), in the Department of Library Services, cataloguing all education library resources. I have been employed by UP for the past five years. I hold a Bachelor of Information Studies (BINF) from University of Limpopo (UL) and Honours Bachelor of Information Science from UNISA. I am currently studying towards a Master of Information Technology in Information Science (MIT) at UP. My interest in cataloguing began while I was still an undergraduate student at UL. My career path began in 2009, where I have been exposed to a variety of libraries, including special, public, and academic, working as a librarian, providing a variety of library services

such   as   training,   reference,   and   cataloguing.

Ingrid Henrici: *I have come a long way in my journey with cataloguing since my student days. As a student at the University of Pretoria I was a tutor for cataloguing with AACR2 and really enjoyed the practical side of things. I attained my MBibl degree from University of Pretoria in 2002. Since then, I have held positions in a number of libraries with cataloguing as either the main focus or part of the rest of the tasks to be performed. I was employed at a mining company in the Northern Cape where I spent several years as librarian managing a specialized library and later the company archives. After this I moved over for a stint in the higher education sector and later moved back to the Western Cape from which I originally come from. For the past 7 years I have been employed by the Parliament of South Africa working firstly with the special collections and currently as a metadata librarian. My main interest remains in cataloguing rare & historical collections. I look forward to be of service to the cataloguing community.*

Information disorders in the post-truth era: are library and information professionals in the kingdom of Eswatini aware and armed?

Mrs Dudu Dlamini[1]

[1]*Eswatini National Library Service, Matsapha, Swaziland*

Session 8: Reskill, October 4, 2022, 16:00 PM - 17:30 PM

Biography:
Dudu Bawinile Dlamini is a Librarian at the Eswatini National Library Service (ENLS). She is based at the Manzini Public Library. She has worked in the Library and Information sector for 31 years.

ABSTRACT

Introduction
We live in the information age. An age with vast amounts of information, where any type of information can be spread and consumed through any information platform. This information explosion has given birth to the Post-Truth era. To serve information consumers in this age, Library and Information professionals need to understand the Post-Truth phenomenon. They also need to possess media and information literacy skills. This paper looks closely at the Post-Truth era concept; ascertains the level of awareness, and perceptions of Library and information professionals towards the Post-Truth era and assesses the Library and Information professionals' level of readiness in the fight against the information disorders.

Methodology
An analysis of literature that touch on the Post-Truth era was done. A survey was conducted in libraries and information centres of the Kingdom of eSwatini. This study adopted the convenient sampling technique to select participants for the study. The study population comprised of library and information professionals working in Public, Academic, school, Special libraries, and government departmental libraries. The survey was carried out by means of an online survey method where fifty-three questionnaires were distributed using Google forms out of which 37 were returned (response rate 70%).

Findings
After the survey, a final analysis of the collected data was conducted. Statistical analysis of the survey results was performed using Excel. The results of study revealed that 67% of the librarians are aware of the "Post-Truth" phenomenon. 93% of the respondents strongly believe that Library and information professionals have an important and huge role to play in the fight against information disorders. Library and information professionals in the kingdom have a moderate level of conceptual understanding of the Post-Truth era. Although 67% are aware of information disorders, only 19% are actively fighting the scourge The study also revealed that most of the Librarians think that Media and Information Literacy skills are crucial in the fight against information disorders and the majority do possess some of the relevant Media and Information literacy skills.

Implications of the study
The information revolution, which has engulfed the world and brought about the Post-Truth era demands library and information professionals to possess multi literacies in order to fight this scourge.

Enhancing higher education library and information services through research-led principles: an action research case at a South African University

Ms Keitumetse Betsy Eister[1]
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Session 15: Higher Education, October 5, 2022, 13:40 PM - 15:40 PM

Biography:
My name is Keitumetse Betsy Eister (nee Setlalentoa). Born and bred in Thaba Nchu on 28 May 1964, with two sons, namely Kola Eister and Kopano Eister. I have a Masters' Degree in Information Studies obtained in 2001 at the then Rand Afrikaans University. I am currently busy with my Doctoral Studies at the University of Cape Town. My contribution as a librarian started in 1994 when I was appointed as a College Librarian/Lecturer for six years at the then Thaba Nchu College of Education in Bophuthatswana. I then joined the Public/Community libraries sector, where I was responsible for the establishment and maintenance of public libraries, in the Free State and Gauteng Provinces. I then joined the academic libraries sector, serving as the Director in the North-West University (2008 – 2010), University of the Free State (2010 – 2020), and the Central University of Technology (2010 – date).

ABSTRACT

There is a silent general belief that conducting research is only for academics, which emanates from practice over the years, with librarians only supporting academics (Kennedy & Brancolini, 2012: 3). The practice stems from the knowledge production roles of higher education institutions, roles that are assigned to academics as part of their appointment contracts. This paper demystifies this belief and places librarians as researchers in their own right, within the research-led concept that places conducting research before any library and information services can be delivered. Action research is used as an approach of conducting this research, with its relevancy in identifying and improving services, conditions, and practices. Farrell (2014: 169) contends that "action research seems to be a natural fit for librarianship", with its amenability to provide "a systematic approach to investigation that enables people to find effective solutions to problems they confront in their everyday lives". It involves conducting systematic enquiries with the purpose of seeking the best solutions for improving services for the benefit of service beneficiaries, thus turning librarians into what Kennedy and Brancolini (2012: 7) refer to as "practitioner-researchers".

The purpose of this paper is to share the experiences of the UFS LIS librarians who have gone through action research training, leading to presenting at conferences, and writing research articles for publication in journals, and thus turned into researchers. The presenter was the Director at the case under study when action research training started in 2016 and was part of the whole project until it was completed in 2019. The presenter's interest is in the impact this project has had in improving performance and turning librarians into researchers.

The paper answers the following questions: Has action research training led to the delivery of research-led services that systematically solves service challenges? Is there a common understanding of librarians that action research adds value to services and to the profession? What is the perception of librarians in the effect of action research contributing towards their confidence levels in producing knowledge? Do the case institution value librarians who produce knowledge and incentivise them? The qualitative approach will be used to collect data, with unstructured interviews conducted with purposefully selected respondents, over a period of a month.

KEYWORDS: Action research, research-led services, collaborative research, participatory research, evidence-based research, action-oriented research, active research, cycle of action, practice-based research

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How can interdisciplinary research on informal transportation information needs and behaviour enable libraries to Relief commuter hardships?

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Session 18: Impact, October 5, 2022, 16:10 PM - 17:30 PM

Biography:
Ina Fourie is Professor and Head of the Department of Information Science and Chair of the School of Information Technology, University of Pretoria, South Africa. She is an NRF B2 rated researcher. She holds positions in the leadership of the ASIS&T Executive Board and ISIC (Information Seeking in Context) Steering Committee. Ina has collaborated with researchers from Israel, UK, USA, Sweden, and The Netherlands. Her research focuses on information behaviour, especially health information behaviour in cancer, palliative care, grief and bereavement, autoethnography, information literacy and more recently participatory design, Third Space and information sharing. She has been a visiting academic to the USA and New Zealand. Ina has more than 130 publications including two recent books: Autoethnography for librarians and information scientists and Third space, information sharing and participatory design.

ABSTRACT

Libraries deeply commit to serving local communities and society at large and to address Sustainable Development Goals (SDG) and Equity, Diversity, Inclusion and Accessibility (EDIA). COVID-19 heightened the plight to address everyday life information needs and seeking (ELIS) envisioned by Savolainen (1995) as way and mastery of life – often associate with daily hardships. Millions of people in poorer socio-economic countries in Latin-America, Asia, Oceania and Africa depend on public and mostly informal transportation e.g., minibus-taxis (South Africa) and Boda-Boda motorcycle Uber services (Uganda). Insights from an interdisciplinary (Information Science, Civil Transport, Geography/Geo-Informatics, and transport industry) mixed-method study can inspire library involvement aligning with commitments to ReImagine and RePurpose libraries and ReDiscovering opportunities extending libraries' reach and partnerships to ReLief daily hardships.

The study inspiring this viewpoint proposal stems from a South African/ Uganda project exploring contextualised, lived experiences, information needs and information behaviour of commuters of informal transportation e.g., minibus-taxis. The project includes a scoping literature review (Howe 2021; Vilakazi & Govender 2014); prior transport research experience by the team; digital diaries on transport mobility behaviour; photovoice methodology collecting photos and voice messages on journey experiences; information horizon interviews collection verbal and visual information on information needs; typical information sources and barriers to information. The methodology and findings are not covered; the focus is on opportunities for library involvement in initiatives for informal transportation information provision and efforts to address the digital divide, digital training involving communities and awareness of information poverty, small worlds and information grounds that are prominent in the lives of citizens from poorer communities (Chatman 1987; Detlor, Julien, La Rose & Serenko 2022; Haider & Bawden, 2007; Sonnenwald, Wildemuth & Harmon 2001).

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Enhancing geoinformation accessibility through BGR-GSN Digitization and Data Capture project: A case study of National Earth Science and Energy Information Centre, Namibia

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Session 7: Impact, October 4, 2022, 14:00 PM - 15:30 PM

Biography:

Martin V.S. Hipangwa is an instructional librarian, currently working at National Earth Science and Energy information Center in Namibia. He holds an Honors Degree in Library and Information Sciences with a second major in Geography and Information Studies. He also holds a Postgraduate Diploma in Higher Education Learning and Teaching from University of Namibia respectively. He is pursuing his Master is Library and Information Sciences with specialization in Leadership and Management in LIS, Digital Curation and Digital Information Literacy Skills. His community outreach projects include the Wikimedia Community User Group-Namibia, which he founded in June 2022. He is passionate about libraries and how they make an impact in knowledge creation and dissemination as well as teaching and learning.

ABSTRACT

Introduction

COVID-19 crisis has accelerated the digitization of archival collections in many parts of the world and has thus reshaped how information is accessed in libraries. National Earth Science and Energy Information Center (NESEIC) is a Ministerial reference Information Centre within the Ministry of Mines and Energy. It operates under the Department of Geological Survey of Namibia (GSN) and its sole mandate is to collect, provide and promote adequate use of comprehensive, accurate and timely scientific, mining and energy information to its diverse clientele.

Statement of the research problem

The mission of the Center was impossible to execute due to the physical collections which can't be circulated outside the library, and they are not digitized. To assist the library in this predicament, a Technical Cooperation Project "Sustainable use of the mineral resource potential in Namibia" was implemented by the Federal Institute for Geosciences and Natural Resources (BGR) at the Geological Survey of Namibia (GSN) since 2017 and in 2020, the project was further extended to the library collection to aid in the digitization of library archival collections and capturing data into Earth Data Namibia (EDN) and UKS Library Management System, for easy collection accessibility and circulation in COVID-19 restrictions era and beyond.

Methodology

The paper presents how the digitization and data capture project enhanced the accessibility of geoinformation and how it has impacted information flow within the host organisation post COVID-19. Furthermore, the paper explored best practices, successes and challenges encountered as well as the recommendations that the project alluded to, through a reflective methodology.

Findings

Part of this project was to extensively support in the field of data management ranging from paper archive organization, digitization of historic data, maps and updating existing databases, which contributes to the preservation and enlargement of the digital data foundation at the Geological Survey of Namibia. This project helped the library to rethink and reshape their provision of geoinformation services in realisation of UN Sustainable Development Goals intertwined with geosciences in Namibia.

Implications of the study

This paper raised many implications toward digitization of library materials in reference libraries such as NESEIC. Implication of budgetary constraints and lack of special digitization policies, contingency plans and the capacity development for specialized expertise need to be explored further in empirical and conceptual studies.

Outcomes from a Digital Literacies Project: The University of the Western Cape Library's experience

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Session 16: Impact, October 5, 2022, 13:40 PM - 15:40 PM

ABSTRACT

Introduction

We understand digital literacies to refer to the capacity to live, learn, and work in a society where communication and information are increasingly mediated through digital technologies (JISC, 2014). The ethos of 21st Century learning and citizenship rests on participatory social models, multimodal communication and collaboration across time and space, critical thinking and problem solving, and creativity and innovation. Each of these employ behaviours, dispositions, knowledge, and skills, that enable individuals to judge appropriate actions while applying informed digital fluency. The multifaceted nature of digital literacies has become a key focus for institutions of learning and teaching. Where these might previously have been considered as soft skills, they are increasingly viewed as foundational for contemporary life (Littlejohn, Beetham & McGill, 2013: 126), and are referenced within all 21st Century Skills frameworks, including the UWC Graduate Attributes for the 21st Century.

Statement of the research problem

The evolution of the modern University – including the rapid progression of technical disruption – has made the upskilling and reskilling of staff and students a vital concern for universities worldwide (World Economic Forum, 2020). These changes have increased the need for digital learning opportunities that address individuals' digital capacities. The Digital Literacies project offered by the UWC Library launched the Digital Literacies project in August 2021 to build staff and students confidence online, so that they can make informed and creative choices when using digital technologies that help them thrive in a digital world.

