



Overview

- Background to and rationale for the programme
- Description of the programme
 - Content outline
- Teaching methodologies
 - Blended learning
 - Face-to-face
 - Distance / technology-mediated
 - Theory and practicals
 - Learning by doing
- Conclusion



M.IT

- Two-year Masters programme
- Grant from the Carnegie Corporation of New York
- Fully funded
 - Tuition fees, study materials
 - Travel, accommodation and meals
 - (Not visa, medical and incidental expenses)
- Three intakes of 20 each
 - Applications for 2012 open in August 2011
- Details at http://sit.up.ac.za, M.IT Stream B (Carnegie)



Aim

- "To empower the next generation of library and information professionals within sub-Saharan African countries with knowledge and skills to apply modern information and communication technologies (ICTs).
- To build capacity amongst middle managers involved in managing ICT or working in ICT-intensive environments in academic libraries and faculty members at Library and Information Science schools to support the next generation of academics and researchers in Africa."

(http://web.up.ac.za/default.asp?ipkCategoryID=14080&sub=1&parentid=1066&subid=1089&ipklookid=7)



Background and rationale

- (L)IS programmes
 - Literature and websites review
 - IT embedded in modules
 - Usually at fairly introductory level at undergraduate
 - Lack of in-depth theory and practical skills
- Developments in IT
 - A few examples
 - Implications for end-users
 - Implications for librarians
 - Changing role of librarians



Trends in IT development

- Connectivity broadband, SANReN
- Mobile computing smart phones, tablets
- Web 2.0 and social networking
- Web 3.0 and the Web of data
- Ease of use / usability
- Integration of services
- Cloud computing and storage
- Ubiquitous / pervasive computing
- Copyright and Open Access



The impact on end-user computing

- End-users are much more computer and information literate than a few years ago
 - Only perceived levels of skills?
- End-users are using advanced technologies on a daily basis
 - Work tasks
 - Daily life, e.g. e-banking, e-business
 - Socialising, e.g. social networking
 - Leisure , e.g. holiday planning
- 95% of researchers prefer to search for information themselves (Mouton et al. 2011)



Non-traditional (L)IS service providers

- Publishers marketing directly to the public
- News papers and magazines
- Online reference works
- Open Access
 - Online communities
 - OA journals
 - Project Gutenberg
- Google
 - Google Scholar
 - Google Books
- Amazon
 - E-books



The changing role / skill sets of (L)IS professionals

- (L)IS professionals should understand
 - New information technologies
 - What they can AND can't do
 - Trends what they will be able to do in future
 - Legal and social implications of new ITs
 - Changing profiles of users
 - Expanding skill sets of users
 - User expectations
- Define the added value they can deliver
- Take responsibility for their own life-long learning



The changing role / skill sets of (L)IS professionals (2)

- Digital librarians
- Copyright and legal matters experts
- Extensive high-level information literacy skills
- Training specialists
- "Embedded librarians" in research projects
- Etc.
- Skill sets aimed at delivering essential, added value services to users



The changing role of libraries

- Libraries should
 - Utilise the new information technologies
 - Don't only think about it
 - Embrace the challenges offered by new ITs
 - Be brave and experiment
 - Be proactive in implementing new ITs for nontraditional LIS functions
 - Be proactive in e-education programmes



Description of the programme

- Modules (50%)
 - IT Systems in libraries
 - Web 2.0 in the library
 - Digital repositories
 - Knowledge Management
 - Facilitating information retrieval and information use
 - The Knowledge Society and international librarianship
 - Network technologies
 - Organisational behaviour and leadership
 - Computing in perspective
 - Strategic ICT Management
 - ICT Project Management
 - IT Financial Management
 - Research methodology
- Mini-dissertation (50%)



Blended learning

- Face-to-face
- Distance / technology-mediated



Face-to-face

- 4 block periods
 - Pretoria, USA, Makerere, Pretoria
- Hi-tech teaching environment
 - Wireless internet and wired connections
 - Video-conferencing facilities
 - Recording
 - Smart board
 - Plasma screens, printer, etc.







