

Course Information

Course Code:	GST104
Course Title:	Use of Library
Credit Unit:	2
Course Status:	Compulsory
Semester:	2nd
Required Study Hour:	1 hour per day
Course Edition:	First

Course Team

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Ice Breaker

Upload your passport and introduce yourself by stating your names, what you do for a living, your hobby, your expectation in this course and the name you would prefer to be called during this course.



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Course Guide

Introduction

Welcome to **GST 104: Use of Library**. GST 104 is a two-credit unit course that has minimum duration of one semester. It is a compulsory course for all undergraduate students in the university. The course examined the concept of a library, Library services, good reading habit, types of library resources, organization of library materials, ICT use in the library, copyright & plagiarism and bibliographic citation & referencing.

Course Objectives

By the end of this course you will be able to:

1. Identify sources of information
2. Collect secondary information using the library
3. Utilize secondary information from library for academic writing
4. Manage information received from library.

Working through this Course

To successfully complete this course, read the study units, listen to the audios and videos, do all assessments, open the links and read, participate in discussion forums, read the recommended books and other materials provided, prepare your portfolios, and participate in the online facilitation.

Each study unit has introduction, intended learning outcomes, the main content, conclusion, summary and references/further readings. The introduction will tell you the expectations in the study unit. Read and note the intended learning outcomes (ILOs). The intended learning outcomes tell you what you should be able to do at the completion of each study unit. So, you can evaluate your learning at the end of each unit to ensure you have achieved the intended learning outcomes. To meet the intended learning outcomes, knowledge is presented in texts, video and links arranged into modules and units. Click on the links as may be directed but where you are reading the text off line, you will have to copy and paste the link address into a browser. You can download the audios and videos to view off line. You can also print or download the texts and save in your computer or external drive. The conclusion gives you the theme of the knowledge you are taking away from the unit. Unit summaries are presented in downloadable audios and videos.

There are two main forms of assessments – the formative and the summative. The formative assessments will help you monitor your learning. This is presented as in-text questions, discussion forums and Self-Assessment Exercises.

The summative assessments would be used by the university to evaluate your academic performance. This will be given as Computer-Based Test (CBT)

which serves as continuous assessment and final examinations. A minimum of three computer based tests will be given with only one final examination at the end of the semester. You are required to take all the computer base tests and the final examination.

Study Units

There are 17 study units in this course divided into six modules. The modules and units are presented as follows:

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Module 1 Types of Library and Services

Unit 1 Types of Library

Unit 2 Library Services

Module 2 Research Techniques

Unit 1 Information Sources

Unit 2 Literature Review

Unit 3 Databases Contents

Unit 4 Open Educational Resources

Module 3 Organization of Library Materials

Unit 1 Library Catalogues

Unit 2 Classification Schemes

Module 4 ICT Use in the Library

Unit 1 Digital Libraries

Unit 2 Computer Based Literature Search

Module 5 Good Reading Habit/Study Skills

Unit 1 Basic Study Techniques/Methods

Unit 2 Developing Good Reading Habit

Unit 3 Handling Examinations

Module 6 Copyright; Plagiarism and Referencing

Unit 1 Copyright Laws

Unit 2 Plagiarism and Its Implications

Unit 3 Harvard In-Text Citing and Referencing

Unit 4 APA In-text citing and Referencing

References and Further Readings

Zhang, C. (2011). The Origin and Development of library. Paper presented at International Conference on Computer Science, Environment, Eco-informatics, and Education.pp63-67
https://link.springer.com/chapter/10.1007/978-3-642-23324-1_12

Different types of libraries <https://lis510-libraries.wikispaces.com/Different+types+of+libraries>

<http://www.lisbdnet.com/Types-libraries-academic-Public-national-special-Library/>

IFLA, the Public Library Services

<https://www.ifla.org/files/assets/hq/publications/archive/the-public-library-service/publ97.pdf>

Ajayi Crowther University Library Services

<https://www.acu.edu.ng/index.php/library/library-services>

Andrers, M. E. Reference Service in Special Libraries

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.172.8931&rep=rep1&type=pdf>

Ashikuzzaman (2013). Current Awareness Service (CAS)

<http://www.lisbdnet.com/current-awareness-service/>

Kadir, N.A (2012). Why do we Need Reference Services?

<https://referencephsuscsm.wordpress.com/2012/08/28/why-do-we-need-reference-services/>

Comparative Literature: Primary, Secondary & tertiary Sources

<https://guides.library.yale.edu/c.php?g=295913&p=1975839>

Definition of information <http://www.dictionary.com/browse/information>

Oxford Dictionary <https://en.oxforddictionaries.com/definition/information>

Types of information sources

http://karibouconnections.net/medlibafrica/training_module/16.html

<https://www.skillsyouneed.com/learn/sources-info.html>

Mongan-Rallis, Helen Guidelines for writing a literature review

<http://www.duluth.umn.edu/~hrallis/guides/researching/litreview.html>

<https://www.lib.umn.edu/pim/citation>

Top 10 databases <https://www.library.wisc.edu/find/top-10-databases/>

<http://libanswers.uvic.ca/a.php?gid=71202>

<http://web.calstatela.edu/library/whatisadatabase.htm>

<http://www.nouedu.net/page/information-gateway>

http://shodhganga.inflibnet.ac.in/bitstream/10603/12670/8/08_chapter%2003.pdf

https://wikipedia.org/wiki/delayed_open_access_journal

https://en.wikipedia.org/wiki/category:open_access_journals

Knowledge for free: The Emergence of open educational resources
<https://www.oecd.org/edu/ceeri/38654317.pdf>

Library cataloguing theory
http://164.100.133.129:81/eCONTENT/Uploads/Library_Cataloguing_theory.pdf

Library Classification Schemes: an Overview
http://shodhganga.inflibnet.ac.in/bitstream/10603/31769/10/10_chapter%203.pdf

Trivedi, M. (2010). Digital libraries: Functionalities, usability, and accessibility. *Library Philosophy and Practice*.
<http://www.webpages.uidaho.edu/~mbolin/trivedi-diglib.htm>

Bamgbade, B.J. et al (2015). Comparative analysis and benefits of digital library over traditional library. <http://www.worldscientificnews.com/wp-content/uploads/2015/07/WSN-24-2015-1-7.pdf>

Information on the internet <https://www.emazzanti.net/10-tips-for-finding-information-on-the-internet/>

<https://radar.brookes.ac.uk/radar/file/ccf634ab-2060-48e0-bc67-53e395add4d6/1/costructingasearchstrategy.pdf>
<http://www.csc.edu/learningcentre/study/studymethods.csc>

Reading for understanding: The SQW3R Method
<https://students.unsw.edu.au/reading-understanding>

Harboe, T & Mullen, R.V. (2007). Study skills for international students.
http://samf.ku.dk/pcs/pdf_filer/Samlet_study_skills_med_nyt_navn_2010.pdf

<http://www.csc.edu/learningcentre/study/studymethods.csc>

Reading for understanding: The SQW3R Method
<https://students.unsw.edu.au/reading-understanding>

Nine good reading habits <http://www.liketoread.com/readinghabits.html>

14 Ways to Cultivate a Lifetime Reading Habit
<http://www.lifehack.org/articles/featured/14-ways-to-cultivate-a-lifetime-reading-habit.html>

How to Prepare for an Exam <https://www.wikihow.com/Prepare-for-an-Exam>

Preparing for Tests and Exams <http://lss.info.yorku.ca/resources/preparing-for-tests-and-exams>

A Brief History of Copyright http://www.iprightsoffice.org/copyright_history/

What are Intellectual Property Rights?

http://www.innovasjon Norge.no/no/Eksporthandboken/manedens_tema/What-are-Intellectual-Property-rights/

What is intellectual property?

http://www.wipo.int/edocs/pubdocs/en/intproperty/450/wipo_pub_450.pdf

What is intellectual property?

http://www.wipo.int/edocs/pubdocs/en/intproperty/450/wipo_pub_450.pdf

Cronje, M.M & Murdich, M.N. Referencing Techniques: Harvard Method and APA style http://www.infosecsa.co.za/files/Reference_Techniques.pdf

<https://web.library.uq.edu.au/research-tools-techniques/referencing-style-guides>

<http://guides.lib.monash.edu/citing-referencing/apa>

<https://www.imperial.ac.uk/media/imperial-college/administration-and-support-services/library/public/harvard.pdf>

Citation & Referencing: Harvard Style

http://www.otago.ac.nz/library/pdf/Harvard_referencing.pdf

NAIT (2016) APA Style Guidelines & Examples (6th edition) NAIT Library

http://www.nait.ca/libresources/Citation/APA_Examples.pdf

Citing Sources-APA <http://libguides.csuchico.edu/c.php?g=414152&p=2822594>

APA Citation Style & Formatting: Citing Database & Web Articles

<http://libguides.collegeofsanmateo.edu/c.php?g=308245&p=2058846>

Citing Internet Sources <https://ctl.yale.edu/writing/using-sources/citing-internet-sources>

Harvard Referencing for Electronic Sources

<https://student.unsw.edu.au/harvard-referencing-electronic-sources>

<http://libguides.collegeofsanmateo.edu/c.php?g=308245&p=2058846>

Presentation Schedule

The presentation schedule gives you the important dates for the completion of your computer-based tests, participation in forum discussions and

participation at facilitation. Remember, you are to submit all your assignments at the appropriate time. You should guide against delays and plagiarisms in your work. Plagiarism is a criminal offence in academics and is highly penalized.

Assessment

There are two main forms of assessments in this course that will be scored: the continuous assessments and the final examination. The continuous assessment shall be in three-fold. **There will be two Computer Based Assessment. The computer-based assessments will be given in accordance to university academic calendar. The timing must be strictly adhered to.** The Computer Based Assessments shall be scored a maximum of 10% each, while your participation in discussion forums and your portfolio presentation shall be scored maximum of 10% if you meet 75% participation. Therefore, the maximum score for continuous assessment shall be 30% which shall form part of the final grade.

The final examination for GST104 will be for two hours and it takes 70 percent of the total course grade. The examination will consist of 70 multiple choice questions that reflect cognitive reasoning.

Note: You will earn 10% score if you meet a minimum of 75% participation in the course forum discussions and in your portfolios otherwise you will lose the 10% in your total score. You will be required to upload your portfolio using Google Doc. What are you expected to do in your portfolio? Your portfolio should be note or jottings you made on each study unit and activities. This will include the time you spent on each unit or activity.

How to get the Most from the Course

To get the most in this course, you need to have a personal laptop and internet facility. This will give you adequate opportunity to learn anywhere you are in the world. Use the Intended Learning Outcomes (ILOs) to guide your self-study in the course. At the end of every unit, examine yourself with the ILOs and see if you have achieved what you need to achieve.

Carefully work through each unit and make your notes. Join the online real time facilitation as scheduled. Where you missed the scheduled online real time facilitation, go through the recorded facilitation session at your own free time. Each real time facilitation session will be video recorded and posted on the platform.

In addition to the real time facilitation, watch the video and audio recorded summary in each unit. The video/audio summaries are directed to salient part in each unit. You can assess the audio and videos by clicking on the links in the text or through the course page

Work through all self-assessment exercises. Finally, obey the rules in the class.

Facilitation

You will receive online facilitation. The facilitation is learner centred. The mode of facilitation shall be asynchronous and synchronous. For the asynchronous facilitation, your facilitator will:

- Present the theme for the week
- Direct and summarise forum discussions
- Coordinate activities in the platform
- Score and grade activities when need be
- Upload scores into the university recommended platform
- Support you to learn. In this regard personal mails may be sent
- Send you videos and audio lectures; and podcast.

For the synchronous:

- There will be eight hours of online real time contact in the course. This will be through video conferencing in the Learning Management System. The eight hours shall be of one-hour contact for eight times.
- At the end of each one-hour video conferencing, the video will be uploaded for view at your pace.
- The facilitator will concentrate on main themes that are must know in the course.
- The facilitator is to present the online real time video facilitation time table at the beginning of the course.
- The facilitator will take you through the course guide in the first lecture at the start date of facilitation

Do not hesitate to contact your facilitator. Contact your facilitator if you:

- do not understand any part of the study units or the assignment.
- have difficulty with the self-assessment exercises
- have a question or problem with an assignment or with your tutor's comments on an assignment.

Also, use the contact provided for technical support.

Read all the comments and notes of your facilitator especially on your assignments, participate in the forums and discussions. This gives you opportunity to socialise with others in the programme. You can raise any problem encountered during your study. To gain the maximum benefit from course facilitation, prepare a list of questions before the discussion session. You will learn a lot from participating actively in the discussions.

Finally, respond to the questionnaire. This will help the university to know your areas of challenges and how to improve on them for the review of the course materials and lectures.