Methodology

The project uses a process of self-assessment and training data collection methods to address identified needs in workplace, educational and communication technology skills. All project participants are surveyed and asked about their experiences of the self-assessment and training processes. Therefore, a mixed method is utilised to analyse training data and the engagement of digital content such as self-paced and "how-to" tutorials. The mixed method is easy to access, and to analyse and interpret the data.

Findings

The Digital Literacies project was launched in response to recognising that the use of technologies to enable dual campus collaborative teaching and learning requires an improvement in the digital skills of staff and students. The project goes beyond the very critical academic literacy, and nurtures holistic technological prowess and builds skills that enhance more aspects of the student and working citizens' livelihood in the context of the fourth industrial revolution, which is made more urgent by the COVID-19 pandemic restrictions and Higher Education demands. The project implementation has been helpful to date, showing great promise of positive impact on the development of student and staff digital capabilities and identities.

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Assessing Digital Literacy Levels in selected High Schools in Kwazulu-Natal, South Africa

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Session 7: Impact, October 4, 2022, 14:00 PM - 15:30 PM

Biography:
Ms Athini Mbalo is doing her master's degree at the University of Zululand.

ABSTRACT

The main feature of digital literacy is the use of computers to find, evaluate, create, and share information via the Internet. However, digital literacy is more than just being able to use software and management equipment. This also includes all the emotional, rational, and sociological skills necessary for users who use technology effectively and want to actively participate in the digital environment. The study assessed the digital literacy levels in selected high schools in KwaZulu-Natal. It assesses the competencies of learners from selected High Schools; establishes the digital literacy programmes offered at High Schools and establishes challenges faced in achieving digital literacy in High Schools. The study adopted the pragmatism research paradigm and made use of the quantitative research approach. The survey research design was used to formulate the data collection instrument. The targeted population was 120 grade 11 learners from 4 selected High Schools and were sampled following the stratified random sampling method. Data was collected through questionnaires and descriptive data analysis was followed to analyse data. The results from this study can inform research, teaching, and learning in African countries. Consistently, the study contributes to the promotion of digital skills in the youth, rural and peri-urban communities.

Keywords: Digital Literacy, Digital Competencies, Digital Literacy Programmes, Learners, High Schools, KwaZulu-Natal, South Africa.

Understanding information needs and seeking-behaviour of the 21st-century learners by public libraries for the attainment of Educational Sustainable Development Goals: a literature review

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Session 18: Impact, October 5, 2022, 16:10 PM - 17:30 PM

Biography:
Noxolo Buthelezi is a prospective PhD student at the University of Zululand, South Africa.

ABSTRACT
Although public libraries have been providing information services for as long as they came into existence, the advancements brought in by the resources of the 21st century call for the libraries to reconsider and reposition their services for the demand of the learners' information needs and seeking-behaviour in the 21st century. Information behaviour focuses on people's information demands, as well as how they seek, organize, distribute, and then use information, both consciously and unconsciously, in the varied roles that comprise their everyday lives. This paper reviews the literature and seeks to demonstrate that public libraries can be instrumental in meeting information needs and seeking behaviour of learners in this era. Specifically, the paper seeks to identify the information needs and information-seeking behaviour of learners and determines the challenges faced to achieve the Educational Sustainable Development Goals. This study will add to the body of knowledge advocating for public libraries services responding to the information needs and seeking-behaviour of users of the 21st century, especially in schools in that way it will generate insights for policymakers on the important role of public libraries in the development, the National Development Plan 2030 and SDGs.

Netiquette: Online Ethics and the Distance Librarian

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Session 17: Lightning Talks, October 5, 2022, 13:40 PM - 15:40 PM

Biography:
Mr S Jugdav is an experienced Academic Librarian, registered as a professional Librarian. I have worked in special higher education library projects for the past ten years, notable amongst them the development of training interventions with specific reference to information literacy, initiation, and management of university library subject guides.

ABSTRACT

The provision of Library and Information Services in a distance setting demands a high level of ethics and respect for users and their personal information. This changed transactional space has various facets that relate to, on the one hand, the Distance Librarian, and, on the other, the user or student. Online demeanour and conduct are integral to achieving a full and complete user experience. However, electronically distant it may appear, online communication is nuanced by the tone of written text, online communication style, and to a great extent, promptness of service, and effective and efficient provision of resources. The function of information provision through the Internet requires a careful consideration of issues that are tied into such transactions. Confidentiality of user biographical data, online declarations of interest, commitment to online respect are some of the issues that must be given priority in the distance service space. How does this differ from traditional contact library service? The immediate scenario that springs to mind is that in the online space, emotions, tone of voice, personal demeanour are evidenced in a different way. The type of font, the grammar, the diction one uses are conveyed in a different manner. Distance librarians are now facing a challenge that requires a changed mindset, a changed work attitude and a keen sense of alertness to online etiquette, as well as a digital aptitude that acknowledges, respects and above all else, champions the cause of the distance library user.

Evaluating access and use of electronic resources by 4th year undergraduate students in the school of education and media studies at Malawi University of Business and Applied Sciences (MUBAS

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Session 7: Impact, October 4, 2022, 14:00 PM - 15:30 PM

Biography:
Teleza Khunga, 32 years old, Holder of a bachelor's degree in Library and Information Science, 7 years working experience in the library.

ABSTRACT

Introduction
The use of technology in higher education institutions library has become a significant component in this digital era. Electronic resources provide new and exciting opportunities for students to retrieve information related to their subjects of specialty and peer reviewed papers. One of the most effective ways for provision of access to electronic resources in university libraries is through subscription to online databases (Gakibayo et al., 2013). University libraries are investing in electronic resources for students to access and use updated information resources. As part of supporting the learning and research activities of the university, Malawi University of Business and Applied Sciences library (MUBAS) provides access to e-resources. Therefore, this study examines the awareness, usage and challenges encountered by 4th year undergraduate students in the school of Education and Media Studies.

Statement of the research problem
Due to explosion of information and to meet the needs of the millennials, today's modern libraries acquire electronic resources as part of their collections. These resources can be accessed locally or remotely without time constraints. MUBAS library subscribes to electronic resources through Malawi Library Information Consortium (MALICO). The library provides training to the undergraduate students who have just joined the university on the access and use of these e- resources. Since the introduction of electronic resources, no study has been conducted to evaluate access and use of electronic resources. It is against this background that this study seeks to evaluate the access and use of electronic resources by 4th year undergraduate students at Malawi University of Business and Applied and Sciences.

Methodology
This study employed a descriptive research design and adopted quantitative research method. A structured questionnaire was used to collect data from the students. The study used census sampling method to select 71 4th year undergraduate students pursuing Journalism in the school of Education and Media studies. The study targeted this group because as final year students they are required to undertake a research project in partial fulfilment for the award of bachelor's degree. Data was analysed using computer Statistical Package for Social Science (SPSS).

Findings
The preliminary findings of this study revealed that 71.1% of the respondents were aware of the electronic resources. The majority 62.2% indicated Google while minority of 28.8% used online database. The findings indicated that 37.7% found advanced search as a challenge and 17.7% indicated basic search.

Implications of the study

The study findings will inform the library if at all students are aware and eventually will guide the librarians to intervene with proper information literacy strategies. Results will also add to the body of knowledge on LIS on electronic resources in Malawi.

HELIG National Committee sharing best practices on academic library / librarian trends as innovators

Dr Lynn Kleinveldt[1], **Ms Shehaamah Mohamed[2]**, **Ms Matsie Theresa Mofana[3]**
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Session 9: Innovate, October 4, 2022, 16:00 PM - 17:30 PM

Biography:
Dr Kleinveldt *is currently a lecturer at the Cape Peninsula University of Technology, and HELIG National chairperson. Her research interests are Teaching with Technology in Higher Education; Online Learning Environments; Blended Learning; Emerging Technologies; Library Collaboration; Embedded Librarianship, Social Robotics, Research Data Management, Data Analytics, Artificial Intelligence, and research support*.

Ms Mofana *is currently an Information Centres Manager at IIE, Vega, and HELIG National secretary. Her professional interests are information seeking behaviour, research, data and knowledge management, information, and digital literacies.*

Ms Mohamed *is currently the Head Librarian for the Dentistry Faculty at Tygerberg Dental School, and HELIG Western Caoe branch convenor. Her core interest falls within the ambit of decoding disciplinary bottlenecks that students experience with the objective to identify specific information practices and dispositions that ought to be developed in student learning.*

In line with the conference theme, "AGAINST ALL ODDS: RESILIENCE OF LIBRARIES IN A POST-TRUTH WORLD", the purpose of the Lightning Session presentations (sub-theme: Libraries and librarians as innovators), are to share best practices on academic library / librarian trends as innovators by HELIG National Committee Members. Three individual presentations will be conducted.

Abstract 1, by Dr Kleinveldt, is titled "Beyond Information Literacy training: integrating research data management services into the Business and Information Administration curriculum for work-place preparedness". Standalone research data management training sessions to support students conducting research are just not enough anymore in preparation for the world of work. In addition to this, there is an increased demand for "data management professional development" (Goldman & Trepanowski, 2022) in industry. Therefore, the aim of this presentation is to showcase how an academic integrated library research data management services into the Business and Information Administration curriculum at a University of Technology in South Africa.

Abstract 2, by Ms Mohamed, is titled "Using a flexible, collaborative approach to enhance critical literacies in student learning: A model for all disciplines". The presentation will focus on the University of the Western Cape Library's new flexible teaching approach in response to the needs and preferences of teaching faculty and allows the faculty librarian to test whether these levels of engagement is an improvement of the traditional way of teaching information literacy. This innovative project was introduced at the Faculty of Dentistry, University of the Western Cape, and is based on concerns which are raised in the literature (Junisbai, Lowe and Tagge, 2016) and regarding general faculty perception of undergraduate research.

Abstract 3, by Ms Mofana, is titled "Maintaining embedded library services online – case study of a private higher education institution in South Africa". In 2020, COVID-19 pandemic engulfed the world, forcing people and organisations at large to do things differently. Libraries had to quickly find innovative ways to provide the

much-needed support and services remotely. On reviewing top trends in librarianship, Appleton (2022) argues that in as much as the physical library space is still here to stay, there is a need for libraries to innovatively reposition themselves, understand changing students' information seeking behaviour and needs and respond accordingly. The aim of the presentation is to showcase how the private higher education institution (PHEI) library became fully embedded online using the LMS to package and provide information and research services to students and lecturers.

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Beyond Scholarly Communications: The Role of Open Access in Facilitating Digital Preservation

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Session 19: Open Access, October 5, 2022, 16:10 PM - 17:30 PM

Biography:

Dr Paul Laughton is a Senior Lecturer at the University of Pretoria at the Department of Information Science. Paul has been actively involved in preservation of data and information and held a position of the South African Chair of CODATA and served on the CODATA Executive Committee.

ABSTRACT

Introduction
Ensuring long-term access to digital information resources is one of the key challenges facing cultural heritage intuitions today. According to the UNESCO's Charter for the Preservation of Digital Heritage, resources of human knowledge or expression, whether cultural, educational, scientific, and administrative, or embracing technical, legal, medical and other kinds of information, are increasingly created digitally, or converted into digital form from existing analogue resources (UNESCO, 2021). This need for sustainable digital preservation has driven much development and research.

Statement of the research problem
The open access movement has seen much progress in the last two decades and is considered to be a global trend that is gaining momentum (Zhang, Wei, Huang & Sivertsen, 2022). The shift in the way citizens access information through the increasing volume of open access content comes with the need for changes in the way publishers distribute, collate, fund and preserve these publications. This presentation seeks to identify the impact that open access has had on digital preservation.

Methodology
This is a concept paper and will involve the review of recent and relevant scholarly literature.

Findings
While the benefit of open access in facilitating scholarly communications have been well researched, its role in facilitating digital preservation activities have not been adequately examined. This presentation discusses the multi-faceted issues related to digital preservation and the efforts being made to ensure the long-term access and preservation of various digital information resources in general. In particular, it demonstrates the potential role of open access in facilitating the preservation activities in the context of cultural heritage institutions.

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Smart libraries for smart librarians, smart services, and smart Africans: A literature review

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Session 29: Innovation, October 7, 2022, 10:15 AM - 11:30 PM

Biography:
Mr Symon C. LUBANGA is a Research and Documentation Officer at National Local Government Finance Committee (NLGFC), Lilongwe, Malawi. He has a bachelor's degree in Library & Information Science (Mzuzu University). Currently, he is an MSc in Management Information System student at the Malawi Institute of Management. Symon is a well-trained librarian, and records and archives management professional, and he has rendered his services in various institutions both in the private and public sector in Malawi. He is also a prolific writer; he has recently published a spiritual book titled "The spirit life of a warrior". His research interests include student information management systems, e-libraries, and research & development, creativity, and innovation in academic libraries in Malawi

ABSTRACT

Purpose
In today's world, smart libraries offer services using cutting-edge technology. Smart libraries exhibit new levels aided by smart technologies to improve service levels in libraries. A smart library is a conceptualization of the IoT that depends on some sort of data signal sensing and actions based on a radio frequency. Technologies associated with the smart library include machine learning, beacons (or iBeacons), mobile kiosks (tablet-based kiosks), mobile apps, and RFID, among others. The purpose of this paper, therefore, is to discuss the cutting-edge technologies that come together to create smart libraries from an African perspective.

