



E-Quality for Equality

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7th Northumbria Conference
13 -16 August 2007
Stellenbosch, South Africa



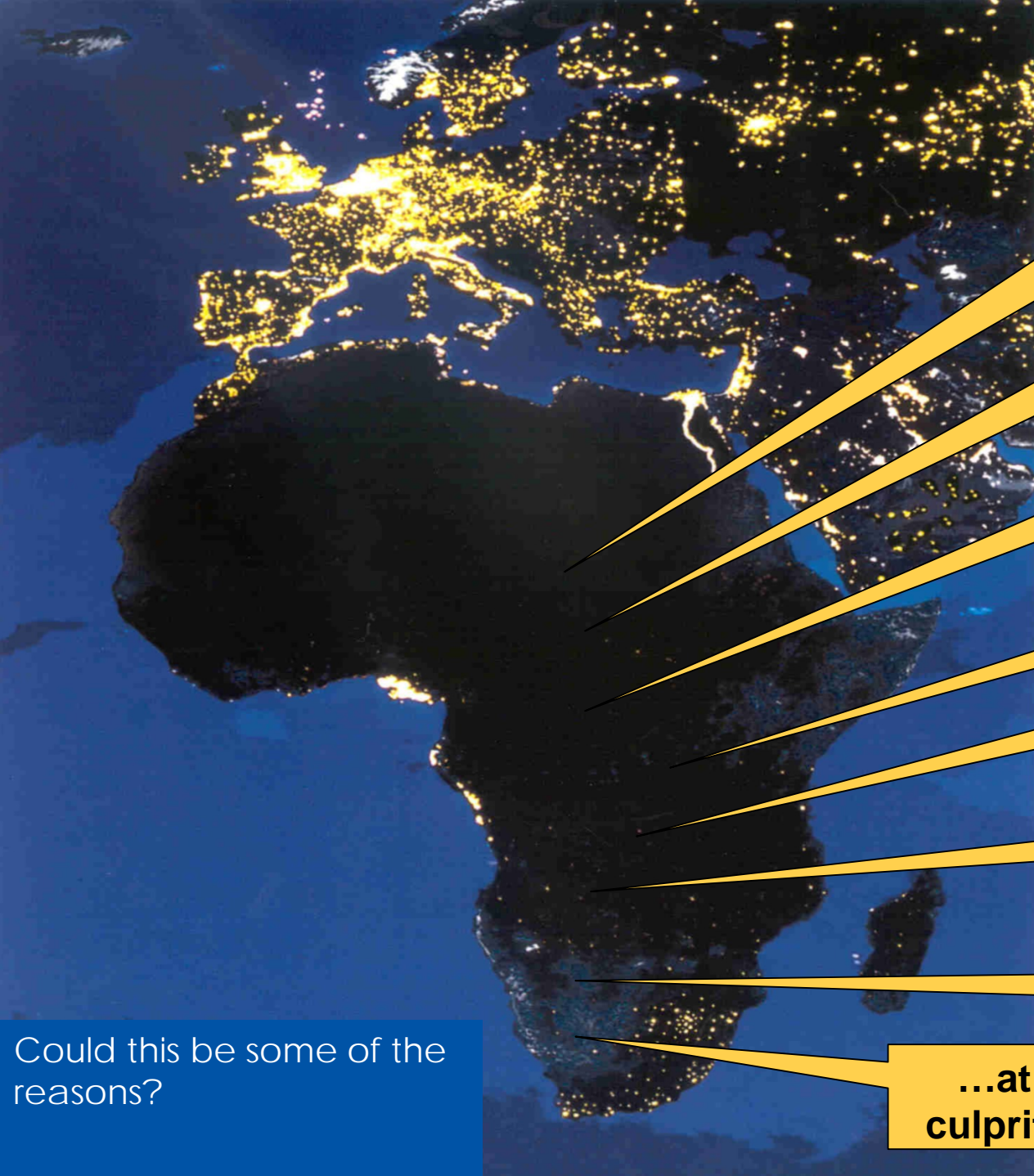
Outline



- Africa is not an equal research partner
- E-Quality is a factor
- History of the UP Library Service e-strategy
- Is this a quality strategy?
- Impact of information literacy training
- Impact of online theses and dissertations
- Conclusion