Distance – technology-mediated

- Two-weekly sessions for the full morning
- Mediated through Elluminate
 - One-way audio
 - Chat
 - Bandwidth problems
- Recorded and can be downloaded

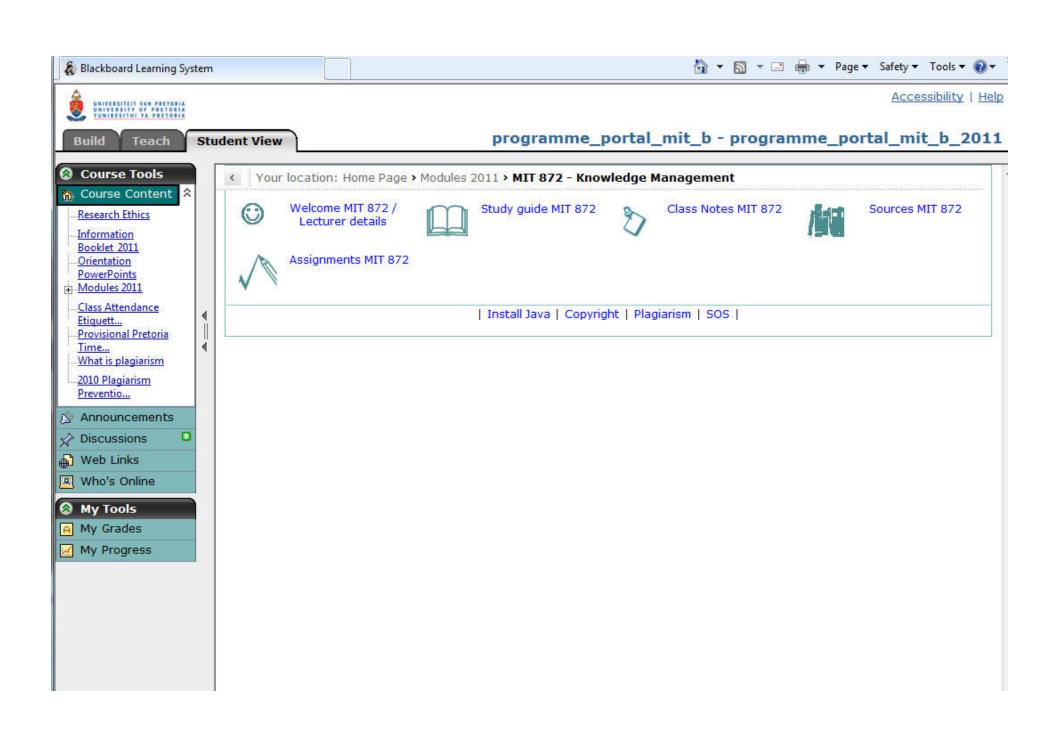


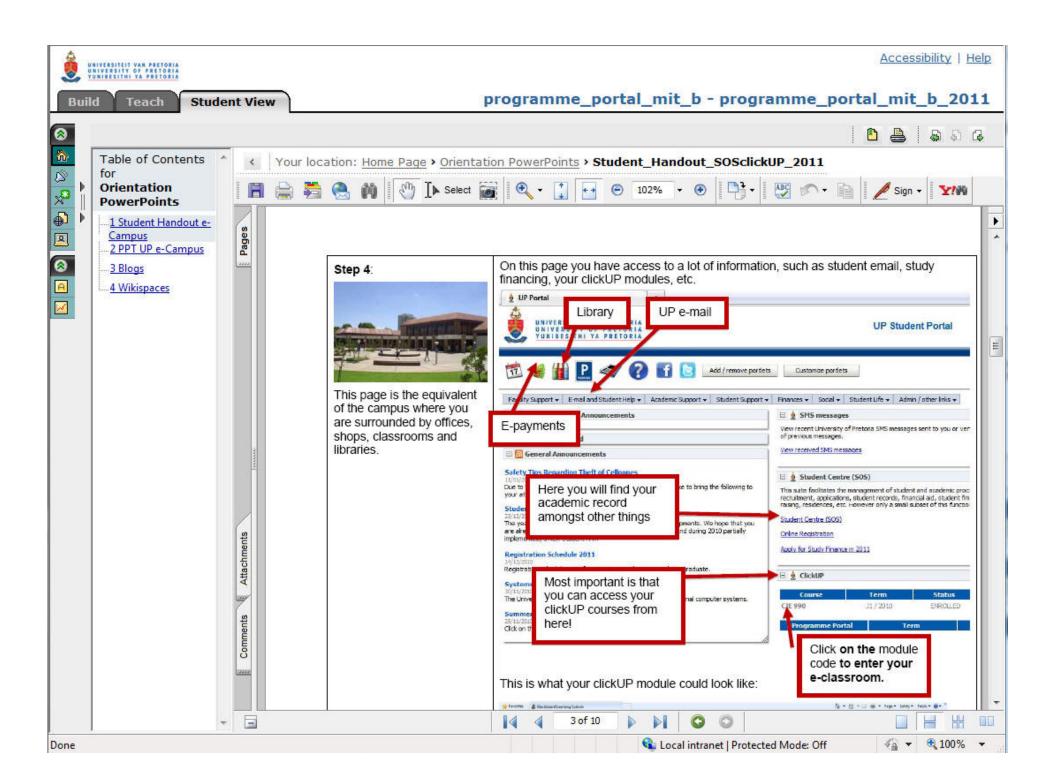
General technologies