Design/Methodology/Approach
To conduct this research, an extensive review of literature on smart libraries will be carried out focusing on the concept of "smart libraries" first from global perspectives and the African domain. Literature on smart libraries and their related technologies such as the Internet of Things (IoT), Data mining, Artificial intelligence (AI), machine learning, mobile apps, RFID and mobile kiosks in libraries will be retrieved from the Web of Science, Google Scholar, Emerald, Scopus and Inspec for the period between 2010 and 2022.

Results
Smart libraries are a futurist vision and provide an improved level of service delivery to users. With IoT, mobile apps, and RFID technologies among others, African libraries can meet the needs of their smart users anywhere, and anytime without meeting them physically.

Originality/Value
Being a relatively new topic, the study provides an overview of smart libraries in an African context. The findings of this study contribute to the research on smart libraries, for smart librarians and smart Africans as far as 21st library management is concerned.

Key Words: Smart libraries, Smart librarians, Internet of Things IoT, Artificial Intelligence, Smart Technologies

The library as a recreational space; Game Changers in Public Libraries

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Session 17: Lightning Talks, October 5, 2022, 13:40 PM - 15:40 PM

Biography:
I have been in public library service for 5 years in October. My subject of interest includes information literacy instruction in public libraries, knowledge management as a contributing factor in upskilling the LIS professional. Currently, I am occupied with finding effective ways to contribute to positive change while working with the youth in my community. I am dedicated to ensuring a holistic use of the library space through multiple programmes that are age appropriate and customized to meet the educational, cultural, and recreational needs of the community I serve.
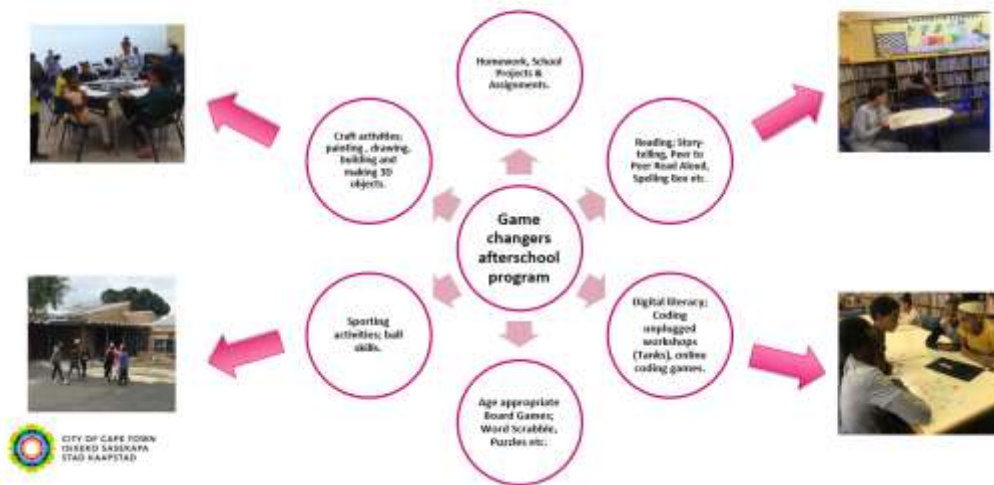
ABSTRACT

Game changers is an initiative with the aim to address the problem of poorly educated, disengaged youth who are unsafe, at high risk of destructive behaviour and ill prepared for life in the previously disadvantaged communities. The afterschool game changer is an extension of the educational environments by providing secure, active and nurturing place after school hours. Through collaboration with other stakeholders like public libraries, game changers create safe spaces for children. The space is meant to enable learners to explore and pursue their interests and find their passion for success outside of the classroom. The City of Cape Town Library and Information Services Department (COCT LIBRARIES) is dedicated to providing residents with access to services and resources required for their information, education, cultural and recreational needs. COCT libraries commits to carry out this vision through a variety of attractive programmes, professional services, and the supporting services such as SmartCape. COCT Libraries have expanded their services and programmes and the collaboration with game changers has facilitated the process. Further, the collaboration strengthens the opportunity to reintroduce public libraries to the juvenile patron as well as the youth. The after-school game changers programme uses both the traditional and unconventional methods to keep the youth engaged and involved. It promotes interactive and innovative learning opportunities that foster and influence more partnerships between schools and public libraries. Over the years the number of learners participating in the initiate have increased considerably and with the COVID-19 pandemic a few challenges were experienced. Public libraries and game changer facilitators came up with alternate and innovative ways to maintain reach and continue the programme. Public libraries are focused on providing every way possible to ensure access to information, safe spaces and the formation of meaningful connections and partnerships. The afterschool game changers programme and COCT Libraries collaboration provides an effective contribution to long term success for communities. It is an opportunity for the youth to redefine and repurpose their communities through rediscovering the multifaceted programmes available and accessible at public libraries.

List of References
1. https://After School Game Changer (westerncape.gov.za)
2. City of Cape Town, Library and Information Services Departmental Business plan 2021/2022.

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Homework, School Projects & Assignments.

Craft activities; painting, drawing, building and making 3D objects.

Reading; Story-telling, Peer to Peer Read Aloud, Spelling Bee etc.

Game changers afterschool program

Sporting activities; ball skills.

Digital literacy; Coding unplugged workshops (Tanks), online coding games.

Age appropriate Board Games; Word Scrabble, Puzzles etc.

CITY OF CAPE TOWN
ISIXEKO SASEKAPA
STAD KAAPSTAD

The Role of Teacher Librarians in Enhancing Reading Culture Among Learners in Conventional Secondary Schools in Zomba Urban-Malawi

Prof. Felix Patrick Majawa[1]
[1]*Mzuzu University, Private Bag, Malawi*

Session 28: Impact, October 7, 2022, 09:30 AM - 10:15 AM

Biography:
Felix Patrick Majawa is an Associate Professor and University Librarian for Mzuzu University. He has worked as University Librarian since 2015, after working as Technical Services Librarian from 2006 to 2015. His areas of Research interest include Digital Library Management, Data Curation, Library Disaster Management, Open Access and social media. Presented papers at different Library and Information Science Conferences in Africa. He is also a reviewer for the Malawi National Council for Higher Education and has been involved in assessments for accreditation of both public and private higher education institutions in Malawi. He is also the Vice President of the Malawi Library Association and Vice Secretary for the Malawi Library and Information Consortium. Currently a Member of the Project Monitoring Team, responsible for monitoring all construction and rehabilitation projects at Mzuzu University

ABSTRACT

Introduction
The aim of the study was to explore the role of teacher librarians in promoting reading culture amongst learners in Zomba Urban Selected secondary schools of Likangala, Zomba Urban and POLICE. The objectives of the study were to: establish the state of reading culture, identify some strategies teacher librarians use in promoting the reading culture amongst learners and find out challenges faced by teacher librarians in promoting reading culture amongst learners in Zomba urban selected secondary schools.

Statement of the Problem

Reading culture is not well developed in Malawi consequently, it is affecting the educational development of the nation. Makhalira (2015), observed that "there is a growing concern about the problem of reading culture in Malawi" he further stated that for the sake of the future of our country, we need to catch the young children and educate them thoroughly not only through formal education but also by cultivating the habit of reading for information and pleasure. African Vision Malawi (2021) noted that "most students in Malawi read academic books mostly based on the curriculum that will be examined". Indeed, students are becoming less interested in reading and in most cases, they only read to pass examinations. Kachala (2007) stated that the process of developing a reading culture should start at an early age of childhood and nurtured into adulthood, in that case there is a need for librarians as custodians of knowledge and information to develop effective means of promoting reading culture among learners across the school community. Therefore, the study was aimed at exploring the role of teacher librarians in enhancing the reading culture among learners in conventional Secondary schools of Zomba urban district.

Methodology

Data was collected using a questionnaire and the study targeted 50 students and 3 librarians and there was 100% response rate. Data was analysed using SPSS.

Findings

Findings of the Study revealed that reading culture among secondary school learners is not well established. Teacher librarians encourage learners to read materials but strategies for promoting reading culture are not reinforced. Furthermore, some of the challenges hindering promotion of reading culture include inadequate reading materials, limited reading space, use of Identity Cards to access library services and lack of interesting reading activities.

Implications of the Study

The findings of this study enable school librarians to fully understand their roles in the promotion of reading culture there by applying strategies that will help learners develop a reading culture. In addition, it helps school authorities and administration to address challenges that hinders librarians to effectively promote and develop a reading culture among learners. The analysis presented in this study also conveys valuable information for future researchers.

User profiling as a framework for service quality in South African academic libraries

Dr Sizeni Makhathini[1]
[1]*University Of South Africa, Pietermaritzburg, South Africa*

Session 18: Impact, October 5, 2022, 16:10 PM - 17:30 PM

Biography:
Ms Makhathini is a Branch librarian at the University of South Africa KZN Region. She recently completed her PhD in Information Science from the University of South Africa. She specializes in Client services and service quality. She has presented numerous papers at LIASA conferences as well as other conferences like IUGSA.

ABSTRACT

Purpose -The paper aims to share the importance of profiling library clients in the era of change in information needs for university communities.

Design/Methodology/Approach- The study was conducted in selected academic libraries in South Africa and both quantitative and qualitative approach was applied with the quantitative approach being dominant, and the survey design was used.
Limitations- For academic libraries to be recognized and valued in academic institutions, academic libraries in South Africa should know the individual needs of their clients to provide customized service.
Originality/Value- This paper hopes to benefit libraries in the academic sector in South Africa to rethink and reposition themselves to ensure that they provide services that meet the needs and demands of the academic community.

Introduction and background
Emerging technology leads to the drastic change in users' characteristics, change in user information needs as well as change in users' service needs. For the improved service provision in a twenty-first-century academic library, user profiling is becoming an important aspect. While profiling refers to the recording and analysis of a person's psychological and behavioural characteristics, so as to assess or predict their capabilities in a certain sphere or to assist in identifying categories of people, user profiling is a set of features or patterns used to briefly describe the user. It is a critical process especially for e-businesses to capture online users' characteristics to know users and facilitate the delivery of customized products and services to improve user satisfaction. Academic libraries are expected to render quality service to students, researchers, and staff. The determinant of service quality is the service process, which is the quickness of results and satisfaction of customers. Due to the changing nature of libraries and information provision (for instance, student needs, physical structure, virtual access, information communications technology (ICT), etc.), most libraries have introduced user profiling as the tool for identifying users' needs, to align them with service provision, information literacy programs as a way of alerting users on what is available and train them on new methods of accessing information. Therefore, the provision of personalized services to library users requires that the system knows the profile of each library user.

Keywords: User profiling, service provision, academic libraries, quality service, academic success, customized services

Repurposed collection marketing and visibility: Using LibGuide gallery boxes as virtual bookshelves at the UFS Neville Alexander Library

Ms Tebogo Makhurupetsi[1], **Ms Dina Mashiyane[1]**, Ms Thuto Kgosiemang[1]
[1]*University of the Free State, Bloemfontein, South Africa*

Session 6: Impact, October 4, 2022, 1:30 PM - 3:00 PM

Biography:
Dina Mashiyane is an Assistant Director (Campus Librarian) at the University of the Free State, with a demonstrated history of working in higher education Library and Information Services. She is skilled in electronic resources, knowledge management, digitization, information literacy, research methodology, library marketing and liaison. She is also a researcher who has published in reputable academic journals, including a book chapter and is an accredited facilitator. She was one of the candidates for the Carnegie CPD Programme "Enhancing librarians' ICT skills for research enablement in African universities". Her research interests include information literacy, information ethics, inclusive education and social media in libraries/teaching and learning. She has presented papers at both local and international conferences.

Tebogo Makhurupetsi is an intern Librarian at UFS South Campus library and holds an honours degree in Information Studies from the University of Limpopo. She is inspired by constant developments in her field of expertise and fascinated to be serving various user age groups as a "Generation Z" librarian

ABSTRACT

Collection marketing and visibility are critical in libraries because they increased awareness and usage, which then boosts return on investment. Traditional and online methods of collection marketing are available, and librarians must use as many of them as possible. Virtual bookshelves, which allow users to browse collections without location parameters are one of the trending tools in libraries (Lussier, 2020). These virtual shelves play an important role in making users aware of new books, special collection materials, under-circulated items, and, in particular, objects that are critical for reading and learning but frequently go unnoticed. Covid-19 has seen library doors close as a mitigation strategy to slow the virus's spread. Users were also impacted because they could no longer access their libraries, including printed collections. The improved strategic acquisition of eBooks ensured accessibility, requiring librarians to think of new ways to market and promote the collection. Students at the UFS South Campus were accustomed to using print textbooks/collections, so librarians had to devise strategies to entice and raise awareness of textbooks available in electronic format. This presentation will provide UFS librarians' practical experience with the use of Libguide gallery boxes as virtual bookshelves in marketing both print and electronic books during and post Covid-19. The presentation will also detail the impact of this novel practice on the library's LibGuide usage statistics. It is hoped that this presentation will shed light on how to use LibGuide gallery boxes as virtual bookshelves to improve collection marketing and visibility, as well as motivate the development of preliminary empirical research on this phenomenon.

