



UNIVERSITY of the
WESTERN CAPE

UNIVERSITIES OF TECHNOLOGY (UOT'S) IN SOUTH AFRICA

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INTRODUCTION TO THE STUDY

- UoT's in South Africa – CPUT; CUT; DUT; MUT; TUT; VUT

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- Focus of a UoT - “UoTs must produce graduates with skills and competences geared for the workplace, whilst education at traditional universities could be broad-based and detached from workplace-focused programmes” (Mthembu 2012: 189)
 - Work integrated learning, applied research, innovation, applications of technology as well as lifelong learning are the foci advocated by UoTs which present a significant arena for libraries to become proactive in helping to promote the mission of UoTs.

RATIONALE FOR THIS STUDY

- Serve the needs of faculty, and as higher education evolve - ways to enhance their teaching and learning experiences.
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- Exciting new technologies developing,- instructional technologies with applications for improved pedagogy. As new generations of students come to our institutions as native users of the latest digital technologies and electronic gadgets, librarians must understand those technologies and develop ways to integrate them into traditional ways of educating students about research methods.
 - The study thus places the library at the heart of the university as it has ideally been understood for centuries – only now within a transformed role suited to 21st century.
 - According to Gilchrist (2007: 23) the academic library is:
 - often referred to as the heart of an institution, yet paradoxically, they are rarely perceived as core to the teaching, learning and research outcomes in the university. Neither is the academic library perceived as a full instructional partner in higher education. This situation persists in spite of the fact that the library's educational role, and specifically a library's instruction programme, now forms a significant spoke, if not indeed the hub, of many college library missions.



AIM AND OBJECTIVES

- To examine the role of the academic library in teaching, learning and research in UoTs in South Africa
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- The specific objectives:
 - what academic integration programmes are offered by UoT libraries to enhance teaching, learning and research in South Africa;
 - What is the existence of information literacy programmes and assessment practices in UoT libraries;
 - what postgraduate/research programmes are offered by the library to academics and students and how they are represented in strategy or policy documents; and
 - the similarities or differences in academic integration programmes among all six UoTs in SA.

THEORETICAL FRAMEWORK

- Relevant characteristics of the library in learning theory are: instructional leadership, lifelong learning, active and engaged learning, constructivism, outreach programmes, partnerships, curricular integration, interdisciplinary educational value, team teaching, diverse learning environments, and pervasive interactions with academic constituencies (Hill, 1980; Owusu-Ansah, 2004; Simons, Young and Gibson, 2000; Snavely and Dewald, 2011)
- Blended learning - instead of talking about learning environments or technological tools, we should talk about knowledge building environments - collaborative efforts to create and continually improve ideas (Lonka 2012).
- Lonka (2012) 'Google Generation' requires more engaging, experiential and creative learning methods, including games, simulations, social media and knowledge-creation projects.
- The learning environments in higher education should therefore foster active learning, collaborative scientific inquiry, problem-solving skills and systematic creation of new knowledge. Our knowledge practices should facilitate motivation, engagement, and well-being.



RESEARCH METHODOLOGY

- Exploratory Study
- Mixed Methods Research
- Study population
- Data collection instrument
- Web-based survey
- Design of the questionnaire
- Response rate

DATA COLLECTION

- SurveyMonkey in accordance with the thematic academic integration programmes identified in the literature review, namely: information literacy; academic liaisons; programme interventions; training for research, Open Access and Repositories and WIL.
- Response rate

<i>UoT</i>	<i>No. of SLs per Institution</i>	<i>Response no.</i>	<i>Response rate %</i>
CPUT	18	14	33.3
CUT	4	3	7.1
DUT	15	13	30.9
MUT	4	4	9.5
TUT	21	7	16.7
VUT	6	1	2.4
TOTAL	68	42	100

FINDINGS

- Library Representation in the University Mission
- Determining the Relevance of Library Resources for TL and Research
- Teaching Initiatives in UoT's
- Liaisons with Faculty
- Research Facilities and capacity building in PG Studies
- Information Literacy
- Assessments
- Institutional repositories
- WIL

FINDINGS

- Representation of the library in the university strategy documents was high (85%). Strategic planning was considered crucial by the researcher for enhancing the role that the librarians play in teaching, learning and research.
- Libraries in the survey did not engage substantially in the use of bibliographic evaluation tools (36.4%) to determine the relevance of institutional subscriptions - Bibliographic evaluation tools - “age of the user-experience” and student-centred learning
- The data show an average score on subject librarian liaisons with other subject librarians, be it local, national or international collaboration. This indicates that overall good models for academic integration are not yet available or recognized, nor is there a culture of UoT Libraries linking with international universities
- Findings suggest that curricula planning or programme review teams recognize the importance of the library
- However, not much engagement was noted in the inclusion of the library or subject librarians in the planning of facilities for undergraduates, postgraduates or researchers in the university. This indicates that the library as a learning space was not considered highly by university administrators.



ACADEMIC INTEGRATION PROGRAMMES

- Information literacy programmes/ academic literacies
- Reading programs

- Writing programs
- Research and curricula student centred capacity building programmes in alignment to the university goals
- Web-based teaching and learning
- Open Source teaching and learning training programs
- Social Networking training
- Work integrated learning / work study programmes



CONCLUSION

- Importance of UoT libraries and changing role of librarians - becoming full instructional partners uniquely able to respond to the higher education challenges and the needs of a knowledge society in South Africa.
- Subject Librarians' teaching and pedagogical skills will need to be strengthened by taking up the training opportunities which their institutions provide.
- The researcher contends that competent subject librarians able to contribute to the teaching and learning processes will be highly valued and will be in a uniquely appropriate position to integrate the library in the teaching, learning and research mission in the university.





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