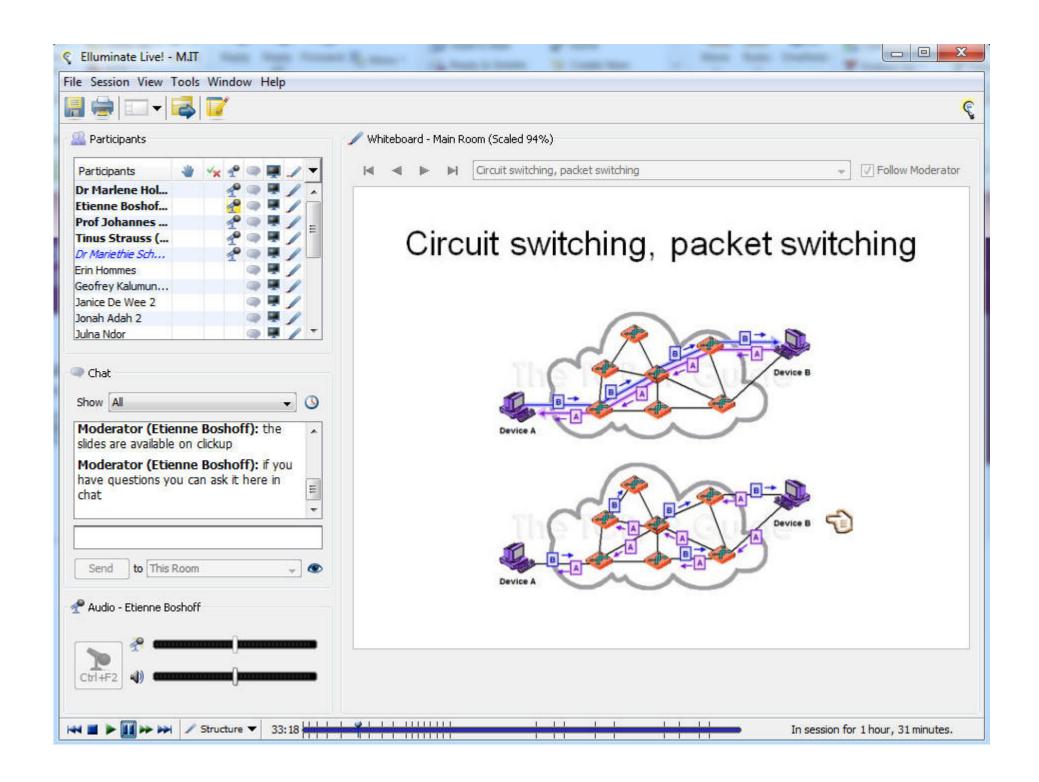
- Elluminate integrated teaching platform
- ClickUP UP Learning Management System
- E-mail and listservers
- UPLS e-resources
- Turnitin plagiarism prevention
- Blogs and wiki's (Alfresco)
- Other Web 2.0 tools
 - GoogleDocs, etc.
- Social networking
 - Facebook, Twitter, Linkedin, etc.