Africa is not an equal research partner

- Africa produces around 3% of books published, but consumes around 12%
- African journals are poorly represented (2006) in
 - Medline $27/4844 = 0.557\%$
 - SCI $24/6474 = 0.37\%$
 - SSCI $4/1847 = 0.217\%$
- In 2003 57% of South African research articles appeared in ISI journals
- Africa produced 0.2% of online content in 2002 – if South Africa is excluded, 0.02%



40% live below the poverty line

Life expectancy <50

25% have access to modern energy

Literacy rate = 61%

Internet access = 3.6% of population

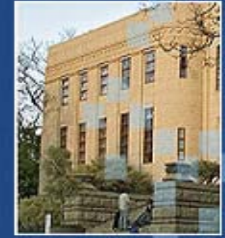
Not part of Knowledge Society

Marginalized

...at least not the main culprits of earth warming!

Could this be some of the reasons?

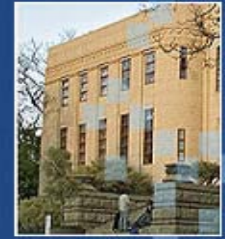
E-Quality is a factor



This is a serious matter for research universities and their libraries

- The quality of a library's e-service can contribute to the success of research and the dissemination of research results
- E-service should be driven by a quality e-strategy
- Currently the most important strategy of the UP Library Service

Time line of the e-strategy of the UP Library Service (1)



- 1975: Investigation into computerization
- 1980: DOBIS-LIBIS library system
 - Very few terminals with limited functionality
 - Computer Output Microfilm
 - Catalogue printouts
- 1980's: PCs (total of 45 in 1990)
- 1993: Databases on CD "towers"
 - Training in the use of "electronic information"
- 1994: Erudite Library system and Library IT Department
- 1998: [TYDS@TUKS](#) (e-journals) and Sciencedirect
- 1999: Innopac as part of consortium deal(GAELIC) with Mellon funding



Time line of the e-strategy of the UP Library Service (2)



- 2000: UPeTD: electronic theses and dissertations
- 2001: Databases migrate to Web
- 2002: Information packages in WebCT (Virtual campus project)
- 2003: UP Portal (library prototype)
- 2004: SARIS project and e-science
- 2006: **Coherent E-strategy and E-Unit**
- 2006: Digitization
- 2006: UPSpace
- 2007: Library 2.0
- 2007: VRE and data curation investigations
- 2007: 648 PCs

Never an articulated
e-literacy programme

Is this a quality strategy?

1. Strategically aligned with University **Yes**
2. A response to critical changes in the external environment **Yes**
3. Future orientated **Yes**
4. Provide for the creation/maintenance of competitive advantage **Yes**
5. Neither overtax available resources nor create unsolvable sub-problems **No: we tend to start without resources**
6. Crafted with specific outcomes in mind **Not uniformly**
7. Embedded in the organisation **Not uniformly**
8. Has measurable impact **The reason for our research**

Impact of information literacy training

Our students should become citizens of the information society

- Information literacy is a passport
- A quality e-strategy should incorporate a good information literacy plan
- A quality information literacy programme should impact on students' life-long learning
- E-quality for equality means that every student should become part of the information society regardless of socio-economic background

UP and Library initiatives to ensure equal access to e-resources

- Library first year information literacy course
- Subject specific information literacy
- One to one training by librarians
- Environment for collaborative learning (Learning Centre)
- Computer and Information Literacy (CIL) : compulsory course for all 1st year students at UP
- Aim is to build a learning nation and increase quality of research output

Integration of students from disadvantaged backgrounds

- Students with disadvantaged backgrounds are confronted by a large electronic library without prior knowledge and skills to help themselves
- The study was done in the UP Library Service to find how these students are integrated into an e-environment at UP
- Aim was to investigate:
 - their computer and information literacy background
 - if access to e-content is really necessary for them at this point in time
 - how they cope with their information needs
- 30 students coming from historically disadvantaged backgrounds (rural and township) were interviewed



Findings (1)

- Demographics
 - All students were first year and African
 - 60% male and 40% female
 - 90% aged between 17-22, 6% between 23-28 only 4% younger than 17
 - 70% come from rural and 30% from township
- Computer literacy background
 - 60% of the students interviewed never used a computer before
 - 40% used a computer but without internet
 - That implies all students were information illiterate in an online environment