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Future Role of Public Libraries and Library and Information Service Education in a Post-Covid World: Literature Review

Dr Takalani Maurice Mamafha[1]
[1]City of Ekurhuleni Libraries, South Africa

Session 8: Reskill, October 4, 2022, 16:00 PM - 17:30 PM

Biography:

Dr Maurice Mamafha (PhD-Unisa) is a Cluster Manager of libraries in the Department of Sport Recreation, Arts and Culture in the City of Ekurhuleni Municipality. He has been with the municipality for the past 15 years where he has worked as Chief Librarian and Principal Librarian respectively prior to his current position. He has been a member of LIASA since 2012. In 2016 he published an article titled "Utilisation of information and communication technologies at selected public libraries in Ekurhuleni Municipality in South Africa. He is currently involved in similar projects that are aimed at contributing to the development of new knowledge within the LIS profession

ABSTRACT

In the context of the recent outbreak of the covid-19 pandemic in which libraries had gone through various phases of adaptations, namely, closure, re-opening and new normal, public libraries had no options other than change and render services remotely in line with the current protracted period of change fueled by rapid technological revolution. Though the aftermath of the pandemic was catastrophic for public libraries, the enforced change was necessary for libraries' role of fostering and promoting lifelong learning, cultural development, peace, and social welfare for the public to be further realised. Using literature review this paper discussed the future roles of public libraries and library and information service education post-COVID 19 era by first identifying the difficulties brought by the pandemic to these libraries and the ensuing opportunities offered. This is followed by the discussion on what literature perceive to be the future role of public libraries during the post pandemic era with discussions falling under four categories, which are infrastructure, accessibility and outreach; awareness and wellbeing; leadership and policymaking and, human capacity building respectively. Further, recommendations are made on how covid-19 created opportunities could be exploited by public libraries for improved service delivery.

Keywords: Covid-19, lockdown innovations, resilience

Reference

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Impact of the POPIA Act on Springshare product functionality for excellent service delivery

Ms Nambitha Manqola[1]

[1]*University of the Free State, Bloemfontein, South Africa*

Session 6: Innovate, October 4, 2022, 14:00 PM - 15:30 PM

Biography:
Nambitha Manqola has been a librarian for over 10 years in various sections of the academic library. She is a Digital Environmental Librarian at the University of the Free State, Sasol main library, and she's responsible for the virtualization of library and information services as well as RDM services. Ms Manqola presents at conferences and she's the incoming PRO officer for the Free State LIASA branch. She is passionate about technology in libraries, digital literacy, and service delivery.

ABSTRACT

Introduction
The current digital landscape has sparked academic libraries to invest in sophisticated ways to engage and motivate users in digital natives who are fascinated with technological developments that are appealing to and engaging the users. COVID 19 Pandemics have opened a wider ambiguity not only in service delivery but in the technical innovative ways of servicing the clientele at large. The investment of libraries in different technological software in embracing not only the technological revolution but to enhance the fourth industrial revolution in libraries. This has led to technologically innovative ways of serving users while adhering to the POPIA Act compliance. The University of the Free State followed the suit of diving into the technological world by investing in software that will enhance excellent service delivery through technology without the implications of the POPIA Act. Technologically innovative management is the key player in the succession of excellent technical support systems of service delivery. Markard, Hekkert and Jacobsson (2015) support the notion by alluding that technologically innovative management focuses on understanding the dynamics of an innovation system centred around a specific technology. However, the daunting compliance of POPIA Act consideration has created a loophole in the integration authentication of technological innovation of service delivery. Jafta and Leenen (2019) argue that the increased connectivity due to technological advancement shifts the attention of legislators in various jurisdictions to the protection of personal information and data. The University of the Free libraries also experienced this jurisdiction in authenticating Springshare products. Netshakhuma (2019) attest to this aspect that the POPIA act did not fully prepare the institutions for the implementation and compliance of POPIA.

Statement of the research problem

The compliance of POPIA Act consideration has created a loophole in the integration authentication of technological innovation of service delivery. The Jurisdiction of the POPIA Act created cumbersome processes for the compliance of the system within the institutional governance process.

Methodology

A mixed method will be to utilize document analysis by using different Springshare products such as Libguides, LibWizard, and LibCal and data analysis of training set-up on MS Teams. This method is easy to access and analyze and interpret the data.

Findings

The preliminary findings of the analysis will be discussed to show an overview of the impact of the POPIA Act on the technology when it comes to the integration of information within Springshare products in supporting the delivery of excellent services.

Implications of the study

Critical information is available for the organisations and some processes cannot be externally shared however the integration processes can be shared. The information will assist and answers uncertainty on the integration process of the system.

University of the Western Cape (UWC) Special Collections: Challenges and Opportunities

Mr Jacques Manuels[1]

[1]*University of the Western Cape, Klipkop, Parow Valley, South Africa,* [2]*University of the Western Cape, Cape Town, South Africa.*

Session 17: Lightning Talks, October 5, 2022,13:40 PM - 15:40 PM

Biography:
Mr Jacques Manuels, Librarian: Special and Digital Collections UWC.

ABSTRACT

UWC Special Collections holds a valuable assortment of books, pamphlets and other forms of material which are a mine of information for researchers in particular areas of South African socio-political history. Special collections are threatened by many disruptive events such as accidental actions and natural disasters (Garnett, 2021, p. 116). The recent UCT Jagger Library fire has further highlighted the importance of disaster management plans which are essential to prevent disruptive events. These are highly recommended (Garnett, 2021, p. 119) as important precautionary measures to have in place for the protection and preservation of special collections.

The purpose of this talk is to showcase UWC's collections that include the Allen Isaacman collection which contains books, ephemera, posters, and serials. This collection concentrates on Mozambique and includes narratives, and documentation created and issued by FRELIMO. It also hosts the Keith Gottschalk collection consisting of local newspaper clippings related to political developments from the 1970s onwards. UWC has identified District Six and the Cape Flats, its people, animal and plant life, the San people as well as people of sub-Saharan Africa their history, language, culture and religion as its niche areas.

From the author's observations, UWC Special Collections falls short of a disaster management preparedness and that exposes the collection to risks. UWC library as a whole is fitted with a sprinkler system which does not guard against the material loss in the unfortunate event of fire. While academic library special collections are increasingly becoming digitised (Garnett, 2021, p. 119), the bulk of UWC Special collections is still in print format and not digitised.

Digitisation allows for the conversion of text, pictures, or sound into a digital form that can be processed by a computer. Efforts to digitise special collections are set up in many academic libraries (Wagenaar, 2009, p. 64). The process involves proper project planning, selection of materials to be digitised and adequate curation capacity (Wagenaar, 2009, p. 65). The in-house digitisation programme currently in place allows UWC library users faster access to information, reduces the library's operational costs and helps with disaster recovery. Challenges with the current projects underway include sufficient equipment, software, and staff capacity.

Digitisation not only facilitates safekeeping and protecting special collections from misfortunes, but also expands remote access to special collections and improves further dissemination of content through digital channels. The overall state of UWC Special collections presents opportunities skills development, and investment in a comprehensive disaster management plan to elevate disaster preparedness.

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Wagenaar, A. (2009). Digitising leiden university's special collections on demand. *Logos (Netherlands)*, *20*(1–4), 64–69. https://doi.org/10.1163/095796509X12777334632069.

Open Science: Repurposing Academic Libraries Research Support Services in South Africa, lessons from the global North

Mr Tendai Mataranyika[1]
[1]Two Ocean Graduate Institute/University of Pretoria, Pretoria, South Africa

Session 19: Open Access, October 5, 2022, 16:10 PM - 17:30 PM

Biography:
Tendai Mataranyika, is a former University of Zimbabwe Faculty Librarian, currently serving as E-Librarian at Two Oceans Graduate Institute, Cape Town, South Africa. He doubles as a Masters in Information Science student at the University of Pretoria. His main research interests are in Library Research Support services, Open Science, and competencies of Information Specialists.

ABSTRACT

Skilled and competent Information Specialists are a prerequisite for academic libraries to develop and implement effective research support services. When there are changes in research practice, this signals changes in the typology of research support services offered by academic libraries. The scientific landscape over the past decade has witnessed the emergence and adoption of Open science principles and practices as a scientific practice based on the idea that scientific research, data, and processes involved are shared and accessible to all for the acceleration of scientific progress and discoveries (Massuzzo and Martens 2017:1; Foster 2018: 8, UNESCO 2021:16). Open Science Library Support services are a pre-requite in the Open science era for effective and relevant academic library research support services. According to the European Open Science Cloud (EOSC 2021:13), there is a lack of skilled personnel to support researchers in the adoption of Open Science practices, and this has meant a lack of guidance for researchers to harness opportunities offered by Open Science. In the case of Southern Africa, Mwelwa *et al* (2020:7) pointed to the lack of human resources capacity to operationalize and institutionalize complex aspects of Open Science. As such, this literature-based paper seeks to present how South African Academic Libraries can re-engineer research support services and be the much-needed pillar in the adoption of Open science principles and practices by researchers. In substantiating this presentation, examples drawn from Europe that show how academic libraries have adapted and effected changes in their service orientation for researchers will be used. Recommendations on the steps to be taken in the context of South Africa will be provided.

Keywords
Open Science, Academic Libraries, Research Support Services, South Africa

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An assessment on the impact of Holiday Reading Sessions on learners in Omusati Region, Namibia

Ms Elizabeth Matheus[1,2], **Mrs Frieda Mwanyangapo[2,3]**
[1]Namibia Civil Aviation Authority, Windhoek, Namibia, [2]National Information Workers Association of Namibia (NIWAN), Windhoek, Namibia, [3]Ministry of Education Arts and Culture, Omusati Directorate, Namibia

Session 28: Impact, October 7, 2022, 09:30 AM - 10:15 AM

Biography:

Ms. Matheus is a Librarian for The Namibia Civil Aviation Authority, Namibia. She is the Southern Africa Representative on the African Library & Information Associations & Institutions (AfLIA) Governing Council and a member of The Namibia Library and Information Council. Ms. Matheus is a former Chairperson of the Namibia Information Workers Association (NIWA). She is a Master of Arts in Library & Information Science candidate. Ms. Matheus is an author, and an Advocate for the Library and Information profession. Her drive is to promote equitable access to information for development.

Frieda Mwanyangapo holds a BA (Honours) in Library Science from the University of Namibia. She is a Senior Librarian at Omusati Regional Library for the past four years. Her past experience includes working as a librarian at Intermediate hospital Katutura and a TV Archives Assistant at Namibia Broadcasting Corporation. Her interests are e-resources, knowledge management and library management system.

ABSTRACT

Introduction

This paper aims to assess the impact of the holiday reading sessions on learners in Omusati Region. The holiday reading session is a programme offered by community libraries during holidays to learners from grade 1 to 7. The programme aims to promote and cultivate the reading culture amongst learners. Librarians plays a big role in advocating for the reading culture, with holiday reading sessions being one. During the sessions, different activities ranging from spelling, reading, quizzes and games usually takes place. The activities spark and sustain children's love for reading, storytelling and reading for pleasure.

Statement of the research problem

According to Lartive (2017), children explore and enjoy stories during the school holidays. However, there is a need to assess the impact of the holiday reading sessions to better improve the programme. Therefore, this study that aims at assessing the impact of the holiday reading session.

Methodology

The study will be guided by the Theories of Reading (ToR), which comprises of three main theories focusing on the nature of learning to read. As highlighted by Pardede (2008), the (ToR) consists of the Traditional Theory known as the bottom-up, the cognitive view which is known as top-down processing and the metacognitive view. The study will employ a qualitative research approach and data will be collected using interviews and focus groups. The population for this study will consist of Omusati Regional Library librarians and learners. A focus group will be conducted with learners of which they will be grouped according to their age/ grades. In the same vein, in-depth interviews will be conducted with librarians. Content analysis method will be used to analyse the data and Microsoft excel for data presentation.

Findings

The study's findings will provide feedback on the impact the holiday reading session has on learners in Omusati Region. Furthermore, it will reveal the challenges discovered during the holiday reading sessions to both learners and librarians.

Implications of the study

This study will provide the recommendations which will be brought forward by the participants on how to improve the holiday reading sessions in libraries. The study's findings will be useful in improving the programme for the betterment of the Namibian child and beyond. It will further inform the planning and implementation of reading programmes and policies in the education sector.