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Module 1 Types of Library and Services

You may have visited one or two libraries and used some of their basic services but there is much more to the library than you can see. This module introduces you to various kinds of libraries with their specialized services. For instance, you may be carrying out a research on an aspect of agriculture as an undergraduate and you may need to visit a special library such as that of – International Institute of Tropical Agriculture (IITA) in Ibadan which demands a referral service from the library. This module will tell you how to go about it also introduce you to all other types of libraries and special services they offer.

Unit 1	Types of Library
Unit 2	Library Services

Unit 1 Types of Library

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- 1.0 Introduction
- 2.0 Intended Learning Outcomes (ILOs)
- 3.0 Main Content
 - 3.1 The Concept of a Library
 - 3.2 A Brief History of Libraries
- 3.3 Types of libraries
 - 3.3.1 Academic Libraries
 - 3.3.2 Research/Special Libraries
 - 3.3.3 School Libraries
 - 3.3.4 Public Libraries
 - 3.3.5 National Libraries
- 4.0 Conclusion
- 5.0 Summary
- 6.0 References/Further Reading

1.0 Introduction

This unit will introduce you to types of libraries. However, before going into the types of libraries, you need to first understand the concept of library and its origin. The various types of libraries that will be treated are: (a) Academic libraries (b) Research/special libraries (c) School libraries (d) Public libraries and (e) National libraries. Also, in this unit the functions of the different types of library will be treated.

2.0 Intended Learning Outcomes (ILOs)

By the end of this unit, you will be able to:

- Define a library
- Describe the origin of library
- Classify libraries by their characteristics and functions.

3.0 Main Content

3.1 The Concept of a Library

Before we go into the types of libraries, let us first understand the concept of a library. The word library which is “librairie” in French and in Latin “Liber” means book. It is an organized collection of resources made accessible to a defined community for reference or borrowing. It provides physical or digital access to material, and may be a physical building or room, or a virtual Space, or both. A library’s collection can include books, periodicals, newspapers, manuscripts, films, maps, prints, documents, microform, CDs, cassettes, videotapes, DVDs, e-books, audio books, databases, and other formats. Libraries range in size from a few shelves of books to several million items. In Latin and Greek, the idea of bookcase is represented by Bibliotheca. This means Library in many modern languages. For example in French, library is called bibliothèque.

3.2 History/Origin of Libraries

The first libraries contained achieves of the earliest form of writing such as clay tablets in cuneiform script discovered in summer some dating back to 2600 BC. These written archives marked the end of prehistory and the beginning of history. According to Zhang (2011) the earliest discovered private archives were kept at Ugarit. Also, there was evidence of libraries at Nippur about 1900BC and at Nineveh about 700BC showing a Library classification system. Private or personal libraries consisting of written books appeared in classical Greece in the 5th century BC. In the 6th century, at the very close of the classical period, the great libraries of the Mediterranean world were those of Constantinople and Alexandria. From the 15th century in Central and Northern Italy, libraries of humanists and their enlightened patrons existed. The oldest existing library in China was Tianyi chamber library which was founded in 1561 by Fan Qin during the Ming Dynasty. It had a collection of 70,000 volumes of antique books. In North American, personal collections of books were brought over to the continent by French settlers in the 16th century. The oldest non-personal library on the North America continent was founded at the Jesuit College in Quebec City in 1635.

3.3 Types of Libraries

3.3.1 Academic Libraries

These are libraries of academic institutions such as universities, Polytechnics and Colleges of education. The purpose of establishing these libraries is to meet the information needs of staff and students in the institutions they belong. The library is the heart of these institutions since all they do revolve round books. Basically, these libraries support all academic programmes offered in the institutions.

Function of Academic Libraries

1. Provision of research information resources in line with the needs of the staff and students.
2. Provision of information materials as required for the academic programmes of the parent institutions.
3. Provision of information resources for recreation and for personal self-development of users.
4. Provision of specialized information services to appropriate sections of the larger community.
5. Co-operation with other libraries at appropriate level for improved and better information services.
6. Provision of conducive reading environment and facilities

3.3.2 Research/Special Libraries

Research libraries are also special libraries. They are purposely established to cater for patrons with special and specific interest. Special libraries serve an identified group of users with common (and special) interest. They are privately owned and funded by the organization that established them. The resources of special libraries cover only particular subject area or group of subjects. Their subject area is usually defined from onset. The information supplied by these libraries to their patrons is usually comprehensive and up-to-date, mainly for research. Their unique collections emphasize on primary sources of information like Journal articles, research reports, conference proceedings and periodicals. Up to date books and electronic materials are also found in research libraries. Examples of special libraries are International Institute of Tropical Agriculture (IITA) library; Nigeria Institute of Social and Economic Research (NISER); Cocoa Research Institute of Nigeria (CRIN), Centre for Black and African Arts and Civilization (CBAAC).

Functions and services of research/special libraries:

1. The functions and resources of the library must be in line with the primary objectives of the parent body of the library.
2. Provision of in-house training activities to new users and staff members alike.
3. Provision and production of bibliographies.
4. Provision of current awareness services (CAS) to the library clientele. A space must be allocated for CAS in the library for the exhibition of newly published materials.
5. Provision of literature search.
6. Selective dissemination of information (SDI). The librarian must know users' profile and send relevant information to them on their area of interest.
7. Provision of other supportive services such as provision of photocopying, printing and document delivery services.
8. Inter-library loans and network are also provided by special libraries.
9. Special libraries perform some other internal and external services, such as writing of periodic reports (e.g. monthly, quarterly or annual reports), organizing conferences, seminars, talks for users and outsiders.

3.3.3 School Libraries

School libraries are libraries that are established in schools, they are attached to primary and secondary schools. School libraries main objective is to serve the educational needs of pupils, students and teachers. Among other resources school libraries particularly have fictions, visual materials, study-kits and realia.

Functions of school libraries:

1. Collect relevant information resources that will enhance the performance of the teachers as well as the pupils to achieve the aim and objectives of the school education.
2. Develop and create in pupils good reading habits.
3. Help pupils to improve their vocabulary.
4. Support academic or school work.
5. Help teachers and pupils to be current and up-to date with daily information sources.

6. Serves as a source of subject information Centre for both teachers and pupils.
7. Help to train pupils in the use of reference materials

3.3.4 Public Libraries

Public library is a library that is open to everybody and is generally accessible by the public. Its source of funding is public taxes and operated by civil servants. There are five fundamental characteristics shared by public libraries. The first is that they are generally supported by taxes (usually local, federal or state government may contribute); they are under a board to serve the public; they are open to all and all community members can access their collections; public libraries provide basic services without charge (Rubin, 2010). The presence of a public library in a community is an indication that the community is literate. The basic difference between a public library and other types of libraries is that the main aim of public library is to provide the information needs of the general public rather than provide the information needs of just a particular school, institution, or research population. The services of the public library are free. They organize reading clubs, storytelling, exhibition etc. users can borrow books and are given access to internet were available.

Functions and services of public libraries:

1. They cater for the social, educational and recreational needs of the community.
2. They collect, preserve and disseminate library resources suitable for different categories of people such as children, adults, literates and illiterates.
3. They usually engage in repackaging of information using audio-visual materials and indigenous languages to render information services to the illiterate class.
4. They promote recreation and leisure reading.
5. They promote the civic and cultural activities of the community.
6. They create and strengthen reading habits in children from childhood.
7. They support both individual and self-conducted education as well as formal education at all levels.
8. They provide adequate information that will improve the knowledge and opinion of the masses.

3.3.5 National Libraries

National libraries are specially established by the government of the nation to serve as the pre-eminent repository of information for that country. Unlike public libraries, national libraries rarely allow citizens to borrow books. Their collections usually consist of rare, valuable, or significant works. The major mandate of national libraries is to serve as the memory of the nation. Being the nation's depository Centre, they are responsible for receiving all copy right publications within the country.

Functions of National Libraries

1. To act as the legal depository and bibliographic Centre of the nation
2. To give advice or library development or organization to any agency of the federal, state or local government.
3. To have a responsibility for the national bibliography and development of bibliographic services.

The national library of Nigeria, with the Headquarters at Abuja, plays a parental role to other libraries in Nigeria. It issues the International Standard Book Number (ISBN), to publishers and authors of books.

Self-Assessment Exercises

1. The basic types of libraries are:
 - A. Academic libraries; children's libraries; public libraries and national libraries.
 - B. Public libraries; adult libraries, children's libraries and national libraries.
 - C. Agricultural libraries, academic libraries, organizational libraries and public libraries.
 - D. Academic libraries; research/special libraries; school libraries; public libraries and national libraries.
2. One of these is not a key function of Academic libraries:
 - A. To act as the legal depository and bibliographic centre of the nation
 - B. Provision of research information resources in line with the needs of the staff and students
 - C. Provision of information materials as required for the academic programs of the parent institutions
 - D. Provision of information resources for recreation and for personal self-development of users.

Feedback

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|---|
| <ol style="list-style-type: none">1. D2. A |
|---|

4.0 Conclusion

The use of library is pertinent to the individual, the society and economic growth of the nation. The society is dynamic and meeting the change requires constant research. Research can only be worthwhile when there is repository of knowledge or information.

5.0 Summary

To recap what you have learned in this unit, click on the video below or copy the link and paste on a web browser. The video is a summary of what you have read in this unit. You could also click on the audio version and listen. You can also download them and play offline.

Video

Audio

6.0 References/Further Readings

Zhang, C (2011). The Origin and Development of library. Paper presented at International Conference on Computer Science, Environment, Eco-informatics, and Education.pp63-67https://link.springer.com/chapter/10.1007/978-3-642-23324-1_12

Different types of libraries

<https://lis510-libraries.wikispaces.com/Different+types+of+libraries>

<http://www.lisbdnet.com/Types-libraries-academic-Public-national-special-Library/>

IFLA, the Public Library Services

<https://www.ifla.org/files/assets/hq/publications/archive/the-public-library-service/publ97.pdf>

Unit 2 Library Services

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 - 3.2 Specialized Library Services
- 4.0 Conclusion
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1.0 Introduction

In this unit, you will learn about the various services of the library. These services are designed to ease academic work and research. The services provided to users depend on the objectives of the parent organization of the library. Although, services provided in libraries may differ, but there are certain services that are common to all libraries known as general library services e.g. lending services, reservation services, Inter-library loan service and document delivery, reference service, current awareness service and user education . There are also some specialized services that libraries provide for users such as: literature search, selective dissemination of information, referral service, and translation service. All these services will be treated in this unit.

2.0 Intended Learning Outcomes (ILOs)

By the end of this unit, you will be able to:

- Distinguish the types of library services
- Choose a library based on the services.

3.0 Main Content

3.1 General Library Services

Reference Services

According to Kadir (2012), a reference service is the personal assistance given by the reference personnel (librarians) to library users in search of information for whatever purpose. Library users and potential users have different reference queries that need to be solved by the librarians. Reference processes involve interviewing the reader to enable the reference librarian to articulate the problem of the user clearly. The outcome of the interview will determine what source in the library or outside the library (other libraries) to use in order to provide answers to the queries.

There are different types of queries, they include the following:

Directional

This type involves reader questing for a specific location within the library. Most readers, especially first-time users, find the services very useful.

Ready/quick reference question

This is when a reader asks a specific question relating to the use of library materials in the reference sections. For example, what is the population of Ghana? Who was the president of Ghana in year 2000? These are everyday questions that readers regularly ask reference librarians. These questions are easily answered by consulting a specific reference source, such as almanacs, biographies, yearbooks, dictionaries etc.

To answering these types of queries, most libraries have created a special desk called the information desk.

Search Questions

Readers often need background information or general information on a theme. Such questions cannot be met by one single reference source in the library. One might need the use of a variety of sources to answer the reference question, for example, what is the difference between conventional education and open and distance education? The reference librarian may need to consult dictionaries, encyclopedias, handbooks, indexes, abstracts, etc. to answer such questions.

Research Questions

This is a more serious type of reference service. Here the user is faced with a research topic that requires comprehensive reference sources in order to provide literature review. For example, to answer a question on the role of the library in national development, the user will need to consult a wide variety of sources that will assist him/her in compiling a comprehensive listing of pertinent documents relevant to the topic. In addition, the library may refer the user to experts in the field.

Vertical files

In general, reference librarians maintain specific source that will meet the local enquiries, such as an airline/railway/bus time-tables, public holidays, local cinema shows, and directions within a city. Sources for answering such question are kept by the reference librarians and they are referred to as vertical files. They are usually sources of miscellaneous information. It is important therefore, for reference librarians to keep such sources as maps, brochures, telephones, guides etc of towns or cities in which the libraries are located.

Statistics

All records of user's queries must be well kept by the reference librarian. This is to enable the library to know the nature of user's queries and get adequately prepared to answer them in future.