Findings (2)

- Significance of e-resources
 - 96% indicated that access to online information is important for their courses even at first year level
 - At least 50% could attend the library's information literacy course for first year students
 - All of them were still busy with the first CIL module
- Coping with information needs
 - Help from library assistant
 - Help from friends and senior students
 - Trial and error also mentioned

Interpretation of findings

- Computer and information literacy is a serious issue for these students
- The Library plays a big role in integrating students from electronically deprived communities into information society
- Students learn a lot from each other and from their seniors: the Learning Centre in the AIS provides an enabling environment for this collaborative learning
- The role of undergraduate information specialists
- Corporate effort: compulsory CIL courses, AIS library-wide training and individual help

Recommendations

- They need computer literacy before information literacy.
- Information literacy course should not be a one size fits all. These students need special attention.
- Students learn what they need to learn and they learn it in their own way. There should be various teaching methods.
- Library Information literacy course should be a requirement for a degree.
- All stakeholders should play a part in helping to bridge the gap between these students and those who are already in the information society.

(UPeTD) : University of Pretoria Electronic Theses and Dissertations



- Commenced in 2000
- Based on the Virginia Tech model and using their ETD-db software
- Compulsory since 2004
- Full text: 523 Ds, 1424 Ms (2997 etds: bibliographic records for the remaining ones)
- 250 000 files downloaded per month: no specific detail available
- <http://upetd.up.ac.za>

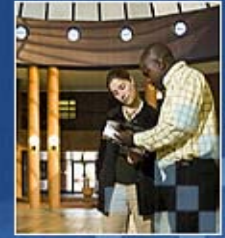
Impact of online theses and dissertations (1)



Desired outcome: Our post-graduates contribute to international research

- Online survey of PhD students to determine the impact of their online theses on their careers
- 6 questions
- 344 students: 210 (60%) with e-mail addresses; 31 inactive
- 51 responses = 25%; 4 too soon to respond; 1 still providing details

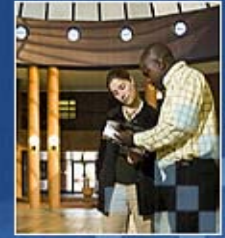
Impact of online theses and dissertations (2)



Question 1: Is the online thesis useful for you personally?

- YES = 43
- Convenience
- Can refer other people, particularly students (Web 2.0)
- International contacts
- Access to me personally
- CV
- Open access value: direct access, discoverability (indexed by search engines)
- Improves credibility

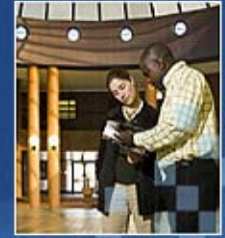
Impact of online theses and dissertations (3)



Question 2: Have you received e-mail enquiries?

- YES = 28
- Not clear if they found me through UPeTD
- Enquire about research papers
- Clarification of methods and results
- Comparing work
- Language issues not decisive

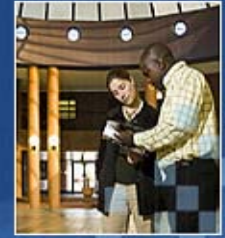
Impact of online theses and dissertations (4)



Question 3: Did any meaningful discussion follow from this enquiry?

- YES = 23
- They were challenged by the impressive format at UP PhD presentations and would like to learn from it
- Visits
- Requests to publish in journals
- People in a rural area in USA want to use the protocol that I developed as the basis for their own work
- Enquiries from postgraduate students

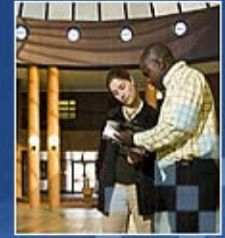
Impact of online theses and dissertations (5)



Question 4: Did any offer for co-operation (and possible funding) resulted from the enquiry?