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A thematic analysis of information needs emerging from the live chat virtual reference service at the University of the Western Cape Library

Ms Anelisa Mente-Mpako[1], **Ms Sibongiseni Mrwashu[1]**
[1]University of the Western Cape, Bellville South, South Africa

Session 18: Impact, October 5, 2022, 16:10 PM - 17:30 PM

Biography:

Sibongiseni Mrwashu was born and bred in Bhisho, Eastern Cape. She is a UCT alumni, she graduated in 2013 with a BSc in Environmental Science and Atmospheric Science and Oceanography. She further continued to study and obtained a PG Diploma in Library and Information Science in 2014. As a student she held various roles that developed her leadership skills and customer service excellence. Her professional career in librarianship started at Southern African Legal Information Institution (SAFLII), an online legal library. She held various roles as librarian for the City of Cape Town and worked as a Law Librarian at Stellenbosch University from 2018. She won an Early Career Librarian competition at the 2019 SANLIC conference and presented both at LIASA and International Conference on Information Literacy (ICIL) in 2019.

ABSTRACT

Introduction: The adoption of Virtual Reference Services (VRS) remained an option towards improving academic library services (Oluwabiyi 2017, 66), until the unprecedented global Covid-19 pandemic. Prior to the pandemic, academic library communities have been open to the adoption of chat-based reference but not necessarily resulting in high usage (Cummings, Cummings and Frederiksen 2007, 84).

Increasingly VRS substituted the traditional in-person reference service which became abruptly inaccessible. To provide an alternative and meet changing user needs, academic libraries have been presented with the opportunity to exploit synchronous reference services. The transition to the online environment has not been a straightforward process for library staff who are used to traditional in-person reference (Vogus 2020, 249).

Background: The University of the Western Cape (UWC) library provides an information service on a variety of synchronous and asynchronous virtual reference platforms; email, information and research guides, website, learning management system and the live chat. The latter has gained popularity as a quick reference over the lockdown period, immersed with diverse enquiries from different user groups. Engagements on the live chat highlighted prevalent challenges experienced by students.

On the online environment, several reasons including connectivity issues can generate uncertainty compromising the accuracy of the responses. In many cases, this was due to the phrasing and extent of the question which may not be suitable for a quick chat reference.

Objective of the study: While some queries are easily dealt with on the live chat reference, some need an extensive and interactive follow up approach such as an online session, subsequently informing a training intervention. This study will not only examine transactions that were resolved outside the chat, but the aims is also to identify patterns that contributed to training adjustments that addresses identified information needs.

Methodology: This study will employ a qualitative research approach that serves as a guide to chosen data collection method. A thematic analysis of the chat reference transcripts will be used to examine the chat transcript.

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Partnerships and collaborations in the LIS sector

Ms Mantsha Josephina Modiba[1]
[1]*University Of Pretoria, Hatfield, South Africa*

Session 17: Lightning Talks, October 5, 2022, 13:40 PM - 15:40 PM

Biography:
My name is Mantsha Josephina Modiba. I got my Diploma in Library and Information Studies through Unisa in 2010 and a Bachelor of Information Science degree at Unisa in 2018. I started working at the University of Pretoria library (Merensky) as a shelver. In 1994, I started with ILL at the supplying side and working shifts at the Natural Science section help desk. I acted as the ILL Coordinator from January 2012 until I was appointed as ILL Coordinator starting from the 1st of July 2012. I am a member of LIASA in the ILLIG. I was additional committee member for ILLIG and became a chair by 2016-2018.

ABSTRACT

Most academic libraries saw a remarkable decrease in interlibrary loans (ILL) and document delivery services over the last few years. This could mainly be contributed to technological innovations, which made information electronically and freely available (McHone-Chase, 2010), including mass-digitization and other projects, which contributed to the growth in scholarly information available on the internet (Munson & Thompson, 2018). Still, the need for interlibrary loan services will never totally disappear. There is however clear evidence that user needs are becoming more sophisticated, and their expectations are progressively growing, resulting in requests for material more challenging to find. In these cases, the usual interlibrary loan systems are not sufficient and library staff needs to explore alternative routes to obtain the requested materials. This lightning talk will discuss the value of partnerships and collaborations within, but also beyond, the library sector. It will further elaborate on ways to align library trends and the information needs of researchers and students with interlibrary loan services, to guarantee the relevance and value of these services at academic libraries.

McHone-Chase, S. M. (2010). Examining Change Within Interlibrary Loan. *Journal of Interlibrary Loan, Document Delivery & Electronic Reserve*, *20*(3), 201-206. https://doi.org/10.1080/1072303X.2010.492003

Munson, K., & Thompson, H. H. (2018). Giving your patrons the world: barriers to, and the value of, international interlibrary loan. *portal: Libraries and the Academy*, *18*(1), 17-34.

Public Academic Libraries and fitness of LIS graduates during Fourth Industrial Revolution (4IR) in Limpopo Province

Mr Amogelang Molaudzi[1]
[1]University Of Limpopo, Modjadjiskloof, South Africa, [2]University Of Limpopo, Nelspruit, South Africa

Session 8: Reskill, October 4, 2022, 16:00 PM - 17:30 PM

Biography:
The author holds a four-year degree in information studies and a master's degree in information studies. Worked at University of Limpopo as a Junior lecturer, and assistant lecturer, University of KwaZulu-Natal as part-time lecturer, TheMvula Trust as Information management and system administrator. Currently working at UL as full-time lecturer and University of KwazuluNatal as part time lecturer.

ABSTRACT

Fourth Industrial Revolution (4IR) is transforming libraries with no exception to public academic libraries. This revolution compels LIS professionals to be equipped with skills necessary to compete for jobs in the 4IR. The paper is aimed to assess the changes brought by 4IR in public academic libraries and measure the fitness of LIS graduates in 4IR. Mixed methods research approach was adopted within exploratory research design. Two public academic libraries in Limpopo province namely University of Limpopo and University of Venda, were conveniently sampled because of proximity to the researchers. Additionally, 50 LIS professionals who graduated between 2021 and 2022 were randomly sampled because of the fact that were still fresh from the universities. The qualitative data was collected from the websites of two public academic libraries, using web desk review. Whereas quantitative data was collected from 50 LIS professionals using questionnaires. Content data analysis was adopted to analyse qualitative data and statistical descriptive data analysis was used for quantitative data. The findings reveal that these two public academic libraries are adapting to the transformation successfully through their services, reflecting exceptional developments in terms of library services such as remote access and services, e-resources, e-catalogue, institutional repository. However, these two public academic libraries were found to be lacking robotic system such as chatbots. LIS graduates were found to be in possession of digital skills, cloud-based data skills, active learning and leadership skills. The paper recommends that these two public academic libraries must adopt robotics and chatbot for reference services. LIS graduates are encouraged to take short course on coding and programming.

Keywords: Public Academic Libraries, LIS professionals, 4IR, Mix methods, exploratory research design, Skills,

The impact of new innovations on quality assurance at university libraries in South Africa

Ms Segametsi Molawa[1]
[1]*UNISA, South Africa*

Session 6: Innovate, October 4, 2022, 14:00 PM - 15:30 PM

Biography:
Ms Segametsi Molawa holds an M(Bibl) - Masters in Information Science, from the University of Pretoria and is presently appointed as Director Information Resources Distribution (IRD) at the University of South Africa (UNISA). In the last two decades, Ms Molawa has occupied various leadership positions in Library and Information Services (LIS). She served in the leadership of the Library and Information Association of South Africa (LIASA) at different levels from 1997 and became the President of LIASA in 2014- 2016. Ms Molawa served on the Reference Group that monitored the drafting of the Library and Information Services Transformation Charter, and part of the team developing standards for the Bachelor of Library and Information Science. She served in various boards in the LIS sector Nationally and in the continent (AfLIA). The longest served was the National Council for Libraries and Information Services (NCLIS) that is mandated to advise the Ministers of Arts and Culture, Education and Science and Technology on all matters pertaining to Library and Information Services. Ms Molawa is passionate about serving and contributing towards a transformed LIS that will build a well-informed nation, with a strong knowledge economy.

ABSTRACT

Introduction

Innovation impressed by the technology driven age challenges the primary means by which the academic institutions have agreed to examine, judge, and improve the quality of what they need to do and deliver on (Eaton 2020). Hence the implementation of quality assurance in the higher education sector has affected academic libraries, as they are part of the university and its strategic goals (Dube 2011). The library exists to ensure that the university achieves its goals. University libraries have valued rendering service that satisfies the needs of their clients for many decades of its existence. The paradigm shifts of expanded reliance on remote teaching and learning, and remote working have been aggravated by the Covid-19 pandemic. In affirming their relevance and upholding their mandate of supporting the university in the achievement of its goals, university libraries are rendering on-line access services.

Quality Assurance as a standard practice for management teams at university libraries to confirm quality customer service by carrying out performance assessments on an on-going basis needs to keep pace with the innovation. However, academic libraries face the challenge of aligning quality initiatives and practices not only with university goals and missions, but also with 'fitness for purpose'. These include staying relevant in serving the needs of a changing user community and 'fit for purpose' strategies in a technology-driven age (Raju et al. 2018).

Purpose

This study aims to find out the factors of innovation affecting the quality assurance in university libraries in South Africa. The principles upon which quality is assured by the libraries will be examined for relevance with the current remote and digital services offered, to ensure that the library fully articulates its value add and impact to the Institution.

Design/ methodology/ approach

The study adopted the Total Quality Management framework that highlights long term success in the organization by laying emphasis on all levels of staff focusing on improving quality and thus delivering customer satisfaction. The new innovations also need to be managed and fully accounted for. The tool for quality assurance has to comprehensively articulate the new services.

Literature review research of quality assurance in university libraries was done to specify factors that may influence quality assurance in libraries.

An interpretive research paradigm using systematic literature review was applied in collecting data. The researcher searched for literature online, using scientific databases, the CHE and Universities websites focusing on the library reports. This conceptual study is envisaged to probe interest in further empirical studies from the findings.

Practical Implications

This study contributed to university quality assurance by adding the library maximised on-line access to information in support of remote teaching, learning and research, thus keeping pace with the new innovations.

The findings suggest that university libraries are rendering relevant support for the achievement of university goals but still challenged by articulating quality assurance.

Keywords

Innovation, Quality, Quality assurance, University libraries.

Professional body leadership: redefining LIASA's leadership requirements

Ms Segametsi Molawa[1], Ms Ujala Satgoor[2]
[1]UNISA, South Africa, [2]University of Cape Town, South Africa

Session 12: Leadership, October 5, 2022, 09:10 AM – 10:20 AM

Biography:
Ms Segametsi Molawa holds an M(Bibl), Masters in Information Science, from the University of Pretoria and is presently appointed as Director Information Resources Distribution (IRD) at the University of South Africa (UNISA). In the last two decades, Ms Molawa has occupied various leadership positions in Library and Information Services (LIS). She served in the leadership of the Library and Information Association of South Africa (LIASA) at different levels from 1997 and became the President of LIASA in 2014- 2016. Ms Molawa served on the Reference Group that monitored the drafting of the Library and Information Services Transformation Charter, and part of the team developing standards for the Bachelor of Library and Information Science. She served in various boards in the LIS sector Nationally and in the continent (AfLIA). The longest served was the National Council for Libraries and Information Services (NCLIS) that is mandated to advise the Ministers of Arts and Culture, Education and Science and Technology on all matters pertaining to Library and Information Services. Ms Molawa is passionate about serving and contributing towards a transformed LIS that will build a well-informed nation, with a strong knowledge economy.

Ms Ujala Satgoor is the Executive Director: University of Cape Town Libraries since 2019. With over 25 years' experience, Ujala has fulfilled a leadership role on many national and international library and information services advisory and governing boards and committees during her career, which includes Board member: IATUL (2020-); Chair: Committee of Higher Education Libraries in South Africa (CHELSA) (2018-2020); LIASA President (2012-2014); Co-Chair: 2015 IFLA WLIC National Committee; Member: AfLIA Governing Board; Member: IFLA Africa Section, and Member: Council on Higher Education Library & Information Services Reference Group. With several published papers, Ujala's experience includes library grant proposal writing and grants management, library leadership development and strategy formulation, and most recently, leading in times of crises including the Jagger Library fire (2021). Ujala was named the first LIASA Executive Librarian of the Year in 2018.

ABSTRACT

Introduction
Professional Associations have existed over decades for the main purpose of influencing the practice of the profession and to lead the growth and development of the profession. The Library and Information Association of South Africa (LIASA) was launched on 10 July 1997 as a professional association and awarded professional body status by the South African Qualifications Authority (SAQA) in 2014. LIASA, a non-profit organization, unites and represents all institutions and people working in libraries and information services in South Africa. It provides dynamic leadership in transforming, developing, and sustaining library and information services for all people in South Africa. Since its inception in 1997, the leadership model adopted by LIASA is based on volunteerism at both the national and provincial levels. With its new status as a professional body, LIASA has an opportunity to benchmark and redefine its leadership model with other library associations based on the background factors shared.

Problem statement

LIASA is confronted with a leadership challenge underpinned by a decline of interest among members, as well as institutional lack of support for staff to serve in leadership positions at various levels and specialization. This situation has been repeatedly confirmed over the last few years by the independent electoral committee, which poses huge sustainability and continuity risks for LIASA.

Purpose

The main purpose of the conversation is to solicit insights or input from members about ways in which to mitigate this leadership risk and to identify the caliber of leadership required for LIASA's future.