Current Awareness Services (CAS)

Current awareness service is defined by Ashikuzzaman (2013) as the establishment of a system for reviewing publications immediately at receipt, selecting information pertinent to the programme of the organization served, and recording individual items to be brought to the attention of those persons to whose work are related.

The purpose of current awareness service is to keep users abreast with up to date information in their specialized field of interest. The reference librarians achieve this, by collating all latest documents and by using user's profile, sends them through telephone calls, e-mail, scan etc to users. Materials such as preprints of papers, photocopy of table of contents, periodicals routings, library bulletins, can be sent to users. Library's recently published accession lists or acquisition list containing bibliographic details of new materials just acquired can also be sent to users.

Current awareness service is not a personalized service, thus information provided to users is in broad subject categories without necessary targeting a user. Information can be provided on journals, books, conference proceedings, theses and dissertations, newspapers, and magazines.

Inter Library Loan Service

Resource sharing and collaboration is one of the new trends in librarianship. A library may not be able to meet the information needs of all its users due to limited resources. Any user in need of any material that is not available in his library, informs the reference librarian who in turn loans such a material from any collaborating library for the user. Libraries go into partnership and collaboration to enable them share resources. Such resources must be returned by the reference librarian on or before the date due.

Lending Services

The librarian at the circulation section of the library is responsible for charging and discharging of library resources. He will provide information in this regard to the users. For example, only registered library users can borrow books and other library resources. Also, potential library users are required to register before being permitted to use the library. Registration of clientele may be manual, or computer based.

To borrow a book, borrower's ticket form will be filled by the user. This operation could also be computerized. However, before you are allowed to go home with the book, it must be stamped with date-due-stamp. There is a slip (date-due-slip) that all books available for loan carry in the library. This slip is pasted at the loose leave at the back of every book (on circulation) in the library. A Date-Due-Slip usually contains the author's name title of the book, date due, accessioning number, and call mark.

DATE-DUE-SLIP
NATIONAL OPEN UNIVERSITY OF NIGERIA
LEARNING RESOURCE CENTRE/UNIVERSITY LIBRARY
University Village, Plot 91, Cadastral Zone
Nnamdi Azikiwe Express Way, Jabi-Abuja

In order that this book may be put to the best use, this book is due on the latest date stamped below.

A fine of N100 per day will be charge for each day overdue

24th August, 2017

Date-Due-Slip

The length of time a book can be borrowed depends on the library's policy. The library's policy also determines the number of books a user can borrow at a time. The number of books and the duration of time a book can be borrowed differ with students and staff. The policy most times gives more time and books to staff.

To know what book to borrow, the user may check the various catalogues which could be manual or electronic. For example, open access catalogues (OPAC) is an electronic catalogue. He can search by subject, title or author etc. the class mark indicates the location of the book on the shelf. Once the book is retrieved from the shelf, the user can now go straight to the circulation desk with it for charging. The reader could return the borrowed book before the date-due if he has finished using it, but if he has not finished using it before the expiration of the date due, he could go back to the library with the book to renew if such book is not on reserve. If the user keeps the book after expiration date, at return, he must pay the fine of N100 (depending on the library) per day. This fine is to discourage users from holding tight to library's materials for long and for them to have consideration for other library users who may also need such a book.

The first daily task of the circulation department is the shelving of all books consulted by library users the previous day. The library users usually advised to leave consulted books on the reading tables and in the carrels. The circulation staff is expected to gather these books first thing in the morning, while statistics is taken of the books consulted by users. These books are then arranged on the book truck in a classified order and wheeled to the shelves, where they will be appropriately shelved, subject by subject. These

shelves are usually labeled at the outer sides' front and by the sides according to subjects.

Reservation Service

Reservation service is very important in academic and school libraries because there are some materials that are heavily used and stand the risk of being stolen or mutilated if such materials are kept on open shelves. Reserved materials cannot be lent out. They are kept in a restricted area where they could be loaned out for a limited period. Personal books from lecturers can be kept for their students in the reserve collection room.

User Education

User education equips users with adequate knowledge on the use of the library. It enables users to effectively and efficiently use the library resources. This can be in form of library orientation or classroom instruction. Library orientation involves taking a group of users on a guided tour of the library. At the end of the tour, there is usually a special session with the group to discuss the various activities of the library and how readers could benefit from the services of the library.

In the case of classroom instruction, user education is a credit-earning course. Library activities are integrated with the curriculum of students who are expected to earn credit for the course. The library staff in conjunction with academic staff often provides a series of topics for instruction. The objective of the course is to teach students the skills that will enable them explore the resources of the library and, more importantly, to assist the students in the research methodology course, which is often compulsory in most undergraduate programmes.

3.2 Specialized Library Services

3.2.1. Selective Dissemination of Information (SDI)

This type of service is particularly common in special libraries. The main objective of SDI is to provide users (especially in special libraries) with information that will promote their research and other day- to- day activities. With SDI the user is relieved of the problem of sieving through many documents before getting the relevant documents. Thus, the user's time is saved for other purpose. SDI is a customized service which is very common in academic and special libraries.

SDI service is a personalized service which is unlike the current awareness service that is a group service. For SDI, the library staff, on a regular basis, searches through a mass of literature from which those that are of interest to a user are selected and are made available to him/her. The librarian must collect the research profile of users. This is achieved through giving users a

well-designed form to fill and a one-on-one interview by the librarian with users. This way, the user's area of interest is determined with precision. The librarian, who keeps complete details of his document, matches the key, words in the documents profile with key words in user's profile. If the system is computerized, users and documents profiles are matched to sift out relevant documents for a user and this is sent to him/her through email, fax, post or courier.

3.2.2. Referral Service

The library in this case can direct a user to another library to an alternative source of information if such information is not available in its own library. With a referral letter, the user can be directed for example, to professional organizations, research institutes, individual specialists and other libraries that can meet the information needs of a reader. The reference librarian maintains a list of referral institutions and experts that is regularly updated.

3.2.3 Translation Service

Some libraries offer translation service. This is done when users request for a translation of information materials needed from English to indigenous language(s) that users can comprehend. The library therefore must maintain a list of professional translators that can be easily contacted to render such service. This service is particularly needed in scientific libraries with periodicals in foreign languages. There are some organizations that also perform translation service e.g. European Translation Centre in Delft, the Netherlands. Translation could also be done in-house.

3.2.4 Literature Search Service

Special libraries normally provide this specialized service to their users. In most other libraries, users usually do their own literature search. It is easy to provide literature search for users of special libraries because they are usually small in number and their research and information needs are homogeneous. Literature search is a systematic search for knowledge and information contained in resources of the library on a topic or theme.

The library catalogue is the main source for searching for relevant documents, either by author, title or subject entries. A comprehensive bibliographic detail of these relevant documents is compiled.

Self-Assessment Exercises

1. A reference service can be best described as:
 - A. The personal assistance given by the reference personnel (libraries) to library users in search of information for whatever purpose
 - B. The establishment of a system for reviewing publications immediately at receipt, selecting information pertinent to the programme of the

organization served, and recording individual items to be brought to the attention of those persons to whose work are related

- C. Equipping users with adequate knowledge on the use of the library through orientation or classroom instruction
- D. A systematic search for knowledge and information contained in resources of the library on a topic or theme.

2. Referral service is when:

- A. Information materials are translated from English to indigenous language(s) that users can comprehend
- B. Libraries conduct a systematic search for knowledge and information contained in resources of the library on a topic or theme
- C. There is an establishment of a system for reviewing publications immediately at receipt, selection of information pertinent to the programme of the organization served and recording of individual items to be brought to the attention of those persons to whose work are related.
- D. A user is directed to another library, to an alternative source of information if such information is not available in his/her library.

Feedback

- | |
|---|
| <ul style="list-style-type: none">1. A2. D |
|---|

4.0 Conclusion

Library services are common to all libraries and there are specialized library services. The type of information required determines the type of library services that will be required by the user or provided by the library. You will learn about research technique in the text module. This will give you opportunity to learn more about the services of library.

5.0 Summary

In this unit, you have learned about general library services such as lending services, Inter-library loan service and document delivery, reservation service, reference service, current awareness service and user education. Specialized library services such as literature search, selective dissemination of information, referral service and translation service were also explained. Click on the video for easy re-cap.

To recap what you have learned in this unit, click on the video below or copy the link and paste on a web browser. The video is a summary of what you have read in this unit. You could also click on the audio version and listen. You can also download them and play offline.

Video

Audio

6.0 References/Further Reading

Ajayi Crowther University Library Services
<https://www.acu.edu.ng/index.php/library/library-services>

Andrers, M. E. Reference Service in Special Libraries
<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.172.8931&rep=rep1&type=pdf>

Ashikuzzaman (2013) Current Awareness Service (CAS)
<http://www.lisbdnet.com/current-awareness-service/>

Kadir, N.A (2012) Why do we Need Reference Services?
<https://referencephsusm.wordpress.com/2012/08/28/why-do-we-need-reference-services/>

Module 2 Research Techniques

This module prepares you for research work as it concerns the library. Most students get confused on how to get started with their research. This module is to help you get started with your research by helping you identify the various information sources you can consult for your research. It also takes you through a step by step process of reviewing your literature. List of databases you can consult was provided. You may not have enough fund to buy or subscribe to all the books and journals needed for your research, but you can use Open Educational Resources (OER) which grant you free access to variety of quality books and journals. The links to major OER are provided in this module.

Unit 1	Information Sources
Unit 2	Literature Review
Unit 3	Databases Contents
Unit 4	Open Educational Resources

Unit 1 Information Sources

Contents

- 1.0 Introduction
- 2.0 Intended Learning Outcomes (ILOs)
- 3.0 Main Content
 - 3.1 Primary Sources of Information
 - 3.2 Secondary Sources of Information
 - 3.3 Tertiary Sources of Information
- 4.0 Conclusion
- 5.0 Summary
- 6.0 References/Further Reading

1.0 Introduction

Information is important in all human activities. The term is difficult to define because it has several dimensions. It means many things to different people. According to dictionary.com information is knowledge communicated or received concerning a fact or circumstance. Oxford dictionary defined information as facts provided or learned about something or someone. It further defined information as data processed, stored or transmitted by a computer.

Information is being generated and transmitted by individuals on daily basis. Information seekers consult various sources to satisfy their information needs. There are basically three sources of information, namely primary, secondary

and tertiary sources of information. The choice of the source to consult depends on the type of information sought

In this unit you will learn about the resources of the library which are basically classified into three: primary sources of information, secondary sources of information and tertiary sources of information. The knowledge of these sources will help you in your research work.

2.0 Intended Learning Outcomes (ILOs)

By the end of this unit, you will be able to:

- Distinguish the type of sources of information provided by the library
- Demonstrate the skills of getting required information from the different sources of information – primary, secondary and tertiary.

3.0 Main Content

3.1 Types of Information Sources

Information is important in all human activities. The term is difficult to define because it has several dimensions. It means many things to different people. According to dictionary. com information is knowledge communicated or received concerning a fact or circumstance. Oxford dictionary defined information as facts provided or learned about something or someone. It further defined information as data processed, stored or transmitted by a computer.

Information is being generated and transmitted by individuals on daily basis. Information seekers consult various sources to satisfy their information needs. There are basically three sources of information, namely primary, secondary and tertiary sources of information. The choice of the source to consult depends on the type of information sought.

3.1.1 Primary Sources

Primary sources are original materials on which other sources of information are based. They report a discovery or share new information. First-hand accounts and information to events are presented in primary sources. Information is presented in its original form, void of various interpretation or evaluation by various authors. Usually, research outcomes and results from original research work fall into this category.

Primary sources are usually the first formal appearance of results either in print or electronic format. Examples of primary sources of information are: Diaries, letters, print speeches, patents, photographs, newspaper articles, Journal articles, theses and dissertations, survey research, proceedings of meetings, conferences and symposia, original documents (birth certificates, wills, marriage licenses, trial transcripts), records of organizations, government agencies (treaties, annual reports etc.), e-mail communications,

interviews, video recordings, audio recordings, websites, artefacts, (e.g. coins, plant specimens, fossils, furniture, tools, clothing, etc) works of art, architecture, literature, and music (e.g. painting, sculptures, musical scores, buildings, novels, poems).

3.1.2 Secondary Sources

Secondary sources of information are created from primary sources of information. The authors (creators) of secondary sources did not have first – hand experience of the event being researched. Secondary sources give accounts of facts by describing, analysing, interpreting, evaluating, commenting or discussing evidence provided by primary sources. It is important to note that secondary sources are not evidence, but commentary on, and discussion of evidence. Examples of secondary sources of information include text book, biographical works, commentaries, criticisms, dictionaries and histories.

It is important to take note of how recent secondary sources of information are.

