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
• Newspapers 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 non-traditional 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.
Step 4:

On this page you have access to a lot of information, such as student email, study financing, your clickUP modules, etc.

Here you will find your academic record amongst other things.

Most important is that you can access your clickUP courses from here!

Click on the module code to enter your e-classroom.
Circuit switching, packet switching
e-Campus enables you to access

UP Portal login

UP Portal
**Phlegmatic**
Start time, end time, compulsory

**Choleric**
Chance to rub shoulders with manager
Get a chance to steer the boat

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**Melancholy**
Safe, reliable romantic sun-set cruise

**Sanguine**
Everyone will be there
Join US for a trip join the FUN meet everyone
Meet everyone
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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