Design/ methodology/ approach

Literature review research on leadership of professional associations at different level, e.g national, regional, and international level, was done to specify factors that may impact the leadership of the association negatively or positively.

An interpretive research paradigm using systematic literature review was applied in collecting data. The facilitators searched for literature online, using scientific databases, the library professional associations' websites, focusing on the strategic plans and reports. LIASA's strategic plan and reports and the newly approved LIASA leadership structure. This conceptual conversation is envisaged to raise awareness of new leadership structure, probe interest among members to serve in the leadership of LIASA and further encourage empirical studies from the recommendations.

Practical Implications

The conversation is envisaged to raise awareness of the value of leadership in taking LIASA forward within the envisaged new structure. The critical failure and success factors will also be highlighted to assist in the enhancement of future LIASA leadership.

Keywords

Professional Association, LIASA, Leadership

Beyond library operations: using cross - functional teams to drive library projects

Mr Sagren Moodley[1]
[1]*Durban University of Technology, Durban, South Africa*

Session 17: Lightning Talks, October 5, 2022, 13:40 PM - 15:40 PM

Biography:
Sagren Moodley is a professional librarian who has extensive experience in academic libraries. He has served in various leadership roles that spans across campus library management, innovation & development, and information systems & resources. He has developed expertise in library IT strategy, operations, and project management. His current research interests include data analytics and artificial intelligence.

ABSTRACT

The academic library by nature is the most dynamic unit in the university. We are constantly impacted by a multiplicity of events and rapid shifts, and it has become an expectation from both users and university administrators that libraries will adapt and continue to remain "open", amidst the chaos and turbulence. While this is a massive achievement and an acknowledgement of our resilience and commitment, this can make libraries complacent and and limit their potential to engage in new and different ways.

AS library investment philosophies dictate the level of exploration of new services, innovative projects and other engagements, investments in both human and financial resources, needs to be carefully balanced, taking into account potential risks and rewards. A critical juncture - continue to increase investments in low risk, low reward activities, or increase investments in high risk, high reward activities, that drive the strategic intent of the university.

At the Durban University of Technology, The ENVISION 2030 strategic intent implores us to make greater investments and efforts into stewardship activities as it forms the foundation for the impactful university we want to create. In essence, building a culture of inclusivity, increased accountability and creativity among its people will eventually lead to efficiencies in systems and processes, improved sustainability in the long term and eventually greater and impactful contributions to our society.

One of biggest stumbling blocks to achieving the above, lies in the hierarchical nature of the academic library structures and teams, which by design, places the growth and development activities of the library in the hands of mainly senior managers and IT staff. High levels of control, limited participation from staff, delayed projects and missed opportunities becomes the norm.

"if you do the same thing, you likely to get the same result" - the adage holds true for the academic library. In 2018, the management team at the Durban University of Technology made the bold move to change how library teams operated. A cross-functional team philosophy to manage projects, build inclusivity and greater participation, increase innovative activities and improve overall efficiency in the library, was implemented. While loosely formulated in its introductory year, these teams have become an integral part of the library's business. This paper will share insights into the evolution of the teams as well as well as highlight the challenges, successes, and benefits for the library.

From a Community Library to a World Class Multipurpose facility/ Centre - How the City of Joburg's GDS 2040 Vision of Liveability and Smart City is being realized

Ms. Nobuntu Mpendulo[1]

[1]*City Of Johannesburg Metropolitan Municipality, Wendywood, South Africa*

Session 16: Impact, October 5, 2022, 13:40 PM - 15:40 PM

ABSTRACT

Introduction
The City of Johannesburg has 90 public Library facilities. These range from small community facilities, branch libraries, regional libraries to the City Library. The community libraries are usually very small, 150m square meters. The library contains information and recreational material of a limited nature, resources and catering to a small community or user group, such as children's' collections.

Statement of the research problem
The population of Johannesburg is increasing at an uncontrollable rate due to high levels of immigration into the so-called "City of Gold". This puts a lot of strain on the existing facilities and the need for public facilities is increasing. Despite the challenge of ever decreasing budgets for social amenities, the city in its Growth and Development Strategy (GDS) 2040 Vision, committed to building liveable and smart communities.   (Ref- Growth and Development Strategy 2040 -)

As such an amount of R151 million was committed in the 2014/15 financial year for the construction of a multipurpose centre at Paterson Park precinct, which will include a state-of-the-art library. (Ref- JDA or Council resolution)

Methodology
The paper will depict a pictorial view of the old facility and the current state of the art facility, and how this has improved the provision of library and recreational services for this community.

Implications of the study

The presentation is proof that even in times of financial constraints, the City of Joburg is still committed to improve the lives of the communities and increase the Happiness Index. It also proves resilience of the library function within the City It is the success story for Joburg, especially for community development
Impact on liveability.

How technology use enhances information support services during Covid 19 / post or during Covid 19

Miss Sibongiseni Mrwashu[1], Nambitha Manqola[2]

[1]*University of the western cape Library, Cape Town, South Africa,* [2]*University of Free State, Free State, South Africa*

Session 7: Impact, October 4, 2022, 14:00 PM - 15:30 PM

Biography:

Nambitha Manqola has been a Librarian for over 10 years in various sections of the academic library. She is a Digital Environmental Librarian at the University of the Free State, Sasol main Library and she's responsible for the virtualization of library and information services as well as RDM services. Ms Manqola presents at conferences and she's the PRO officer for Free State LIASA branch. She is passionate about technologies in libraries, digital literacy, and service delivery.

ABSTRACT

Introduction

COVID-19 has exposed libraries' service loopholes in service delivery. This has led libraries to invest in software and digital media and tools that can be used for recreation, presentation, preservation, dissemination, and promotion of information to users while enhancing the experience of valuable traditional library cultural usage. Guruprasada and Kumbar (2019) back up this claim by stating that academic libraries adopt and upgrade innovative technologies. They also state that information communication technologies (ICT) have replaced traditional media with digital content, such as information searching and seeking behavior of users. On the journey from traditional libraries to modern libraries using e-resources, there are many types of e-resources like e-books, e-journals, various open sources, gateways, and online databases (Guruprasada and Kumbar 2019).

Statement of the research problem

Libraries are in the midst of the fourth industrial revolution. This means extensive use of technology for education, enterprise, and the general good of society. Technology allows for collaborative efforts to meet the global challenge of implementing the organization's most effective strategy. Teamwork contributes to the excellence of service delivery at numerous institutions. The collaborators were able to implement this collaboration more efficiently and fluently due to technological advancements.

Methodology

A mixed method will be to utilize document analysis by using Libguides, Twitter, registrations, and data analysis of training attendance on MS Teams, Zoom, and self-paced tutorials or how-to videos. This method is easy to access, and to analyse and interpret the data.

Findings

The preliminary findings of the analysis will be discussed to show an overview of the impact of technology in enhancing information support services during COVID 19 and post COVID 19.

Implications of the study

Ethical clearance might be a challenge as the authors are not from the same organization and the sittings of the institutional ethics committee are not the same.

References

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Digital Transformation into practice: a skills training initiative to increase youth employment opportunities in the City of Johannesburg

Ms Nkhensani Mulaudzi[1]
[1]City Of Johannesburg, Private Bag X106, South Africa

Session 16: Impact, October 5, 2022, 13:40 PM - 15:40 PM

Biography:

Nkhensani Mulaudzi- Professional librarian with more than 27 years' experience in a public library service. Currently a Manager at the City of Johannesburg Library and Information Services. She is a member of Library and Information Association of South Africa (LIASA). Has served in various portfolios including being an addition member of the Gauteng South Branch Executive Committee (1997); Branch Secretary of the Gauteng South Public and Community Libraries Interest Group (2014); Secretary of the Gauteng South Executive Committee (2015/16). Secretary of the National Executive Committee of the Public and Community Libraries Interest Group (2018/19). An alumna of the Carnegie Library Leadership programme (2010).

ABSTRACT

Research reveals that approximately (thirty-five) 35% of South Africa's workforce are at risk of unemployment by 2025 [1] due to digital automation. It has therefore never been more important than it is now, to actively create opportunities for digital skills development for youth to ensure that they are not left behind. To address this, the City of Johannesburg created opportunities for employment and work exposure in the library environment. As a result, a digital skills training initiative was implemented generating employment opportunities for ninety (90) unemployed youth. They were appointed as interns and were paid a total of five million four hundred and thirty-three thousand rand (R 5, 433 000) in salaries/ stipend in the 2021/22 financial year. Those who went through the programme acquired new skills which benefitted the community and the Library Services respectively. The real impact of the skills training initiative is seen in the opportunities created for skills transfer, knowledge sharing, reverse mentoring and the number of permanent employment opportunities created thereafter. Digital transformation is perhaps less about use of technology and more about transformation. In fact, the essence of digital transformation lies in people who will take advantage of the technology. This paper outlines the achievements of the Digital skills training initiative implemented at the City of Johannesburg Library and Information Services.

Strategies used by public libraries in transforming the human development

Mrs Sheron Ndlovu[1], **Dr Ndakasharwa Muchaonyerwa[1]**
[1]University Of Fort Hare, East London, South Africa

Session 16: Impact, October 5, 2022, 13:40 PM - 15:40 PM

Biography:
A 37-year-old academic who holds a PhD in Library and information science [awaiting official conferring in October 2022], a Master's in library and information science, BSc Honours degree in library& Information science, post graduate qualification in records and archival science and a technician diploma in information processing. I have more than 12 years' experience in library and information science, records management, research consultant work experience in the municipal, government and private sector. Passionate about research and i am a humanitarian. Currently a secretary for FOMH and Vice President Education CIS Toastmasters.

ABSTRACT

Introduction
Public libraries are an important part of modern democracy, they are unique because they offer opportunities for personal development, education, and lifelong learning. The presented article is a study on strategies employed by public libraries to transform the human development in Buffalo City Metropolitan public libraries in South Africa. The research questions answered were on what strategies were in use by public libraries that are transforming the human factor and how the library patrons perceive the role of the public libraries in transforming their lives. The study adopted the Service quality theoretical framework, diffusion of innovation theory and human capital theory to align the study.

Statement of the research problem
Public libraries have a developmental role in the communities that they serve, but people seem not to recognize that public libraries transform communities. This study sought to assess the impact made by public libraries to communities and to measure how patrons perceive the role that public libraries are playing in transforming their lives. Lynch, Young, Jowaisas, Boakye-Achampong and Sam (2020) assert that public libraries transform communities when they indicate that in different countries in Africa public libraries play a crucial role and these countries include Ghana, Nigeria and Kenya. They assist in issues pertaining to Sustainable Development Goals (SDG) like healthy living, bridging the inequality gap, quality education and lifelong learning.

Methodology
A mixed methods approach which is a combining the qualitative and quantitative research approaches was adopted in this study. Merging quantitative and qualitative research compensated for the weaknesses and limitations of each approach, and it yields synergies betwixt them.

Findings
The findings of the study were that the library personnel understood their roles. Those roles in turn assisted to transform the human development. Findings also revealed that public libraries provided spaces that where conducive for patrons to study, hold meetings and discuss. To promote inclusivity, the libraries offered services that accommodated the visually impaired and deaf patrons. Another finding was that public libraries in the BCM continued to acquire a collection of books and resources that assisted the library community despite challenges with resources.

Implications of the study

This study may aid in formulation of policies on libraries developing their communities and patrons, policies on development of library personnel in the workplace, policies on acquisition of library and Information Communication Technology equipment and development. Policies on personnel in the workplace will assist in having knowledgeable librarians who will play a positive role in transforming their patrons in public libraries. This study will benefit public libraries in enhancing their transformative role for their patrons. Findings are of importance to researchers, library practitioners and students in the library and information science field, educators and budget makers.

References

Lynch, R, Young J.C, Jowaisas,C, Boakye-Achampong,S & Sam,J. (2021). African Libraries in Development: Perceptions and Possibilities. International Information & Library Review, 53(4), 277-290

Disaster planning in special libraries: a case of the national health laboratory service in South Africa

Mrs Ntomboxolo Ndubandubane[1]
[1]*The National Health Laboratory Service, Kempton Park, South Africa*

Session 23: Disaster Recovery, October 6, 2022, 10:20 AM - 11:50 PM

Biography:

Educational Qualifications include Bachelor of Arts (Honours) Information science from UNISA, Bachelor's degree in Library and Information Science from UNISA. The Training and short course attended are Project Management, Microsoft excel level 1 and 2, Student counselling unit course, Supporting learning at home course, Health and safety training, Customer relations course, Storytelling training, Periodicals and Acquisition training, Sabinet ReQuest certificate, Sabinet books and article search training. Since 2012 she is the Supervisor of Library Services for the National Health Laboratory Service.