3.1.3 Tertiary Sources

Tertiary sources of information act as pointers to primary and secondary sources. In fact, tertiary sources are:

- i. Works that list primary and secondary resources in a specific area.
- ii. Works which index organize and compile citations to secondary sources. Examples of tertiary sources include, chronologies, bibliographies, indexes, encyclopaedias, and directories

Self-Assessment Exercises

1. Primary sources are:
 - A. Original materials on which other sources of information are based
 - B. Materials that give account of facts by describing, analyzing, interpreting evaluating, commenting or discussing evidence provided by original materials
 - C. Pointers to original sources and works which make organize and compile citations to secondary sources
 - D. Text book, biographical works, commentaries, criticisms, dictionaries, and histories
2. Which of the following are examples of chronologies, bibliographies, indexes, encyclopedias, and directories?
 - A. Primary sources of information
 - B. Secondary sources of information
 - C. Tertiary sources of information
 - D. Electronic sources of information

Feedback

1. A
2. C

4.0 Conclusion

All researchers have at their disposal the three basic information sources to satisfy their information needs. However, their choice of source depends on the type of information needed.

5.0 Summary

To recap what you have learned in this unit, click on the video below or copy the link and paste on a web browser. The video is a summary of what you have read in this unit. You could also click on the audio version and listen. You can also download them and play offline.

Video

Audio

6.0 References/Further Reading

Comparative Literature: Primary, Secondary & tertiary Sources
<https://guides.library.yale.edu/c.php?g=295913&p=1975839>

Definition of information
<http://www.dictionary.com/browse/information>

Oxford Dictionary
<https://en.oxforddictionaries.com/definition/information>

Types of information sources
http://karibouconnections.net/medlibafrica/training_module/16.html

<https://www.skillsyouneed.com/learn/sources-info.html>

Unit 2 Literature Review

Contents

- 1.0 Introduction
- 2.0 Intended Learning Outcomes (ILOs)
- 3.0 Main Content
 - 3.1 The Concept of Literature Review
 - 3.2 Literature Identification
 - 3.3 Analyzing the Literature
 - 3.4 Synthesizing the Literature
 - 3.5 Writing the Review
- 4.0 Conclusion
- 5.0 Summary
- 6.0 References/Further Reading

1.0 Introduction

The previous unit discussed the various sources of information you can consult during your research. This unit is set out to specifically teach you, what to do with these resources in writing your literature review. You will be taken step by step on the process of writing literature review. These steps are 1. Statement of the topic 2.Literature identification 3.Synthesizing the literature 4.Writing the review

2.0 Intended Learning Outcome (ILO)

By the end of this unit, you will be able to review literature on any research topic of your choice within a limited time.

3.0 Main Content

3.1 The Concept of Literature Review

Literature review is a critical analysis of related literature to research topic. It is not just a critical analysis of related literature but also a summary of all available literature that related to your research topic. Literature review can help a researcher to specifically choose an appropriate research topic. Based on what others have done, you are able to prepare an adequate research plan and formulate reliable objectives, research questions and hypotheses. It also assists researchers in designing appropriate research methodologies and data collection instruments.

Some questions you may think about as you develop your literature review are:

- What is known about the subject?
- Are there any gaps in the knowledge of the subject?
- Have areas of further study been identified by other researchers that you may want to consider?

- Who are the significant research personalities in this area?
- Is there consensus about the topic?
- What aspects have generated significant debate on the topic?
- What methods or problems were identified by others studying in the field and how might they impact your research?
- What is the most productive methodology for your research based on the literature you have reviewed?
- What is the current status of research in this area?
- What sources of information or data were identified that might be useful to you?

3.2 Literature Identification

The next step is to get familiarized with resources (print or electronic, primary, secondary or tertiary resources) that will be relevant to your research topic. Also you need to identify databases and also open educational resources you may need to use in the course of your research.

There are some scholarly research search engines that may be beneficial to you.

i. ACADEMIC INFO

<http://www.academicinfo.net/subject.guides>

ii. National ARCHIEVES

<http://www.archives.gov/research/arc/about-arc.htm/>

iii. BASE

<http://www.base-search.net/>

iv. CITEULIKE

<http://www.citeulike.org/>

v. ERIC

<http://www.eric.ed.gov/>

vi. GOOGLE SCHOLAR

<http://scholar.google.ca/>

vii. INFOMINE

<http://www.infomine.ucr.edu/>

viii. INFOTOPIA

<http://www.infotopia.info/>

ix. LIBGUIDES

<http://libguides.com/community.php?m=i&ref=libguides.com>

X. REFSEEK

<http://www.refseek.com/>

- xi. THE VIRTUAL LRC
<http://www.virtual/rc.com/>

In the previous unit, under information sources, you saw a list of sources that can aid your literature review. Also, the next two units will be treating databases including open access databases for your literature search. Haven identified a relevant database, start your search with a well-defined descriptor based on past works in this field. Document titles and abstracts can help you find good descriptors. You will observe that as you search through literature, you may have need to redefine your chosen topic which originally may be too broad. Also in the course of your literature search you may discover theories that can serve as theoretical frame work for the research. As you work, please use citation manager of your choice.

Citation Managers

Citation managers are vital tools in research. It makes the work of referencing at the end of every research very easy. You don't need to wait till the end of your work before you gather your references; you do it as you work using citation managers. Citation managers are digital tools that can assist researchers in organizing, storing and creating bibliographies of their research process. Citation managers allow you to:

- Import and organize citation information from article indexes and other sources
- Save links to pdfs and other documents, and in some cases save the document itself.
- Format citations for your papers and bibliographies using APA and many other styles.
- Include your own note. Examples of citation managers are Bib Tex, EndNote, Basic EndNote Desktop, Mendeley, Zotero and Refworks
Link:

3.3 Analyzing the Literature

Once you have gathered all relevant literature, first skim each article to have an idea of its general purpose and content. The skimming will enable you to group the article into categories ie into topics and sub topics.

As you read each article please take note of the follow.

1. decide on the format in which you will take notes as you read the articles.
2. define key terms: take note of the differences in which key terms are defined.
3. select useful statistics and quotes as you read. All quotes must be accompanied by page references.
4. evaluate the article by emphasizing on the strengths and weaknesses. This will help you to avoid just mere summarizing

what you read to critical analysis of each article. Critique the research methodologies used in the studies and also distinguish between assertions and actual research finding

5. As you read take note of major trends or pattern that can lead to generalization across studies. It is also important to take note of existing inconsistencies across studies as you read.
6. identify gaps in the literature which you may address as you plans and write your review.
7. note the relationships among studies and use this as a frame work to discuss relevant studies.
8. Remain focus on your topic as you review article ensuring that you use articles that are relevant and directly related to your topic.
9. Evaluate your reference for currency and coverage. Evaluate your reference list to ensure that it is up to date and has reported the most current work. A typical review should cover the last five years. However, land mark studies that have helped shape the field of study can be used.

3.4 Synthesizing the Literature

When reading through the literature, the notes taken may be disjointed. Now with your focus on your purpose and putting into consideration your opinion on the topic, reorganize your notes. First, create a topic outline for your argument. Under each outline, let your readers know your own line of argument, then your narratives (extracts from your notes) that follows should explain and justify your line of argument. You must recognize and take note of differences among studies as you build up your arguments. Indicate also areas that may need more research and describe relevant theories. Discuss the relationships between studies and its role in the advancement of the present study. You should do a quick summary, draw conclusion and write implications. You should also suggest specific directions for future research. Remember to use relevant statistics and quotes to flesh up your outline.

3.5 Writing the Review

Start the writing of your review by indicating the broad problem area while avoiding global statements. Then justify the need for the review. In order words why is the topic being reviewed important? It is always good to use research findings of other studies, but other sources of information are important and must be distinguish from research findings. You can refer your readers to other reviews on issues that you may not be discussing in detail. You should cite separately results of previous studies that are inconsistent. Don't forget to cite specific and relevant references used. Developing a coherent essay for coherency provides an overview at the beginning of a long literature review. At the beginning of a review, state what the review will or will not cover. You must state your point of view early in the review. Your essay must be clear and cohesive, integrating all key details of the literature at the same time communicating your point of review. Use your topic outline with subheadings for long reviews. There must be a smooth transition to help trace your argument. Where your topic cuts across disciplines, review studies from

each discipline separately. Provide a conclusion for your review. Your review may also lead to a research question. Keep the flow of your argument coherent.

Self-Assessment Exercises

1. How would you describe literature review?
 - A. A summary of all available literature that are related to your research topic
 - B. Critical analysis of related literature to research topic
 - C. A critical analysis and a summary of all related literature to research topic
 - D. Systematic search for knowledge and information contained in resources of the library on a particular topic or theme.

2. Which of the following is the basic step in literature review?
 - A. Literature identification, Research design and methodology; Analyzing the Literature, Synthesizing the literature
 - B. Literature identification, Questionnaire design, Analyzing Literature, Synthesize, the literature.
 - C. Literature identification analyzing the literature, synthesizing the literature writing the review.
 - D. Literature identification, sampling writing the review, synthesizing the literature.

Feedback

- | |
|---|
| <ol style="list-style-type: none">1. C2. C |
|---|

4.0 Conclusion

There is a systematic way of reviewing literature. The review of literature is not as tedious as people perceive it, once the skill is learnt. Much of the researchers' time is saved when he/she knows what to do and how to go about it. What you have learned in this unit will help you in your literature review.

5.0 Summary

To recap what you have learned in this unit, click on the video below or copy the link and paste on a web browser. The video is a summary of what you have read in this unit. You could also click on the audio version and listen. You can also download them and play offline.

Video

Audio

6.0 References/Further Reading

Mongan-Rallis, Helen Guidelines for writing a literature review

<http://www.duluth.umn.edu/~hrallis/guides/researching/litreview.html>

<https://www.lib.umn.edu/pim/citation>

Unit 3 Databases Contents

Contents

- 1.0 Introduction
- 2.0 Intended Learning Outcomes (ILOs)
- 3.0 Main Content
- 4.0 Conclusion
- 5.0 Summary
- 6.0 References/Further Reading

1.0 Introduction

In the previous unit you learnt the systematic ways of carrying out a review of literature. This unit is to further simplify the process by listing some suitable databases cutting across all disciplines that you as a researcher can consult. You shall learn more about Academic Search Premier, JSTOR, LexisNexis Academic, PubMed/Medline, ScienceDirect, Scopus, SAGE, AGORA, EBSCO, ERIC, and HINARI.

2.0 Intended Learning Outcomes (ILOs)

By the end of this unit, you will be able to:

- Identify databases in various subject fields
- Explain why a particular database may be suitable for a particular researcher and not for another.

3.0 Main Content

3.1 Different Types of Database

Databases are vital resource tools for your research. A database is a searchable collection of published works. It is an electronic (online) catalog or index. The library pays for access, however some databases are free for you to use. The database helps the researcher to find reliable information from trusted sources. A database may be dedicated to a single subject or cover several subjects. Some known databases are: ABI/Inform, Academic search, JSTOR, LEXISNEXIS Academic, PSYC/NFO, PubMed/Medline, ScienceDirect, Scopus, Web of Science, SAGE, LAW Pavilion, Project Muse Journals, AGORA, EBSCO, ERIC, HINARI, National Virtual library, Ebrary, Questia, online Access to Research in the Environment (OARE) etc.

Academic Search Premier

This is a multi-disciplinary database that provides full text for more than 4,600 journals, including approximately 3,900 peer reviewed titles. A total of 8,500 journals are indexed and abstracted. Available on this database are Pdf back files to 1975 for over 100 journals. It is updated on daily basis.

JESTOR

JESTOR is a digital library founded in 1995, originally containing digitized back issues of academic journals. It now includes books and primary sources, and current issues of journals. It provides full text searches of almost 2,000 journals. As at 2013 more than 8,000 institutions in more than 160 countries had access to JESTOR. Most access is by subscription, but some older public domain content is freely available to anyone.

LexisNexis Academic

LexisNexis academic provides mostly full text searches to approximately 5000 legal, news, reference and business sources. Information in this database is comprehensive, authoritative new content, including current coverage and deep achieves. It content extensive legal sources for federal and state cases and statutes, including US Supreme Court decisions since 1790. It also contains unparallel business information on over 80 million US and international companies and more than 63 million executives.

Pub Med/Medline

PubMed was developed by the National Library of Medicine (NLM) and provides free access to Medline. PubMed has been avoidable since 1996. It contains over 27 million references including the Medline database. Medline contains citation from more than 5,600 scholarly journals around the world. ScienceDirect.

Over 250,000 articles on ScienceDirect are open access. However, ScienceDirect provides subscription-based access to a large database of scientific and medical research. It contains over 12 million references from 3,500 academic journals and 34,000 e- books. The journals are grouped into four categories, namely, physical sciences and Engineering; life science; Health science, and social sciences and Humanities Abstract are freely available but access to full text require subscription or pay- per -view purchase.

