

NATIONAL UNIVERSITY OF SCIENCE AND TECHNOLOGY

**INFORMATION LITERACY INSTRUCTION AT THE NATIONAL UNIVERSITY OF
SCIENCE AND TECHNOLOGY WITH SPECIFIC REFERENCE TO CITATION AND
REFERENCING SKILLS OF UNDERGRADUATE STUDENTS IN THE FACULTY OF
COMMUNICATION AND INFORMATION SCIENCE**

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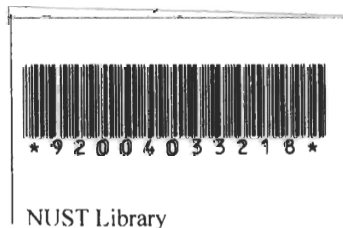
IN

LIBRARY AND INFORMATION SCIENCE

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Abstract

The study sought to find out the extent to which the Information Literacy Skills (ILS) programme at NUST was factored to support the citation and referencing skills needs of undergraduate students. The Four Pillar approach to teaching citation as developed at the Northwest University was used as a framework for the study. A mixed methods approach was used and paper-based self-administered questionnaires were the main research instrument used to gather data. The study used a census of students in the four academic departments in the Faculty of Communication and Information Science. Purposive sampling was used to select 35 members of academic staff in the Faculty who participated in the study. A third questionnaire was filled in by 7 senior members of staff at the University Library who were key in delivering information literacy instruction to the different faculties at NUST. Data was also gathered through interviews with the Dean of the Faculty and a lecturer who had been tasked with setting up a NUST-wide Language Learning Centre. Observations, a literature review and document analysis were also used to gather data for the study. The study showed that efforts had been made to teach students citation and referencing through online workspaces, during lectures and workshops, and in ILS sessions. However, several citation guidelines were circulating in the Faculty. None of the guides were available at the Library. Less than half of the students surveyed felt that the guides adequately addressed all issues while over 65% of the teaching staff felt that they needed to be revised. The Harvard style of referencing was the only one taught in the Faculty and most students thought it was the standard for all disciplines. The ILS sessions at the Library were not formalised and rarely included any citation assistance. The courses in which the students were taught citation were not developed using any ILS standards and a similar picture prevailed at the Library with respect to much of the ILS training activities. The findings indicate the need for closer cooperation between the Library and academic departments in order to improve the delivery of citation assistance to students. The study recommended that citation guides needed to be developed in collaboration with relevant Library staff, agreed upon, and reviewed regularly and that there was need to expose students to other citation styles, in addition to the Harvard style. It was also recommended that Library staff be trained in order to be able to assist both students and faculty with citation problems.