ABSTRACT

Libraries are at risk of being vandalised, burned and flooded. In most cases, the damage is caused by unpredictable incidents which are called disasters. These necessities the need for disaster plan to be in place to help mitigate the effects of a disaster. Additionally, disaster recovery plans must be composed to be able to go back to normal library operations after a disaster. The study was aimed to develop disaster planning in special libraries in the National Health Laboratory Service (NHLS) in South Africa, with view to develop a formal disaster plan for the three NHLS special libraries. The qualitative research approach positioned within case study research design was adopted to conduct the study. Ten librarians who work at NHLS special libraries made up the population for the study. Interviews administrated via Zoom were used to collect data, which was analysed using thematic data analysis method. The findings present that NHLS library staff aware of the existence of and the availability of a disaster management plan. It is therefor, recommended that the NHLS library staff needs to be aware of the risk and be well educated and trained on how to deal with the risk.

Keywords: Libraries, disasters, disaster planning, qualitative research approach and interviews

Re-invigorating the role of the library in the undergraduate learning and teaching at the University of the Western Cape

Dr Shirlene Neerputh[1]
[1]*University of the Western Cape Library, Cape Town, South Africa*

Session 15: Higher Education, October 5, 2022, 13:40 PM - 15:40 PM

Biography:

Dr Neerputh is the Director: Library Services at the University of Western Cape. Her career spans 32 years in higher education library professional experience. Dr Neerputh envisages re-positioning the role of the academic library towards strategic partnerships that are responsive and connected to quality teaching, learning and research in a digital university. She is the past Chairperson of the Committee of Higher Education scholarship award-Training and Methodology Skills for Managers in India; Carnegie Library Leadership Programme (University of Pretoria), Nominated to participate on the European Erasmus Mundus Staff Mobility Scholarship Programmes – University of Split, Croatia 2016, University of Valladolid, Spain 2019. Dr Neerputh also completed the Nuffic Doctoral Supervision and University Leadership and Management Courses at the Durban University of Technology (DUT). She supervises postgraduate students and was a senior member of the research reviewer panel for the (DUT) Faculty of Management Sciences. She has presented papers on: Open Access initiatives in academic Libraries, COVID 19 and Academic Library preparedness; Research intensive library programmes; Marketing and branding the academic library; Integrating Information literacy in the curricula, Work-integrated Learning for LIS and Measuring performance of Subject Librarians. Shirlene's passion lies in leading and enriching the university library with embedded librarianship principles, responsive to the rapid disruption and transformation in a global pandemic of our time.

ABSTRACT

Purpose: The University of the Western Cape (UWC) Library vision is to be a strategic partner most recognised for excellence in innovative and relevant services. To live up to this vision the mission of the library is to enrich the learning, teaching, and research experience by providing relevant resources and expertise to enable academic success. In light of strategic intent, escalated by the COVID 19 pandemic, management embarked on strengthening the undergraduate academic success endeavours in the university, via the principles of embedded Librarianship. This article explores embedded librarian impact, assessment and sustainability of undergraduate learning and teaching at UWC.

Objectives: Authors: Bonanni and Vogus (2022), DeFabiis (2021), Franzen and Sharkey (2021) Murphy et al. (2020), state that embedded librarians play a significant role for student learning, connectedness, and curricula success. Embedded librarianship can also refer to direct participation of librarians in the learning management system (LMS). This paper explores the following objectives at the University of the Western Cape:

1. How does the library aid student learning; and enhance student success in the university.

2. How are strong collaborative partnerships with academics fostered in embedding digital literacies with curricular learning and teaching outcomes.

3. How does Faculty Librarian liaisons integrate in curricula support on the online management system (Ikamva) for enhanced student experience and learning outcomes?

Methodology: A Case study is presented for UWC undergraduates, detailing process methodologies for strategic engagement and implementation of the teaching and learning plan to re- invigorate the role of the library in driving the value proposition in the university undergraduate programme. The author unmasks a student-centred approach to flexible learning and teaching during an era of unprecedented changes in higher education.

Value: The paper presents a re-imagined, invigorated role of the UWC library, and the value of embedded librarianship in South Africa. The notion of "connecting with possibilities" situated in the UWC, IOP presents

new pathways which are explored in this paper, through the lens of embedded Faculty-Library, for undergraduate multimodal learning.

The establishment of the scholarly lifecycle unit: a case study of UKZN Library Services

Dr Nonhlanhla Ngcobo[1], Prof Ruth Hoskins[1]
[1]University of KwaZulu Natal, Durban, South Africa

Session 6: Innovate, October 4, 2022, 14:00 PM - 15:30 PM

Biography:

Dr Nonhlanhla Ngcobo is the Director of Library Services at the University of KwaZulu Natal. UKZN Library Services is a very large department that supports 45 000 students and academic staff scattered over five campuses. It includes four Special Collection centres that house rare African content. A total of 90 staff, including interns, provide library and information services to users. She is passionate about the use of innovation as a vehicle for enhanced research support in academic libraries. With UKZN being ranked among the top 500 universities globally and being the third most research-intensive university in South Africa, the establishment of a Scholarly Lifecycle Unit at UKZN to effectively provide advanced research support is an imperative that cannot be ignored.

ABSTRACT

The COVID-19 pandemic, coupled with the consequent lockdowns, was undoubtedly a major catalyst in the provision of library and information services in libraries, especially in academic libraries. When the country was put on Lockdown level 5 on 27 March 2020 to prepare the healthcare system for increased usage of healthcare facilities and to slow down the spread of the coronavirus, librarians and libraries had to radically transform their mode of service delivery to suit the prevailing situation at that time. The majority of library services had to be accessible online due to the closure of academic institutions. The information needs of users did not suddenly come to an end when a significant number of services were put on hold. It was of paramount importance to keep library resources available to help researchers, academics and students proceed with their research endeavours. Truly, some of the major innovations we see today were conceived during times of crises. Catastrophes, no matter how devasting they may sometimes be, can and have in the past been vehicles for positive societal change. The advent of COVID-19, with the accompanying lockdowns, brought an unexplored appreciation of online platforms to aid the delivery of library programmes, collections, and services to patrons. Library training programmes, together with meetings and conferences, were provided using online platforms such as Zoom and MS Teams, which facilitated the free flow of information despite the prevailing lockdown-imposed restrictions. It was at this time that UKZN Library Services conceived the idea of a Scholarly Lifecycle Unit (SLU), which incorporates the concept of personalized librarianship, for the purpose of enhancing the research support that the library provides to researchers. As the third most research-productive institution in South Africa, supporting researchers to increase their research output is vital. The benefits of increased research output for any institution are numerous, and they are not just limited to financial aspects only. The society also benefits immensely from the generation of new knowledge and innovations. UKZN was at the forefront of generating, disseminating, and communicating new knowledge pertaining to COVID-19 to our country and the world at large, and this pioneering role was enabled by the provision and accessibility of crucial information on online platforms. It is no longer tenable to revert to the previous methods of providing library services that were in place prior to the COVID-19 pandemic, due to their restrictive nature. Effective twenty-first-century librarianship requires a major paradigm shift in the packaging and delivery of library services to suit current information needs and demands. The SLU is the ideal model for the effective and efficient provision and delivery of relevant and up-to-date information services. Advanced research support in each stage of the scholarly lifecycle effectively entrenches the library in the heart of research and positions the library as a key role player in the research process. Adoption of the SLU model at UKZN Library Services is discussed with a view to highlighting the innovative ways the UKZN Library Services will support the research endeavours of the institution.

The Parallels of Housing a Heritage collection in a modern world: Implementation of new technologies at the National library of South Africa

Mr Setlabo Phala[1], **Ms Chelsea O'Regan[1]**
[1]National Library of South Africa, Pretoria, South Africa

Session 6: Innovate, October 4, 2022, 14:00 PM - 15:30 PM

Biography:
Setlabo Phala is a new professional in the library and information sector. He completed his Bachelor of Information Studies degree at the University of Limpopo where he submitted a mini dissertation about the usage of public libraries in townships. He proceeded to work as an Archivist at the Council for Scientific and Industrial research (CSIR) where he maintained the research archives as well as managed three regional libraries at the Management college of South Africa (MANCOSA). He is currently a Reference Librarian at the National Library of South Africa (NLSA) where he is part of the steering committee for information access and implementation of robotics.

ABSTRACT

The world is transitioning into a Fourth Industrial Revolution (4IR) space, and libraries globally are adapting by incorporating a new age of integration with these changing times. Over the past two years, with COVID-19 and libraries being forced to close, adjustments towards digital access for library users needed to be implemented at a faster pace. Alongside this, new technologies have also introduced new mediums for information access in libraries. This year, the National Library of South Africa (NLSA) had a unique opportunity, in collaboration with the Provincial Library Services, to incorporate 4IR in their libraries with the introduction of two pilot projects in the form of robotics and a digital exhibition space. The projects were introduced to modernize the library environment in line with its Digital Transformation Information Technology (IT) Strategy, ultimately embarking on a service enhancement and digitization journey.

This paper will explore the process of the implementation of these projects on the two campuses; outlining the merits, challenges, and experiences of the NLSA staff during the process, as well as discuss the projected impact and intention of a successful implementation, presenting a way in which librarians can integrate and increase 4IR practices into their libraries to further enhance service delivery, as well as promote their libraries and collections in a post COVID-19 world.

The State of Academic Libraries: Perspectives from Africa

Mrs Jessica Porter[1]
[1]*Exlibris, Part of Clarivate*

Session 29: Innovation, October 7, 2022, 10:15 AM - 11:30 AM

Biography:
Jessica Porter is a Senior Account Manager at ProQuest and has been in this role for the last 10 years. First in the UK for 4 years and the last 6 years in South Africa. She is a mother to one biological 11-year-old and twin adopted 20-month-old boys, so life is hectic but rewarding.

ABSTRACT

How does your academic library compare to your peer libraries across Africa? What are the emerging trends in today's academic libraries and what are institutions doing to prepare for tomorrow?

These questions, and many more, were addressed at the '2021 State of Academic Libraries Benchmark Survey', a comprehensive survey of almost 2000 academic librarians worldwide, administered by Library Journal and commissioned by Ex Libris, a Clarivate Company. Its results are intended to help libraries by enabling them to compare themselves with others of the same size, whether in the same geography or across the globe. The survey results are also aimed at helping each library assess its role within the greater institution.

During this session, Jessica Porter, Regional Lead for Africa at Ex Libris, will share highlights from the global survey with a focus on findings from Africa and what it means for libraires in the region including:
• Key missions of academic libraries today
• Their perceived challenges
• The extent to which each library is connected to its broader institution
• Which challenges are universal, and which are more geography-based
• Future issues that academic libraries will face

The session will also delve into 5 specific sections of the survey that addressed the primary issues that libraries encounter in their daily practices:
1. Diversity, Equity, and Inclusion
2. Open access and open educational resources
3. Budgets, funding, and e-resources
4. Library priorities and missions
5. Resource sharing and turnaround times

Join this session to gain insight into how academic libraries in Africa and across the globe are putting themselves at the heart of research, teaching, and learning, and aspire to make real changes in student engagement, learning affordability, and more.

How knowledge graphs can drive semantic searching and ultimately information literacy for users

Mrs Bronwyn Rassmann[1]

[1]EBSCO, Constantia Kloof, Roodepoort, South Africa

Session 15: Higher Education, October 5, 2022, 13:40 PM - 15:40 PM

Biography:

Bronwyn Rassmann has been employed by EBSCO Information Services for the past 13 years. She now holds the position of Director of SAAS Innovation. Bronwyn has a BCom Honours Degree in Marketing Management from the University of Johannesburg. She also belongs to the Golden Key International Honours Society for Academic Achievement. Bronwyn has spent the last 13 years actively engaging with the market in the Discovery and systems realm and prioritizes content and the accessibility thereof. In her spare time Bronwyn enjoys mountain biking, snowboarding, reading and design.

ABSTRACT

The 4th industrial revolution is described as the revolution and innovative use of digital technology. (Boone, 2022) Information Literacy can be described as a process of transferring knowledge into information "in a manner that is efficient, effective, and practical." (Schroth, 2022) Schroth (2022) continues to describe the importance of research skills but with the advancement of technology this has changed how literacy of information is processed by users. Technology has become an enabler of literacy and understanding. Technology has also provided a platform for data to become more interconnected than ever before.

This connection of data can be seen with the emergence of linked data standards such as the resource description framework (RDF) which is governed by World Wide Web Consortium (W3C) standards. We can also see this with the emergence of the knowledge graph, otherwise known as a semantic network which is represented by networks of "entities" and the relationships between them. (IBM, 2021) Within libraries the desire to be able to perform a true semantic search has been the dream for more than three decades. Semantic searching in its most basic form is the ability to search any word and find exactly what you want without barrier. It describes a search with meaning across different terms, both from controlled vocabularies and natural language. This is very hard to achieve, but with knowledge graphs we can start to be able to search semantically, using linked data.

An innovation using knowledge graph technology is the concept map. The concept map is the result of the mapping of controlled vocabularies and user's natural language within a knowledge graph. During my presentation I will introduce the theory behind knowledge graphs, and how the technology can be used to improve a user's search across vocabularies resulting in contextual understanding.