Scopus

Scopus is the largest abstract and citation database of peer-reviewed literature. It delivers a broad overview of global interdisciplinary scientific information in science, Mathematics, Engineering, Technology, Health and Medicine, Social Sciences, and Art and Humanities. This database was launching in 2004. It contains about 36,377 titles from approximately 11,678 publishers.

SAGE

SAGE journals are Open access. It supports both gold open access publication and green open access archiving. Gold access journals provide worldwide, barrier free access to the full – text of articles online. Most SAGE

pure gold open access journals are supported by the payment of an article processing charge (APC) by the author, institution or research funder of the accepted manuscript. Articles in green access journals have a period of time when access to published content is temporarily restricted. SAGE has journals in Health Sciences, Social Sciences and Humanities, Materials sciences & Engineering; Life & biomedical sciences.

AGORA

This database provides access to collections in the fields of food, agriculture, environmental science and related social sciences. AGORA which contains about 918 journals is designed to enhance the scholarship of thousands of students and researches in agriculture and life sciences in the developing world

EBSCO

EBSCO is the largest, multidiscipline, full text database. It provides resources for all academics, medical, corporate, government public libraries & Law. EBSCO host about 375 full-text databases.

ERIC

ERIC is the world's most widely used database in education. It contains over 1.5 million journals articles, research reports, curriculum and teaching guides, conference papers, dissertations and theses and books.

HINARI

The Health Internetwork Access to Research Initiative (HINARI) was set up by WHO and major publishers to enable developing countries have free access to collections in biomedical and Health Sciences. It contains about 58,000 information resources.

Self-Assessment Exercises

What is the most suitable database for students in social sciences:

- A. AGORA
- B. EBSCO
- C. ScienceDirect
- D. LexisNexis

Feedback

B

4.0 Conclusion

You have just seen a good number of databases, but you can only use those within your field of study or covering your research topic. It is important to note that you can seek help from the librarian in case of any difficulty in accessing these databases. Most access is by subscription however the university has already paid for you in some cases. The next unit will take you through several resources that are free, which is called Open Educational Resources (OER)

5.0 Summary

To recap what you have learned in this unit, click on the video below or copy the link and paste on a web browser. The video is a summary of what you have read in this unit. You could also click on the audio version and listen. You can also download them and play offline.

Video

Audio

6.0 References/Further Reading

Top 10 databases

<https://www.library.wisc.edu/find/top-10-databases/>

<http://libanswers.uvic.ca/a.php?gid=71202>

<http://web.calstatela.edu/library/whatisadatabase.htm>

<http://www.nouedu.net/page/information-gateway>

Unit 4 Open Educational Resources

Contents

- 1.0 Introduction
- 2.0 Intended Learning Outcomes (ILOs)
- 3.0 Main Content
 - 3.1 The Concept of Open Educational Resources (OER)
 - 3.2 List of Open Access Journals
 - 3.3 Open Access Repository
 - 3.4 List of Open Access Sources in STEM Subjects
 - 3.5 List of Open Access Sources in Social Sciences and Humanities
- 4.0 Conclusion
- 5.0 Summary
- 6.0 References/Further Reading

1.0 Introduction

Lack of fund has been a major challenge to students undergoing research in most institutions. As a researcher, you may not need to buy books or even subscribe to any database if you know what to do. There are some digitized materials offered freely and openly for educators, students and self-learners to use and reuse for teaching, learning and research known as open educational resources (OER). This will be given full attention in this unit.

2.0 Intended Learning Outcomes (ILOs)

By the end of this unit, you will be able to:

- Identify some free educational resources in various disciplines
- Distinguish between subject specific repository and institutional repository
- Identify open access sources in STEM subjects
- Identify open access sources in Social Sciences and Humanities
- Review literature using OERs.

3.0 Main Content

3.1 The Concept of Open Educational Resources (OER)

Johnstone (2005) defined Open Educational Resources (OER) as the open provision of educational resources, enabled by information and communication technologies for consultation, use and adaptation by a community of users for non-commercial purposes. Open educational resources is commonly referred to as digitized materials offered freely and openly for educators, students and self-learners to use and reuse for teaching, learning and research. OER include:

1. *Learning Content* Such as full courses, courseware, content modules, learning objects, collections and Journals.
2. *Tools* Software that supports the development, use, reuse and delivery of learning content, including searching and organization of content, content and learning management systems, content development tools, and online learning communities.
3. *Implementation* resources which are intellectual property licences that promote open publishing of materials, design principles of best practice and localized content.

Most researchers will be interested in open access journals and reference works which fall under the first category “learning content”

3.2 List of Open Access Journals

Below is a list of some Open Access Journals to help you in your research. The ones listed have full open access. However, some Journals have delayed open access while some are hybrid open access. Delayed open access journals are traditional subscription – based Journals that provide free online access upon the expiry of an embargo period following the initial publication date. A hybrid open access journal is a subscription-based Journal in which some of the articles offer open access.

Agriculture

1. African Journal of food, Agriculture, Nutrition and Development
2. Open Access Journal of Medicinal and Aromatic plants

Biology

1. International Journal of Biological Sciences
2. Open Biology
3. Open Life Sciences
4. Royal Society Open Science
5. Molecular Systems Biology

Chemistry

1. Journal of American Chemical Society
2. Open Chemistry
3. Royal Society Open Science
4. Chemical Science
5. Organic Syntheses

Computer Science

1. Journal of Artificial Intelligence Research
2. INFOCOMP Journal of Computer Science
3. Journal of Machine Learning Research
4. Logical Methods in Computer Science
5. Royal Society Open Science

Economics

1. Journal of Agricultural & Applied Economics
2. Economics
3. Real – world Economics Review
4. Theoretical Economics

Education

1. Australasian Journal of Educational Technology
2. Educational Technology & Society
3. Journal of Higher Education Outreach and Engagement

Engineering

1. Advances in production Engineering & management
2. Open Engineering
3. Royal Society Open Science

Environmental studies

1. Conservation and Society
2. Ecology and Society
3. Environmental Health Perspectives
4. Journal of Political Ecology
5. Royal Society Open Science

Humanities

1. Continent
2. Culture Machine
3. Digital Humanities Quarterly

Law

1. Health and Human Rights
2. Melbourne University Law Review
3. SCRIPT-ed

3.3 Open Access Repository

There are basically two main categories of repositories: subject – specific repositories and institutional repositories.

Subject – Specific Repositories: Subject – specific or subject – based repositories contain research outputs of specific disciplines in order to make it available to the public.

Institutional Repository (IR): This contains research output of an institution such as a university and makes it available to the public. Examples are:

1. Eprints
2. D – Space
3. National Academic Research and Collaborations Information System (NARCIS)
4. Focus on Access to Institutional Resources (FAIR)

5. Open DOAR

Open Access Journals

Directory of Open Access Journals (DOAJ) started in 2003 and has grown to contain over 10,000 open access journals

Open Access Books

The Open Access Publishing in European Networks (OAPEN) has built a quality-controlled collection of open access books.

3.4 List of Open Access Sources in STEM Subjects

1. ArXiv: This offers open access to approximately 850,000 e-prints in physics, Mathematics, Computer Science, Quantitative Biology, Quantitative Finance and Statistics.
2. The New England Journal of Medicine: This Journal makes each issue free to readers six months after publication.
3. Open Biology: This is fully open
4. BioMed Central: Fully open
5. Public Library of Science (PLoS) :fully open
6. PubMed
7. Index Medicus
8. PubMed Central
9. OVID

3.5 List of Open Access Sources in Social Sciences and Humanities

1. The Social Science Research Network (SSRN)
2. Research Papers in Economics (RePEc)
3. Berkeley Electronic Press (BEPress)
4. JESTOR

In Law, The Open Access Law Movement provides free access to nearly 1,200 databases.

Self-Assessment Exercises

1. Open educational resources are:

- A. All electronic sources
 - B. All databases
 - C. Newly acquired resources in the library on display
 - D. Open provision of digital educational resources for non-commercial purposes.
2. The two main categories of repositories are:
- A. Subject-specific repositories and institutional repositories
 - B. Subject-specific repositories and national repositories
 - C. Institutional repositories and universities repositories
 - D. National repositories and universities repositories

Feedback

- | |
|------|
| 1. D |
| 2. A |

4.0 Conclusion

It is interesting to know that the fact that you have free access to OER does not mean that they were not paid for. Someone somewhere may have paid for it. Tertiary Institutions, Research Bodies and even authors pay for these quality materials that you as a student can access for free. So there is a need for the federal government and Institutions to sponsor more researches so that authors will be willing to release their research outcomes to the public.

5.0 Summary

To recap what you have learned in this unit, click on the video below or copy the link and paste on a web browser. The video is a summary of what you have read in this unit. You could also click on the audio version and listen. You can also download them and play offline.

Video

Audio

6.0 References/Further Reading

[.http://shodhganga.inflibnet.ac.in/bitstream/10603/12670/8/08_chapter%2003.pdf](http://shodhganga.inflibnet.ac.in/bitstream/10603/12670/8/08_chapter%2003.pdf)

https://wikipedia.org/wiki/delayed_open_access_journal

https://en.wikipedia.org/wiki/category:open_access_journals

Knowledge for free: The Emergence of open educational resources
<https://www.oecd.org/edu/ceeri/38654317.pdf>

Module 3 Organization of Library Materials

It is quite frustrating for researchers when a library does not have a catalogue. This is worst if there is a catalogue, but the researcher cannot understand the coding system used to organize the materials. This is the reason why this module is not just presenting the catalogues but also the main classes of the various classification schemes. This is presented under:

Unit 1	Library Catalogues
Unit 2	Classification Schemes

Unit 1 Library Catalogues

Contents

1.0	Introduction
2.0	Intended Learning Outcomes (ILOs)
3.0	Main Content
3.1	The Concept of a Library Catalogues
3.2	Access Points
3.3	Physical Form of Library Catalogue
3.4	OPAC
4.0	Conclusion
5.0	Summary
6.0	References/Further Reading

1.0 Introduction

Have you ever been to the library with a title in mind and you walked straight to the shelves without going through any catalogue? You are likely to feel you are wasting your precious time, confused and discouraged. This unit will teach you how to use the different types of library catalogues.

2.0 Intended Learning Outcomes (ILOs)

By the end of this unit, you will be able to:

- Identify the different access points
- Distinguish between a book catalogue and a card catalogue
- Distinguish between a card catalogue and OPAC
- Locate a book on the library shelve using library catalogue.

3.0 Main Content

3.1 The Concept of a Library Catalogues

Library catalogue is seen as a complete organized record of all libraries' contents. In other words, it is a list of all bibliographic items found in a library or group of libraries.

The library catalogue can be likened to a book index. Just as the purpose of a book index, is to point the reader to an information in the book without reading the whole book, similarly, the library catalogue points the reader to the exact location of the book on the shelf without having to search through all volumes of books on the shelves.

The librarians, when processing a resource material provides the information with many **access points** as required by library users who may look for the information in the library.

3.2 Access Points

For a user to gain access to library collections, it is better to go through the catalogue or an index to that collection. Access points are headings that users employ to locate needed materials. For example; Title, Author and Subject are three main access points. This means that the user can search and access the needed materials through the title, author or subject. The ideal thing for every library is to have three access points/catalogues/indexes (title, author and subject) for all materials in the library. However, every document must have its main entry which is its main access points.

3.3 Physical Form of Library Catalogue

Types of physical form of library catalogues are:

- a. Book catalogue
- b. Card catalogue
- c. Microform catalogue
- d. Online catalogue.

Book Catalogue

A book catalogue lists bibliographic records in alphabetical order by various entries on pages of a book. This is the oldest type of catalogue. The book catalogue is expensive to produce and easily gets out of date due to its inflexibility. You cannot easily remove or insert bibliographic records (of old & new resources respectively). For more people to have access at the same time, the library needs to print many copies which is expensive. This type of catalogue was gradually replaced by card catalogues.

Advantages of Book Catalogue

1. Ease of use: The book catalogue is very easy to use by library cliental and it is portable
2. Size: it is compact and can be easily carried to anywhere within the library

3. *Cost*: Once the first copy has been produced duplication of it becomes cheaper. Multiple copies can be produced for other locations of the library

Disadvantages of Book Catalogue

1. *Ease of use*: Only one person can use this catalogue at a time, unless multiple copies are produced. Library users may have to wait for each other to have access to the book catalogue.
2. *Flexibility and currency*: Bibliographic records for new materials cannot be inserted. For this to happen, you may have to reproduce a new book catalogue or create a supplementary copy

Card Catalogue

A card catalogue is a file of cards usually in catalogue cabinet showing the users the library's collections. The cards give very relevant information about the books in the library as well as indicating their location on the shelves. These cards are filed alphabetically in catalogue trays that are placed in the cabinets. These cabinets are arranged in a convenient location in the library for easy retrieval. Kindly visit this link for an illustration on card catalogue, <http://www.yourdictionary.com/card-catalog>

Advantages of Card Catalogue

1. *Flexibility and Currency*: Updating of the cabinet is easy and staff time is saved. Cards for new materials can be added quickly and cards easily removed for those items no longer in the collection.
2. *Ease of use*: The card catalogue is easy to use. Both staff and students find it easy to use because of the alphabetical arrangement and the fact that they are loose in the tray.
3. *Availability*: The card catalogue is easily available to library users. Several users can have access to the card catalogue at the same time.
4. *Cost*: The cost of maintaining a card catalogue is not expensive. The cards are easily available.