- YES = 9
- External examiner
- Online teaching in my private capacity (with payment) from University of Maryland (USA) in collaboration with University of Oldenburg (Germany)
- Request for translation in Japanese
- Co-publication
- Collaborative coursework development
- Editorship
- Linked to Duke University's long-term experiments data base

Impact of online theses and dissertations (6)



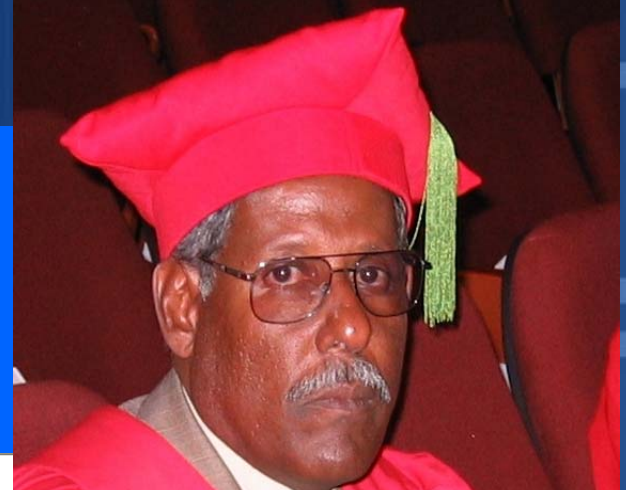
Question 5: Has anyone cited your thesis?

- YES = 26 (many uncertain)

Question 6: Please provide the titles of other publications based on your thesis work

- Journal articles, conference papers, books, book chapters, magazine articles, e-newsletters, CDs, course material, workshop material
- Average 2 publications
- 7 with no publications

The story of Dr Terefe Belehu



Mail From
File Edit View
Close
Mail Properties
From: "Piet H
To: monic
CC: Monic
Subject: Fwd:

>>> "Villordon, Arthur O." <AVillordon@agcenter.lsu.edu> 2007/02/21 08:08 PM >>>
Terefe,

Your research has literally lit up a million light bulbs. We have been doing research to look at what factors affect those roots that appear within the first few days (3-5 days) after transplanting. Your work and previous work on the freshened and unstained sections in the variety that we grow here (Beaugard). I have looked at about 100 root sprouted storage roots), and the majority of the stele pattern (about 80%) were either pentarch or hexarch. I have also examined the bundle arrangements/stele patterns that we have observed. I am also attaching a second file that that shows (other_observations.pdf). Have you seen these in the course of your research? We also examined the steles of the freshened variety grown in Hawaii) and found that the majority of the stele type is either hexarch or septarch (very different in terms of stele type? The reason I looked at the Okinawans is that we tried growing this variety on the yield of Beauregard) and I was curious if its root anatomy is different from Beauregard. Also, did you present any papers? Ravi and Indira's review (1999) indicates that the current thinking is anywhere from 1 to 3 weeks after the first group of roots produced within 3-5 days of transplanting are actually the origin of thickened roots at around 3-5 weeks.

I have rambled on for a while now, and I should stop. I do appreciate your attention and thank you again for your help this year.

Sincerely,
Arthur

From: Terefe Belehu [mailto:terefeb2001@yahoo.com]
Sent: Sunday, December 31, 2006, 11:20 PM

Message I_batatas... other_obs...

Title page for ETD etd-07262004-141704 - Microsoft Internet Explorer

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Back Forward Stop Home Search Favorites Refresh Print Mail News RSS Feeds

Address http://upetd.up.ac.za/thesis/available/etd-07262004-141704/

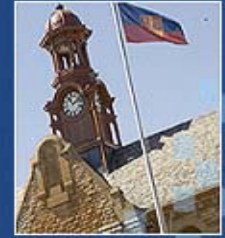
Google UPeTD University of Pretoria : Electronic Theses and Dissertations

Title page for ETD etd-07262004-141704

Document Type	Doctoral Thesis
Author	Belehu, Terefe
URN	etd-07262004-141704
Document Title	Agronomical and physiological factors affecting growth, development and yield of sweet potato in Ethiopia
Degree	PhD (Plant Production and Soil Science)
Department	Plant Production and Soil Science

Enquiries from all over the world

Conclusion



- The survey of doctoral students to be continued:
 - Contribution to the Library's Open Scholarship strategy
 - Excellent feedback for planning of second generation system and sharing with supervisors
 - One year after submission
- Develop e-literacy strategy
- All aspects of the Library's e-Strategy should be investigated for their impact on the University's main business of teaching, learning and research

Thank you!

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