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Preparedness for digitization projects in KwaZulu-Natal (KZN) information providing agencies

Mr Ndumiso Shelembe[1]

[1]*Mogale City Municipal Libraries, Krugersdorp, South Africa,* [2]*Durban University of Technology, Durban, South Africa*

Session 17: Lightning Talks, October 5, 2022, 13:40 PM - 15:40 PM

Biography:

Ndumiso Shelembe working as a Librarian/Cataloguer at Krugersdorp Central Library under Mogale City Municipal Libraries. Previously worked as a Librarian: Cataloguing and as Library Intern at Msunduzi Municipal Library (Bessie Head Library) and as a Student Library Assistant at Durban University of Technology (DUT) Library. Currently doing a PhD in Library and Information Science at DUT and completed a Masters in Library and Information Science, Bachelor of Technology (B-Tech) in Library and Information Studies and National Diploma in in Library and Information Studies at DUT.

ABSTRACT

Introduction

Due to the demand for information, limited operating hours, etc. information providing agencies in KwaZulu-Natal (KZN) face challenges with providing information at any time when needed. Therefore, some information providing agencies in KZN decided to embark on digitization projects of their collections with an aim of preserving them and easing access to it at any time. Somers (2006: 2) states that it is important to find ways to facilitate access and at the same time to relieve stress on the originals. That is why many institutions have embarked on digitization projects. Vrana (2010: 326-327) states that the benefits of digitization include the preservation of information and facilitate global access to collections remotely. The Msunduzi Municipal Library, Don Africana Central Reference Library, University of Zululand Library and the Durban Local History Museums were the information providing agencies in KZN that were preparing for their digitization projects and used for this study.

Purpose

The purpose of this study was to investigate the preparedness for digitization projects in KZN information providing agencies.

Methodology

Multiple case study research method was adopted in research design and qualitative was adopted in research approach. Population for this study included the staff members involved in preparing for the digitization projects at the Msunduzi Municipal Library, the Don Africana Central Reference Library, the University of Zululand (UniZulu) Library and the Durban Local History Museums. The data was collected using semi-structured face-to-face interviews and analyzed using the qualitative content analysis based on Tesch's approach.

Findings

The findings of this study revealed that most participants from the KZN information providing agencies are prepared by being trained by the digitization machines suppliers in how to operate these machines. This study found that the KZN information providing agencies are preparing to digitize photographs, legal deposit serials

and theses and dissertations. This study found that only one KZN information providing agency has a digitization policy and guidelines available and most do not have digitization a policy and guidelines. Lastly, it was ascertained that most KZN information providing agencies have digitization processes available while one does not have a digitization process.

Implications of the study

This study recommends that institutions and organizations preparing for digitization projects should have adequate resources required for a digitization project. Lastly, this study recommends the availability of documented digitization processes, digitization policies and guidelines.

Keywords

Digitization -- Digitization projects -- Information providing agencies

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Library and Information Science (LIS) Teaching and learning during and post COVID-19

Dr Mzwandile Shongwe[1]
[1]Department of Knowledge and Information Stewardship, University of Cape Town, Cape Town, South Africa

Session 8: Reskill, October 4, 2022, 16:00 AM - 17:30 PM

Biography:
Mzwandile is a senior lecturer in the Department of Knowledge and Information Stewardship, University of Cape Town. His research interests are knowledge management and LIS education and training. He is a Y2 rated researcher. He has reviewed for several LIS and Knowledge Management journals in Africa and abroad. He teaches resource description and communication, knowledge organisation, teaching and learning for LIS professionals, and information architecture. He is a member of several professional and civil society organisations.

ABSTRACT

COVID-19 restriction in South African and the world affected teaching and learning across all fields of study. Traditionally, in South Africa, institutions of higher learning conduct lectures physically on campus and on a lesser extent by blended learning. During COVID-19 restrictions, teaching and learning was moved from physical to virtually spaces. This had a huge effect on academics and students because of the new mode of instruction. In many institutions, changes to the curriculum, mode of delivery and assessments methods had to be made. This paper looks at the changes in teaching and learning that happened at a South African university during COVID-19. It further looks at the challenges and opportunities that were presented when teaching was moved from face-to-face to virtual platforms. Specifically, the papers answer the following questions, 1) What changes were made to the curriculum when teaching and learning moved online, 2) what are the teaching and learning opportunities that were presented by virtual platforms 3) what are the challenges that were presented by virtual platforms 4) What is the future on teaching and learning in the LIS field after COVID-19? A case study was conducted in one of the universities in South Africa. Students' evaluations specifically created for COVID-19 and course outlines were analysed to identify changes in the curriculum and the opportunities and challenges. Twenty-two student evaluations and one course outline were analyzed. The only change in the curriculum was the assessment method. Instead of normal written theory examination, students were assessed via examination projects. The opportunities that virtual learning provided, was the ability of students to be able to study from home. Students also stated that they learned new teaching and learning technologies such as Zoom and Microsoft Teams. Among the challenges that they encountered was limited time to complete studies. They complained that practical lessons were not possible online, and assessments (assignments) were difficult to complete because of lack of access to physical resources such as books and colleagues. The conclusion drawn from this study is that online learning brings challenges and opportunities. LIS academics and department must further investigate if blended learning is possible in the LIS field.

Keywords: COVID-19, LIS field, teaching and learning, students' evaluation, learning technologies

Adoption and use of information and communication technology at Malawi University of Business and Applied Sciences library

Mrs Dorothy Siyani[1]
[1]Malawi University of Business and Applied Sciences (mubas), Blantyre, Malawi

Session 7: Impact, October 4, 2022, 14:00 PM – 15:30 PM

Biography:
Dorothy Siyani, 47 years old, with bachelor's degree in library and information science. Have 26 years work experience in academic library.

ABSTRACT

Introduction
The advent of information and communication technologies (ICT) has changed the library users' reading habits. Doherty (2014) noted that there is change in the way library users access and consume information. To survive in the digital age and stay relevant, academic libraries need to be brave and innovative. Ogar and Dushu (2018) emphasised that becoming an innovative library has a lot of technological implications and the single prominent solution is the application of ICTs in the library. However, successful implementation of ICTs in the library depends on technology acceptance at both institutional and individual levels (Adebayo, Ahmed, & Adeniran, 2019). As Kwegyiriba et al. (2021) argued, low adoption and underutilization are significant barriers to successful implementation of ICTs. The Technology Acceptance Model (TAM) was the theoretical framework applied in this study to provide the means to understand library staff's beliefs about technology.

Statement of the research problem
Over time and with technology, academic libraries have expanded their role from offering traditional library services to digital content. However, to successfully achieve that, effective implementation of ICTs in the library depends on technology acceptance at both institutional and individual levels. Understanding the causes and degree of technology acceptance and usage is important for understanding the reasons for the success or failure of technology deployment. The need for studies that aim to understand technology acceptance, and how this contributes to the overall success or failure of technology deployment cannot be overemphasized. Malawi University of Business and Applied Sciences (MUBAS) library has implemented several information systems such as the institution repository and integrated library management system, Library Solution. However, studies that examined the factors that influenced the acceptance of these systems are scarce. This study, therefore, aims to investigate the factors that influenced the adoption and use of ICTs at MUBAS Library.

Methodology
The study was guided by positivism paradigm in which a quantitative approach was used. A questionnaire was administered to 20 library staff at MUBAS Library. Owing to the small number of the target population, census sampling technique was used to collect the data. All 20-library staff responded the questionnaire which generated a response rate of 100%. Data was analysed using SPSS.

Findings
The results of this study strongly support the TAM theory to understand user acceptance of ICTs at MUBAS library. Perceived usefulness and ease of use had significant effects on library staff attitude and intention to accept the ICTs in the library.

Implications of the study
The result of this study will enable library management to understand the factors to consider in the selection of appropriate library systems to encourage acceptance and use of the systems in the library.

Disaster Management in academic libraries, case study of Palapye Locality: Palapye Technical College (PATECO) and Botswana International University of Science and Technology (BIUST) Libraries

Miss Olga Tladi[1], **Ms Kelebogile Seganeleng[1]**
[1]*Botswana International University of Science and Technology, Palapye, Botswana*

Session 23: Disaster Recovery, October 6, 2022, 10:20 AM - 11:50 AM

Biography:
Olga Tladi is a Library Officer in BIUST library, based in Palapye. She is responsible for presidential collection at BIUST which is aimed at preserving presidential legacy, She is Currently pursuing a masters in Library and information studies at the University of Botswana.

ABSTRACT

Although there is a lot of documentation on the field disaster management, little can be said of the practice of disaster management in relation to libraries or memory institutions in Botswana. Academic libraries are centers for teaching, learning and research as they offer resources and encourage the thinking process, creativity, inquisitiveness and makes the learning more fruitful. Library collection constitute of all range of materials that can be kept in the library for the purpose of meeting the overall objectives of the library. Library collections are made up of print material, non-print materials and digital/electronic materials. It is therefore important for academic libraries to play a vital role in preserving these collections for longevity and continued use. Natural disaster and man-made threats can occur at any time and place without warning. In the recent years there has been an increased frequency of natural disasters and man-made threads. Environmental disaster like storms, floods, volcanic eruptions, are among the frequently reported in the news around the globe. Libraries and information centers are vulnerable to these wide range of disasters. With the growth of information sources in libraries and the years it takes to build such collections, it is therefore necessary for information professionals to understand and apply the ways of protecting data and related equipment from any disaster. Of recent, the has been a rushed effort to back-up Ukraine digital archives due war. Disaster management, therefore, is indispensable for the efficient functioning of libraries. The purpose of this paper is to assess the disaster preparedness of selected academic libraries in the Central district of Botswana by evaluating the effectiveness of their disaster management plans and/or strategies are in managing disaster. Palapye town which is in the central district of Botswana is used here as a case study. It also provides a snap overview of the disaster management scenario in Botswana locality. Questions and interviews were used to generate empirical finding. The preliminary finding suggests that, most academic libraries do not have a disaster management preparedness plan in place to mitigate the impact of disasters. This could be attributed to several factors such as budget, infrastructure, human capacity etc. It is hoped that the findings of the study would help librarians, policy makers, administrators, and other key-stakeholders to develop effective strategies for mitigating the hazardous effect of disaster in academic libraries.

Emergency readiness strengthen the resilience of libraries against potential disasters

<u>**Mrs Marieta Van Der Merwe**[1]</u>
[1]National Library of South Africa, Pretoria, South Africa

Session 23: Disaster Recovery, October 6, 2022, 10:20 AM - 11:50 PM

Biography:
Marieta van der Merwe is the systems librarian and acting manager: PAC at the National Library of South Africa (NLSA), and as such is closely involved in the protection of our databases and collections. She has been a librarian for 30 years, is a member of LIASA, and strongly believes in the importance of empowering people through skills development and access to information.

ABSTRACT

Disastrous fires at the University of Cape Town's JW Jagger Library and the Parliament, floods in KwaZulu-Natal and the burning of libraries in recent years have confirmed that libraries cannot afford to only manage disasters. We, as custodians of our collections, must manage the prevention of disasters and maintain a vigilant state of readiness to mitigate the potential risk of disasters that might threaten the wellbeing of the collections in our care. Apart from the well-known risks of fire and water, we also must contend with pests, vandalism, theft, and for digital collections: bit rot amongst other threats. To maintain such a state of readiness we need to plan carefully for preparedness and response to disasters when it happens. With this presentation we aim to share our practical experience in Emergency Readiness and Disaster Management at the National Library of South Africa.

Library interior design recommendations based on observations of two academic libraries in South Africa

Ms Inge Lize Weber[1]

[1]*Tshwane University of Technology, Wonderboom Pretoria, South Africa*

Session 29: Innovation, October 7, 2022, 10:15 AM - 11:30 AM

Biography:

Inge completed her master's degree in interior design at Tshwane University of Technology in 2022. She focused on staff UX in libraries and developed a UX research model for use in academic libraries. She is an interior designer, a lecturer in interior design, and a UX researcher that assists Tshwane University of Technology with the interior design of their library spaces.

ABSTRACT

Introduction

An academic library is a doorway to information. It is a collaborative, lively, inclusive, user-centred learning facility essential to all users, including the staff.

Statement of the research problem

However, library interior designs are often designed around the students' requirements, and the staff's requirements are ignored. Indeed, the spaces that the staff engages with lack functionality, originality, and attention to aesthetics

Methodology

This paper regards staff as users of the library and aims to provide recommendations concerning library interior design. These recommendations are grounded in empirical observations of library interior design at two award-winning academic libraries in South Africa. The case studies are the Phyllis Ntantala Collaborative Library (PNCL) in East London and the Sol Plaatje University Library and Student Resource Centre (SPU library) in Kimberley. Both libraries opened in the past five years, and visits took place in November 2019, prior to Covid 19 restrictions. The discussions about the empirical observations are guided by the variables in environmental psychology that influence optimism, productivity, commitment, and health. The variables include layout, fixed furniture, loose furniture, navigation and signage, colour, lighting, floor finishes, temperature and ventilation control, accessibility considerations, noise, plants, windows, art, and privacy. The paper concludes with recommendations about library interior design.

Findings

The paper concludes with recommendations about library interior design.

Implications of the study

Improved awareness about library interior design.

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