Disadvantages of Card Catalogue

1. *Size*: After some time, the library may need more cabinets for new cards. Gradually, more and more cabinets will be acquired as the collection grows. This might take up much space.
2. *Human Error*: Cards can be misfiled in error. Its implication is that, the document on the shelf may never be used. Miss-filing and miss-shelving are serious issues as they course serious problems in the library.
3. *Ease of use*: A library user can only see a card at a time. Its implication is that he has to remember the title or know the subject heading of the information he needs.

4. Cost: Filing of cards takes time. Imagine if you have catalogue in different locations, you may have to do more work.
5. Flexibility and currency: The library cannot easily effect any correction on the card except the card is reprinted.

Microform Catalogues

Microform Catalogues are photographed card catalogue or screen images that are transferred onto microform. Basically, they are used as backup as online catalogues have overtaken them.

Advantages of Microform Catalogue

1. Ease of use: Many records can be viewed at the same time. There are indexes and headings to guide users.
2. Size: Microfiche or microfilm takes up very little storage space and can store many records on one fiche or film
3. Cost: It is cheap to produce multiple copies

Disadvantages of Microform Catalogue

1. Ease of use: Microform catalogue is not common. Students find it difficult to use. Expensive equipment is required for users to have access and use it.
2. Flexibility and currency: New bibliographic records cannot be inserted and records of lost items cannot be deleted. It is just like the book catalogue that you must reproduce to incorporate changes.
3. Cost: The first copy of the microform catalogue is expensive to produce. There is also the problem of maintaining the equipment.

3.4 OPAC

On-line Public Access Catalogue (OPAC) is the most modern form of catalogue. One needs a microcomputer with a large memory for it. Bibliographic records of all documents in a collection are stored in the computer memory disk. OPAC is the most efficient of all the catalogues. It is very flexible and can be easily updated. The records can be accessed through several points. As soon as bibliographic records are inputted into the computer, they can be accessed instantly at different points. Many on-line library catalogues such as library of congress online can be accessed through the internet

Advantages of Online Catalogue

The main advantages of online catalogue are:

1. The database can be searched in almost any item of information of interest to the users
2. The users can retrieve information in a variety of ways
3. It provides rapid search

4. It can be used from far away location, so that the users can access a local, national and international cataloguing database.
5. The problem of having to file cards is eliminated
6. Online catalogues can be easily updated
7. It provides links to other catalogues, reference help and circulation
8. Online catalogue can also be made physical if need be.

Disadvantages

Some of the disadvantages are:

1. It is very sensitive in spelling and may retrieve different information due to error.
2. Most times, the information retrieved may be too much which may confuse the user
3. Training is needed for the users to optimally use online catalogue
4. Epileptic power supply and computer break down are all disadvantages.

Self-Assessment Exercises

1. Library catalogue can be best described as:
 - A. The research profit of all users
 - B. Collation of all bibliographic details of new materials.
 - C. An alphabetical list of subjects treated in a book.
 - D. A list of all bibliographic items found in a library.

2. One of the options below is a unique advantage of online catalogue
 - A. It can be used from far away locations, so that users can access a local, national and international cataloguing database
 - B. Takes up very little storage space and can store many records
 - C. It is easily available
 - D. It is easy to use

Feedback

- | |
|---|
| <ol style="list-style-type: none">1. D2. A |
|---|

4.0 Conclusion

Most libraries keep only one particular type of catalogue. The onus is on researchers including students to learn how to use the different types of catalogues. However, whenever you need help don't hesitate to call on the librarian who is always willing to help out. In the next unit you shall be

introduced to the different classification schemes to help you understand the coding systems used in the catalogues.

5.0 Summary

To recap what you have learned in this unit, click on the video below or copy the link and paste on a web browser. The video is a summary of what you have read in this unit. You could also click on the audio version and listen. You can also download them and play offline.

Video

Audio

6.0 References/Further Reading

Library cataloguing theory

http://164.100.133.129:81/eCONTENT/Uploads/Library_Cataloguing_theory.pdf

Unit 2 Classification Schemes

Contents

- 1.0 Introduction
- 2.0 Intended Learning Outcome (ILO)
- 3.0 Main Content
 - 3.1 The Importance of Library Classification
 - 3.2 Types of Library Classification Schemes
- 4.0 Conclusion
- 5.0 Summary
- 6.0 References/Further Reading

1.0 Introduction

For the effective use of library resources, organization of such resources is important for easy retrieval. One way of organizing library resources is by cataloguing. You have learned the functions and the different types of catalogues. Now, the focus shall be on the way library resources are organized, which is classification? Classification is the act of grouping like documents together, basically according to their subject content.

2.0 Intended Learning Outcome (ILO)

By the end of this unit, you will be able to source for information using different library classification schemes.

3.0 Main Content

3.1 The Importance of Library Classification

Numerous books acquired in the library must be arranged to increase their utility to the optimum level. Users will find it difficult to locate a document, if there is no arrangement of any sort. The library user lacks time and would not be patient to go through all the library resources because he needs just one document. Even for the librarian, it will be difficult to search through all documents to get a required one.

Due to the varying forms and purpose of documents, it becomes essential to arrange them systematically on shelves. A user would be in a better position to help himself if shelves are provided with an adequate number of shelf guides. He would thereby require less assistance from the reference staff. In a situation where the library collection is unclassified, library guides will be useless to users and users will feel lost. So, in order to provide an effective reference service, it is essential that the documents are arranged systematically. This would also help save the time of the reference staff and as well as that of the readers themselves.

The purpose of library classification is to create a system out of disorder and provide a comprehensive view of the documents on a given subject. This leads to maximum use of a collection, thus satisfying the law of library science as formulated by SR Ranganathan. These laws are as follows:

- Books are for use (First law)
- Every reader his book (second law)
- Every book its reader (third law)
- Save the time of the reader (fourth law)
- Save the time of the staff (corollary to the fourth law)
- Library is a growing organization (fifth law)

The basic aim of librarianship is to bring the user in contact with a specific document or information. Out of the various techniques that a librarian may adopt to achieve this, library classification is one of them. It helps to organize documents and information so that users can use sources of information effectively.

3.2 Types of Library Classification Schemes

1. Library of Congress Classification Scheme (LC)
2. Dewey Decimal Classification Scheme
3. Universal Decimal Classification (UDC)
4. Bliss Classification Scheme
5. Colon Classification Scheme
6. Moys Classification Scheme

Library of Congress Classification Scheme (LC)

Most academic libraries use library of congress classification scheme. For example, National Open University of Nigeria (NOUN) Library uses this scheme. Library of congress classification scheme consists of 21 classes (A-Z). The scheme is based on the collection of library of congress in United States. It was mixed notation. This means that it uses both letters and numbers. It also uses cutter numbers to further specify a document. Cutter numbers are special numbers given to individual authors. The notations and cutter numbers together form the class mark or call number of a book.

The Main Classes of LC

A	General works
B - BJ	Philosophy, Psychology
BL - BX	Religion
C	Auxiliary Sciences of History
D	History: General and Old World (Eastern Hemisphere)
E- F	History: America (Western Hemisphere)
G	Geography, Anthropology, Recreation
H	Social Sciences
J	Political Science
K D	Law of the United State Kingdom and Ireland

K F	Law of the United State
L	Education
M	Music, Books on Music
N	Fine Arts
P-PA	General Philosophy and Linguistics
PA	Supplement Classical Languages and Literature; Mediaeval and Modern Literature
P B – PH	Modern European Language
PG	Russian Literature
PJ – PM	Languages and Literature of Asia, Africa, Oceanic, American Indian Languages, Artificial Language
PN, PR, PS, PZ	General Literature, English and American Literature, Fiction in English; Juvenile Literature
P Q	Part 1 French Literature
P Q	Part 2 Italian, Spanish and Portuguese
PT	Part 1 German Literature
PT	Part 2 Dutch and Scandinavian Literature
Q	Science
R	Medicine
S	Agriculture
T	Technology
U	Military Science
V	Naval Science
Z	Bibliography; Library Science

A typical book classified, using the Library of congress classification scheme will have its class mark or call number as follows:

Title:	Understanding Politics: ideas, institutions and issues
Author:	Thomas M. Magstadt
Class Mark (call number):	JA/LC Class mark 66 M 33/cutter number 2011/date of publication

The class mark is found at the spine of every book in the library or at the left upper side of a book.

Dewey Decimal Classification

Among the modern classification scheme, Dewey Decimal Classification (DDC) is the oldest. It is also widely use especially in school libraries. You may come across very few academic libraries that use Dewey classification scheme to organize their collection. Unlike the library of congress classification, Dewey classification is pure and not mixed. It uses only numbers. For further specificity of subject terms, it employs decimals.

The Main Classes of Dewey Decimal Classification

000	Generalities
100	Philosophy and Psychology
200	Religion
300	Social Sciences
400	Language
500	Natural Sciences and Mathematics
600	Technology (Applied Sciences)
700	The Arts Fine and Decorative Arts
800	Literature and Rhetoric
900	Geography and History

Each main class is divided into 10 divisions and each division into 10 sections. For example, the main class 600 – Technology (Applied Sciences) can be further subdivided into another ten (10) sub-classes as follows:

600 – 609	Technology (Applied)
610 – 619	Medical Science Medicine
620 - 629	Engineering and Allied Operations
630 – 639	Agriculture and Related Technologies
640 – 649	Home Economics and Family Living
650 – 659	Management and Auxiliary Services
660 – 669	Chemical and Related Technologies
670 – 679	Manufactures
680 – 689	Manufacture of Products for Specific uses
690 – 699	Buildings

Again each of these ranges of numbers can be further subdivided into ten (10) e.g.

610 – 619 Medical Sciences, Medicine can be subdivided as follows:

610	Medical Sciences Medicine
611	Human Anatomy, Cytology, Tissues
612	Human Physiology
613	General and Personal Hygiene
614	Public Health and Related Topics
615	Pharmacology and Therapeutics
616	Diseases
617	Surgery and Related Topics
618	Other Branches of Medicine
619	Experimental Medicine

Each of these topics may be further divided into more specific subject areas. A decimal point is used after the first three digits to separate the specific subjects. For example, 612-Human Physiology can be further subdivided into ten as follows:

612	Human Physiology
-----	------------------

612.1	Blood and Circulation
612.2	Respiration
612.3	Nutrition
612.4	Secretion, Excretions, Related Functions
612.5	Reproduction, Development Maturation
612.6	Motor Functions and integument
612.7	Nervous and Sensory Functions
612.8	Regional Physiology

Universal Decimal Classification (UDC)

Universal Decimal Classification (UDC) is based on the 5th edition of Dewey Decimal Classification. This classification scheme is widely used in French speaking countries of North Africa, in Spain and Latin America and throughout Eastern Europe. In the English-speaking world, it is used by special libraries and most especially in those with strong emphasis on technological interests. There are many similarities between DDC and UDC, for instance the ten (10) main classes of DDC are retained in UDC. However, class 4 (language class) was merged with class 8 (Literature class) in UDC.

Example of UDC notations

903	Prehistory, Antiquities
903'12	Hunting and Fishing cultures
903'13	Primitive Farming cultures
903'14	Pastoral cultures
903'15	Normadie cultures
903'16	Advanced Farming cultures
903'18	Town, city cultures (Civilization)

Bliss Classification

Bliss Classification is also called Bibliographic classification (BC). It was devised by Henry Evelyn Bliss in 1935. The system is utilized most extensively in British libraries. It consists of 35 main classes, consisting of 9 numerical and 26 alphabetical classes. It has a notation system that utilizes upper case and lowercase Roman letters; with Arabic numerals for common subdivisions. Each main class and each subclass is fully faceted.