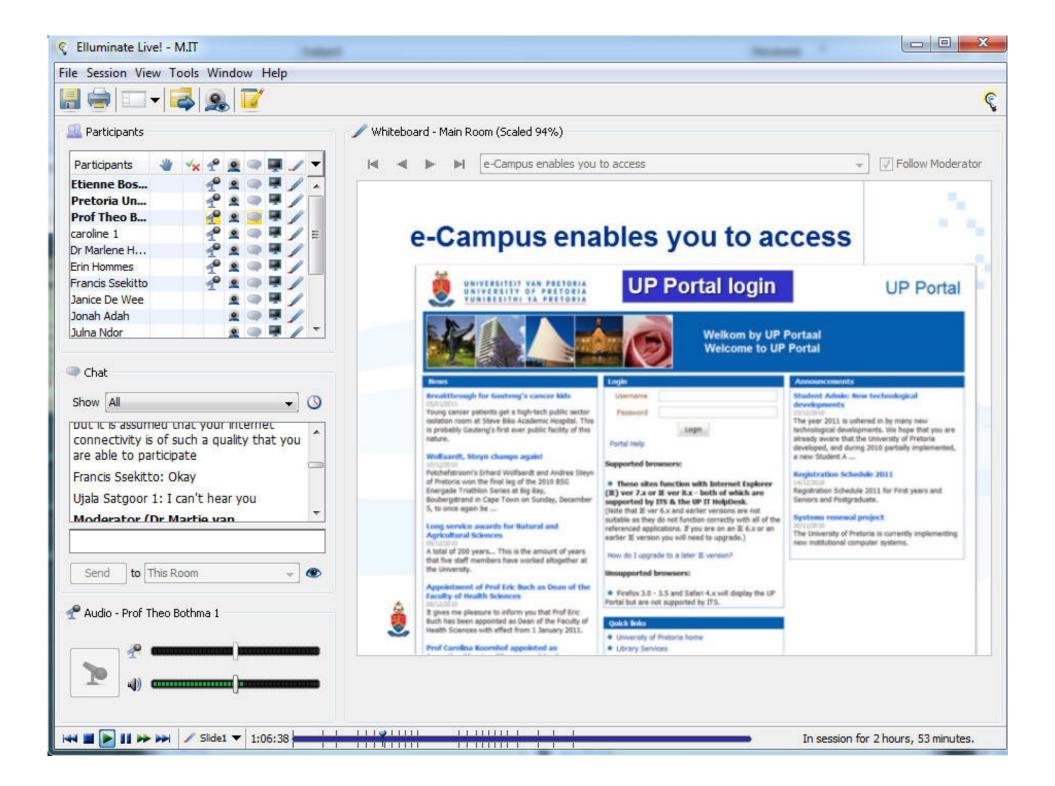


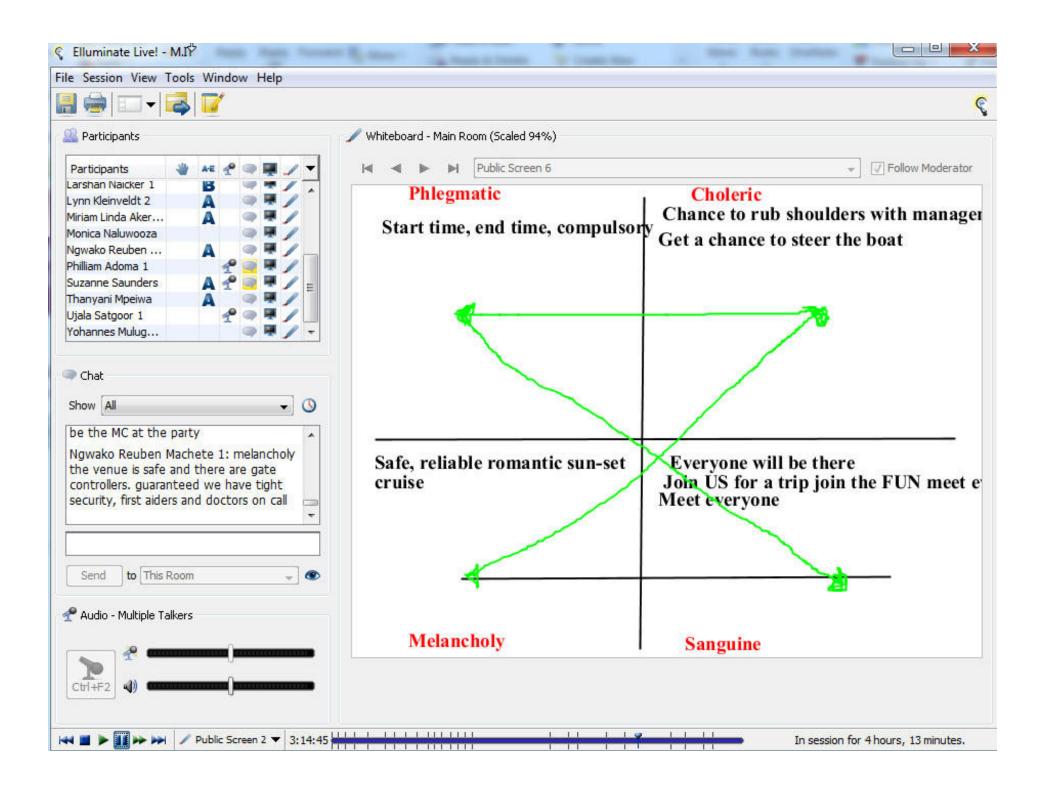












Theory and practicals

- Theory
 - Proper theoretical foundations
- Practicals
 - Embedded in the theory
 - Used for teaching, assignments, communication, collaboration, etc.
 - Learning by doing
 - No "press this button" instructions
 - Experiment and figure out how it works



Role of the M.IT in e-learning

- Participants study through e-learning
 - Hands-on experience of all aspects
 - Embedded in theory and practice
- Define own role through experience
 - Define added value services
 - Provide high-level technology support
 - Innovation situational / contextual



Conclusion

- Graduates should understand
 - What ICTs can and cannot do and what ICT trends are
 - How to manage, use and implement ICTs innovatively, effectively and efficiently
 - How his/her local situation fits into the "bigger picture" of librarianship in the globalised context
 - How to take responsibility for their own life-long learning
 - How to deliver indispensable services to end-users
 - How to make a meaningful contribution to e-learning programmes through these skills and knowledge



Thank you! Questions comments?

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