The outline of bliss classification is as follows:

2/9 Generalia, phenomena, knowledge, information science and Technology

A/AL	Philosophy & Logic, 1991
AM/AX	Mathematics, Probability, Statistics, 1993
AY	General Science, 1999
B	Physics, 1999
C	Chemistry, Chemical Engineering 2000

D	Space & Earth Sciences
	Astronomy
	Geology
	Geography
E/GQ	Biological Sciences
	Biology
	Biochemistry
	Genetics
	Virology
F	Botany
G	Zoology
GR	Agriculture
GU	Veterinary Science
GY	Ecology
H	Physical Anthropology, Human Biology, Health sciences, 1980
I	Psychology & Psychiatry 1978
J	Education 1990
K	Society (includes Social Sciences, Sociology & Social Anthropology)
L/O	History (includes Archaeology, Biography and Travel)
P	Religion, Occult, Moral and Ethics. 1977
Q	Social Welfare & Criminology. Rev.ed.1994
R	Politics & Public Administration. 1996
S	Law, 1996
T	Economics & Management of Economic Enterprises. 1987
U/V	Technology, Engineering. 2000
W	Recreation, Arts, Music
X/Y	Language, Literature

Colon Classification

The Colon Classification (CC) has a set of main classes that are divided into facets. All facets are regarded as manifestations of five fundamental categories namely:

- i. Space
- ii. Energy
- iii. Matter
- iv. Personality

Main classes of Colon Classification

A	Generalia
U	Area study
W	Generalia Person Study
O 1	Information Science
1	Universe of subjects

2	Library Science
3	Book Science
4	Journalism
5	Exhibition Technique
6	Muscology
7	Systems Research, Systemology
8	Management Sciences
A *Z	Science (natural and social)
A	Natural Sciences
B *Z	Mathematical and Physical Sciences
B *ZZ	Mathematical Sciences
B	Mathematics
C *Z	Physical sciences
C	Physics
D *Z	Engineering and Technology
D	Engineering
E *Z	Chemical Sciences
E	Chemistry
F	Chemical Technology
G *Z	Biological Sciences
G	Biology
H *Z	Earth Sciences
H	Geology
I *Z	Plant Sciences
I	Botany
J *Z	Agriculture and Forestry
J	Agriculture
K *Z	Animal sciences
K	Zoology
L *Z	Medical Sciences
L	Medicine
M	Useful Arts
MZ	Mysticism and Spiritual Experience
N *Z	Fine Arts and Literature
N	Fine Arts
O *Z	Language and Literature
O	Literature
P	Linguistics
Q *Z	Religion and Philosophy
Q	Religion
R	Philosophy
S *Z	Behavioral science
S	Psychology
T *Z	Social Sciences
U	Geography
V *Z	History and Political Science
V	History
W	Political Science
X	Economics (Macro - economics)
Y	Sociology

Moys Classification Scheme

Most academic libraries use Moys Classification Scheme for classifying specifically their law materials. Basically, this scheme helps to remove the short comings observed in class K-Law, the library of congress classification scheme.

Main Classes of Moy's Classification Scheme.

K	Journal and Reference Books
KA	Jurisprudence
KB	General and Comparative Law
KC	International Law
KD	Religious Legal System
KE	Ancient and Medical Law
KF – KN	Common Law
KP	Nigerian Legal System
KR	Africa
KS	Latin America
KT	Asia and Pacific
KV	Europe
KW	European Community Law
KZ	Non – Legal Subjects

Self-Assessment Exercise

1. _____, _____, _____, _____ and _____ are the five basic types of library classification schemes.
2. _____ is the scheme mainly used in academic libraries.

Feedback

1. Library of Congress Classification Schemes, Dewey decimal classification Scheme, Universal Decimal Classification, Bliss Classification and Colon Classification Scheme
2. Library of Congress Classification Scheme

4.0 Conclusion

You have just concluded a study on library classification schemes. This is to enable you understand the system of coding and organizing library materials. Without this knowledge you may find it difficult to understand and use the catalogues of several libraries.

5.0 Summary

To recap what you have learned in this unit, click on the video below or copy the link and paste on a web browser. The video is a summary of what you have read in this unit. You could also click on the audio version and listen. You can also download them and play offline.

Video

Audio

6.0 References/Further Reading

Library Classification Schemes: an Overview

http://shodhganga.inflibnet.ac.in/bitstream/10603/31769/10/10_chapter%203.pdf

Module 4 ICT Use in the Library

This module seeks to introduce digital libraries and computer-based literature search to you as a student and researcher in order for you to get conversant with the services they can offer and use them. The traditional method which is obsolete and not efficient is giving way to a more efficient method of handling library operations. The use of digital library will help to save your time, retrieve more and relevant resources. It will also help you to become more productive and efficient in general.

Unit 1	Digital Libraries
Unit 2	Computer Based Literature Search

Unit 1 Digital Libraries

Contents

1.0	Introduction
2.0	Intended Learning Outcome (ILO)
3.0	Main Content
4.0	Conclusion
5.0	Summary
6.0	References/Further Reading

1.0 Introduction

The traditional library system is gradually being replaced by the electronic system. You as a student will be limited if you adhere to the old system. You must be dynamic and embrace a more efficient system. This unit highlights what you stand to gain as a student or researcher when you use the digital/electronic library.

2.0 Intended Learning Outcome (ILO)

By the end of this unit, you will be able to search for information using digital libraries.

3.0 Main Content

3.1. Advantages and the Challenges of Digital Libraries

A digital library is an information service or a collection of electronic information resources, in which all the information resources are available in computer form. In addition, the functions of acquisition, storage, preservation,

retrieval etc are carried out using digital technologies such as computers, networks etc.

Disadvantages of the Traditional Library System

Various reasons contributed to the change from traditional to electronic library. The manual performances of library functions were getting difficult because of the following reasons:

1. Library holdings will continue to grow. The rate of growth is fast. For example, journals come in volumes and issues; within a short time the library begins to experience lack of storage space for them. The space at the library's disposal is limited while their collections will continue to grow.
2. Because of information explosion, the society is saddled with multifaceted and multidimensional information. There are some challenges that come with this. The first is that of storage space and the second, is the problem of how to organize such volume of information.
3. Because of information explosion library operations take many hours to perform manually.
4. Accuracy is also lost while working manually, due to information explosion.

Benefits of Digital Libraries

Unlike conventional libraries, digital libraries have global reach, through international networks, such as the internet. A library user can search through the OPACs of many of the world's libraries and utilize a number of their online resources through the web.

Digital libraries permit you, as a library user to have access to information anytime from anywhere subject to the availability of requisite resources. With digital libraries several library users can simultaneously have access to a single electronic copy from different locations. Copies of the information on the net can be speedily delivered to users on demand, thus savings users' time and removing the challenge of geographical distance to information. The electronic information can be reformatted to the specification of users. The problem of loss through theft is eliminated.

Digital libraries offer great user satisfaction through improved services by reducing cost, providing instantaneous access to online information and also by offering all time everywhere access to information.

Challenges for Establishing Digital Libraries

In as much as digital libraries have several advantages; they also have disadvantages and challenges as follows:

1. Technological Obsolescence of Hardware and Software: The library may have to purchase a new version of hardware and software for users to gain access to information in digital form.
2. Digital libraries may have the problem of funding as cost of purchase and maintenance of equipment and resources is high.

Another major challenge is the issue of copyright. It is possible for electronic resources to be copied with impunity. This issue will be extensively discussed in another module. Digital libraries require additional skills on the part of library staff and users to ensure that the content is properly collated, organized and retrieved e.g. search tools such as advanced search features must be learnt. Finally, digital libraries interface design should be human centred (user friendly), to enhance universal access, easy to understand, easy to learn, tolerate search input errors, be flexible and adaptable, appropriate and effective for the task, powerful and efficient, secure, reliable, information centered, and pleasant to use.

Self-Assessment Exercises

1. In a digital library all the information resources are available in ____.
2. Below are all disadvantages of traditional library system except one:
 - A. Lack of storage space
 - B. Library operations take many hours to perform manually
 - C. Accuracy is lost while working
 - D. Easy access to information, anytime and anywhere

Feedback

- | |
|---|
| <ol style="list-style-type: none">1. Electronic Form2. D |
|---|

4.0 Conclusion

You will be losing so much by not using digital libraries and their facilities. This means you cannot use library databases, open educational resources, OPAC, etc. All your searches will be manual which is very tedious and less productive.

5.0 Summary

To recap what you have learned in this unit, click on the video below or copy the link and paste on a web browser. The video is a summary of what you have read in this unit. You could also click on the audio version and listen. You can also download them and play offline.

Video

Audio

6.0 References/Further Reading

Trivedi, M. (2010). Digital libraries: Functionalities, usability, and accessibility. *Library Philosophy and Practice*.

<http://www.webpages.uidaho.edu/~mbolin/trivedi-diglib.htm>

Bamgbade, B.J. et al (2015). Comparative analysis and benefits of digital library over traditional library.

<http://www.worldscientificnews.com/wp-content/uploads/2015/07/WSN-24-2015-1-7.pdf>

Unit 2 Computer Based Literature Search

Contents

- 1.0 Introduction
- 2.0 Intended Learning Outcomes (ILOs)
- 3.0 Main Content
- 4.0 Conclusion
- 5.0 Summary
- 6.0 References/Further Reading

1.0 Introduction

You cannot just start a search blindly whether manually or electronically. You must go about it systematically because you want your search to include all relevant information on your topic. This unit will teach you how to construct a search strategy using the internet.

2.0 Intended Learning Outcomes (ILOs)

By the end of this unit, you will be able to:

- Identify the basic steps in constructing a search strategy
- Choose a topic of your choice and construct a search strategy for this topic.

3.0 Main Content

3.1 Constructing a Search Strategy

A search strategy is a structured organization of terms used to search a database. Your strategy will clearly show how you combine terms in order to retrieve the best result. In order to construct a search strategy, you have to follow the steps below:

1. Define your topic
2. Choose your keywords
3. Identify alternative terminology
4. Combining your keywords
5. Limiting
6. Choose your databases

Step 1: In step one you have to clearly state your topic. For example, “what are the impacts of policies to tackle water pollution in United Kingdom?”

Step 2: In step two you have to choose your keywords. For example, the keywords in your stated topic are:

Policies
Pollution

United Kingdom

Step 3: Here, you are to identify alternative terminologies to the chosen keywords. For example, alternative keywords for **policies** are: legislation, Law while alternative keywords for **water pollution** are: water contamination, water impurity, and alternative keywords for **United Kingdom** are: UK, Great Britain, and United Kingdom.

These other keywords which are also known as synonyms will help your search to become as broad as possible and this will help to capture more relevant articles as possible.

Step 4: In step four, you are to combine your keywords. In order to achieve this, you must apply some search techniques such as Boolean operators e.g. 'AND' or 'OR'; truncation (*), wild cards (?) etc.

- (a) Combining search terms using 'OR' e.g. UK OR United Kingdom OR Great Britain
- (b) Combining concepts using 'AND' e.g. (water pollution OR water contamination OR water impurity) AND (policies OR Law OR Legislation AND (UK OR United Kingdom OR Great Britain)
- (c) You can use the question mark when searching for alternative spellings e.g. colour/color will be searched as colo?, to capture both spellings
- (d) #: This symbol can be used to replace definite but variable character e.g. organization which can be spelt with either s or z can be captured as organi#ation.

Self-Assessment Exercises

Question:

1. A search strategy is a _____ organization of terms used to _____ a database.
2. _____, _____, _____ and _____ are the four basic steps in constructing a search strategy.

Feedback

1. Structured; search
2. Defining your topic, choosing your key words, identifying alternative terminology and combining your keywords

4.0 Conclusion

Not all retrieved digital materials that are useful. Eliminate junks from your retrieved resources before use. All materials you retrieved from the internet will not only be comprehensive but will be highly relevant to your given topic if retrieved from viable site.

5.0 Summary

To recap what you have learned in this unit, click on the video below or copy the link and paste on a web browser. The video is a summary of what you have read in this unit. You could also click on the audio version and listen. You can also download them and play offline.

Video

Audio

6.0 References/Further Reading

Information on the internet

<https://www.emazzanti.net/10-tips-for-finding-information-on-the-internet/>

<https://radar.brookes.ac.uk/radar/file/ccf634ab-2060-48e0-bc67-53e395add4d6/1/costructingasearchstrategy.pdf>

Module 5 Good Reading Habit/Study Skills

Most people who desire to excel in their academic pursuit hardly know how to go about attaining the dreams. The problem is that majority of such people are challenged in one way or the other. Such challenge could be that they are married and have family issues that are demanding their attention and time. Some have been out of school for a while and find it difficult coping with reading; while others have the challenge of combining schooling with work. This module will introduce you to basic study habits that will enhance your academic excellence.

Unit 1	Basic Study Techniques/Methods
Unit 2	Developing Good Reading Habit
Unit 3	Handling Examinations

Unit 1 Basic Study Techniques/Methods

Contents

1.0	Introduction
2.0	Intended Learning Outcomes (ILOs)
3.0	Main Content
	3.1 Good Study Methods
	3.2 SQ3R Reading Method
4.0	Conclusion
5.0	Summary
6.0	References/Further Reading

1.0 Introduction

For effective Study, students must not depend on chance but must adequately plan their study using tested study methods. Students who follow these methods learn more easily, retain material for longer periods of time, and save themselves hours of study time. In this unit you will learn good study and reading methods.

2.0 Intended Learning Outcomes (ILOs)

By the end of this unit, you will be able to:

- Identify the steps to take to develop good study skills
- Explain the SQ3R reading method
- Demonstrate good studying and reading habit to achieve academic excellence.

3.0 Main Content

3.1 Good Study Methods

There are steps you must take in order to develop good study skills.

1. Making and Keeping a Study Schedule

Students must have a functional reading schedule where specific hours are set aside for reading each day. This schedule must be faithfully kept from day-to-day. The amount of time needed for study will vary for each individual. An average of four hours of study each day is recommended.

2. Studying in an Appropriate Setting — Same Time, Same Place, Every Day

A conducive environment such as a library, or/and a study room at home is recommended for study. This will facilitate comprehension since it is expected that the environment is not only quiet but cool and has all necessary facilities for study. Have a specific place for your study.

3. Equipping Your Study Area with All the Materials You Need

Ensure that when you visit the library that you go with all necessary reading materials/resources such as: Recommended textbooks, e-resources on your laptops, pencils, pens, erasers, etc. With your materials at hand, you can study without interruption. Put your phone on silence and take only emergency calls. Studying is a serious business. You can return the calls after you have finished studying.

4. Not Relying on Inspiration for Motivation

Students must not leave studying time to when they feel like. You must stick to your daily schedule for studying whether you are motivated or not. Get yourself motivated. One method of doing this is by moving from the known to the unknown or by reading for pleasure then move on to actual study. As an athlete-in-training cannot wait for inspiration to practice in preparation for an event so you cannot wait for inspiration to study for examinations or assignments. Like the athlete, you must get into training for tests and examinations by doing the assignments and preparing daily through review to be ready for the action.

5. Keeping a Well-Kept Notebook Improves Grades

According to researchers there is a correlation between orderliness and high grades. Knowing where to find your materials when you need them is crucial. There is no time to waste in searching for your reading materials and your thought flow must not be disrupted while already reading. Students therefore, should keep a special section for each subject in their notebook as well as a semester calendar so that they can write down the dead-lines of all assignments as they are uploaded in their portals. Having all of this

information together in one place is vital to their success. A well-kept notebook is a part of good time management.

6. Taking Good Notes as Insurance against Forgetting

Students must learn to take good notes efficiently as their instructor's stress important points in class and as they study. Good notes are a "must" for just-before-test/examination-reviewing. Without notes, you will need to reread and review the entire course material or textbook before an examination or test. With notes, you can recall the main points in just a short time. The time you spend in note taking is not lost, but in fact, is a time-saver.

7. Over- learning Material Enhances Memory

According to Psychologists you must over-learn a concept for it to be internalized. This calls for constant reading in order to over-learn what you already know. Experts suggest that after you can say, "I know this material," that you should continue to study that material for an additional one-fourth of the original study time. Manipulate the material as many different ways as possible by writing, reading, touching, hearing, and saying it. In an experimental study, students who over-learned material retained four times as much after a month than students who didn't over-learn.

3.2 SQ3R READING METHOD

SQ3R is a Reading/Study formula designed to help process and increase retention of written information. It consists of the following five steps.

S = SURVEY

Scan the piece of writing to establish its purpose and get the main ideas. This may also be called skimming. Look for:

- The title, headings, and subheadings: This indicates the main topics and concepts being developed.
- Captions under pictures, charts, graphs or maps: This emphasizes important information
- Questions or teacher-made study guides and review them
- Introductory, concluding paragraphs and summary will also reveal the topics being covered as well as the purpose

Q = QUESTION

Write questions to give purpose and improve concentration. This aids comprehension. Do the following:

- Turn the title, headings, and/or subheadings into questions

- Read questions at the beginning/end of the chapters or after each subheading
 - Ask yourself, "What did my instructor say about this chapter or subject"
 - Ask yourself, "What do I already know about this subject?"
- Note: If it is helpful to you, write out these questions for consideration.

R = READ

When you begin to Read, do the following:

- Look for answers to the questions you first raised
- Answer questions at the beginning or end of chapters or study guides
- Reread captions under pictures, graphs, etc.
- Note all the underlined, italicized, bold printed words or phrases
- Study graphic aids
- Reduce your speed for difficult passages
- Stop and reread parts which are not clear
- Read only a section at a time and recite after each section

R = RECITE

Reciting helps to put the information into your long-term memory. Put what you have learned into your own words. Do the following after you have read a section.

- Orally ask yourself questions about what you have just read, or summarize, in your own words, what you read
- Take notes from the text but write the information in your own words
- Underline or highlight important points you've just read

It is important to note that in learning, the more senses employed, the more likely you are to remember what you have read e.g Triple strength learning: Seeing, saying, hearing; Quadruple strength learning: Seeing, saying, hearing, writing!!!

R = REVIEW

It is important to review the material to understand and remember it. Did you answer all the questions and understand the information?

Reviewing each time, you study will eliminate the need to "cram" for a test.

Self-Assessment Exercises

1. Studying in an appropriate setting means _____.
2. SQ3R which is a reading method stand for:

Feedback

1. To study in a conducive environment like a library that is quiet, having good lightings, well ventilated or with good air conditioners, and other facilities.
2. S=Survey, Q=Question, 1st R=Read, 2nd R=Recite, 3rd R=Review

4.0 Conclusion

A practice of good study and reading habit is a lifelong learning skill that everyone should have. Practicing it may seem difficult at the beginning, but it becomes easy after some practice. Practice of good study and reading habits take you beyond passing your examinations.

5.0 Summary

To recap what you have learned in this unit, click on the video below or copy the link and paste on a web browser. The video is a summary of what you have read in this unit. You could also click on the audio version and listen. You can also download them and play offline.

Video

Audio

6.0 References/Further Reading

<http://www.csc.edu/learningcentre/study/studymethods.csc>

Reading for understanding: The SQW3R Method
<https://students.unsw.edu.au/reading-understanding>

Harboe, T. & Mullen, R.V. (2007). Study skills for international students.
http://samf.ku.dk/pcs/pdf_filer/Samlet_study_skills_med_nyt_navn_2010.pdf

Unit 2 Developing Good Reading Habit

Contents

- 1.0 Introduction
- 2.0 Intended Learning Outcomes (ILOs)
- 3.0 Main Content
- 4.0 Conclusion
- 5.0 Summary
- 6.0 References/Further Reading

1.0 Introduction

In the previous unit, you learnt all the necessary steps you needed to take to improve your study method specifically for academic and exam purpose. In this unit you will learn how to improve your reading habit in general both for academic and specifically for entertainment leading to lifelong learning.

2.0 Intended Learning Outcomes (ILOs)

By the end of this unit, you will be able to:

- Identify the steps to improve your reading skills
- Read using the reading skill guide in achieving a desirable academic excellence.

3.0 Main Content

3.1 Good Reading habit

Reading is both an important professional skill and a way to enjoy informative, creative, and inspiring works of literature that enrich your life experiences. You require time and dedication to develop a good reading habit just like any other skill that is worth mastering. Once mastered, reading becomes a lifelong source of enjoyment and entertainment for you.

For you to develop a good reaching habit, you have to practice the following:

1. Improve your reading skills:

For you to enjoy your reading to the fullest, you have to practice good reading skills such as:

- Read for content: - When reading, always look out for the main idea of each paragraph along with the supporting reasons. This you can achieve by using pencil to underline key idea of every paragraph.
- Look up unfamiliar words: - When reading, make a list of unfamiliar words and at a good stopping point look up these words in a dictionary. Then go back and reread the sentences, they appear in to contextualize the words and their usage in case of multiple meanings.

- Lean to appreciate contextual meanings: - When you encounter unfamiliar words or ideas, check out for the literary, historical or social context for clues as to what the character or writer is talking about.
 - Become familiar with literary devices: - To be a better reader, you need to be familiar with common literary tactics such as metaphor, hyperbole, parallel structure, personification, and alliteration. This can significantly enrich your reading experience.
 - Don't Rush: It takes time to develop a good reading habit. Don't be discouraged. Keep nurturing your skills and develop at your own pace. As you read each day, you improve on your skills and gain greater efficiency.
2. Keep Reading Materials Handy: - Keep your textbooks, magazines, novels, devotional materials etc, handy. They should be well arranged in your reading corner or room. You can always visit the library for new books and also the internet for open educational resources.
3. Connect Reading to Your Everyday Life: This you can achieve in the following ways:
- Join a book club: At a book club, you meet regularly with other committed readers to share your reading experiences with. This will motivate you and you will begin to gain the benefit of talking to intelligent readers.
 - Download a news aggregator: This will enable you to follow online blogs, newspapers, and magazines. It can also help you to organize what you read into folders.
 - Find a time and place to Read: Find a favorite corner or room that is conducive for reading. Set aside regular time to enjoy reading at your favorite corner.
 - Set daily or weekly goals: - Setting reasonable goals can motivate you to becoming a better reader. For example, you can set a target of finishing a chapter of your textbook daily and finishing a novel per week. Your goal must be realistic and achievable.
4. Deciding what to Read: - Your academic reading is compulsory. You also need to read for entertainment and for this reading, choose topics that interest you. To help you achieve this, you can do the following:
- Seek out blogs, books and magazines that pertain to your own hobbies and interests to motivate you to read and maximize your enjoyment.

- You can talk to friends with common interests. You can also visit 'Goodreads.com' or local book stores or libraries.
 - See what reviewers say: You can decide to read a book based on the reviewer's comment. This can also help you to learn and understand the purpose of literary criticism. It will teach you to articulate your own tastes as a reader. You can start up an informed conversation about a reviewed book with colleague or at a reading club.
5. Create a Reading List: It is important to have a reading timetable or create a reading list of what you will read in future. This way, you know what to read at each time.

Self-Assessment Exercise

1. State two ways you can improve your reading skills
2. What do you look out for when you read for content?

Feedback

1. A combination of any two of the following: (a) reading for content (b) improving vocabulary strength (c) Appreciating contextual meanings (d) Knowledge of literary devices (e) Consistency in reading.
2. You look out for the main idea in every paragraph

4.0 Conclusion

You can develop good reading habit through practice. Therefore, read every day. 15 to 20 minutes every day can lead to great success in passing your examinations and meeting with daily demand in the society.

5.0 Summary

To recap what you have learned in this unit, click on the video below or copy the link and paste on a web browser. The video is a summary of what you have read in this unit. You could also click on the audio version and listen. You can also download them and play offline.

Video

Audio

6.0 References/Further Reading

Nine good reading habits

<http://www.liketoread.com/readinghabits.html>

14 Ways to Cultivate a Lifetime Reading Habit

<http://www.lifehack.org/articles/featured/14-ways-to-cultivate-a-lifetime-reading-habit.html>

Unit 3 Handling Examinations

Contents

- 1.0 Introduction
- 2.0 Intended Learning Outcomes (ILOs)
- 3.0 Main Content
- 4.0 Conclusion
- 5.0 Summary
- 6.0 References/Further Reading

1.0 Introduction

Most students get so stressed up whenever exam is approaching. The reason why they get so stressed up is because they have not taken the pain to learn and practice the steps to take in preparing for examinations. This is exactly what this unit will help you achieve.

2.0 Intended Learning Outcomes (ILOs)

By the end of this unit, you will be able to:

- Identify the steps to take when preparing for an examination
- Demonstrate the skills in handling examinations.

3.0 Main Content

3.1 Preparing for an Exam

You must prepare for examination well ahead of time to prevent it from being too stressful and time-consuming. Good and early preparation can help to build your self-confidence. Ways of ensuring readiness for exam are:

1. Start studying early: - There is no magic on having good grades. If you want to have good grade in your exam, begin to study course materials early. The volume of work and the difficulty level of the course should help you to determine how early to start serious studying. You need also to understand your rate of assimilation. It is important to start your study early. Ensure that you get a full night's sleep before the exam. Your brain needs time to subconsciously digest all you have read. You are advised to start your study early to avoid staying up all night. Avoid cramming.
2. Sort out your subject material: - Before you begin to review a subject, first get all materials ready. Check to ensure that you have all the handouts or the course materials for that subject. Put your notes in order. Also check your course outline or subject guide and make sure you cover your course outline. You can enrich your notes with summaries from textbook chapters. Putting all your materials together and in order makes it easier for you to find what you need while you're

studying. Reading your notes before exams will help to refresh your memory of what you have been taught and other materials you have read when you read your notes check out for any vital missing information and fill up the gap. This you can do by borrowing someone else's notes. Good notes can make all the difference when studying for exams. Concepts you may not understand on your own when reading a textbook are well explained by your lecturers in their notes and important information are highlighted and emphasized by your lecturers during lectures. Read your notes over and over.

3. Find out about the exam: - Try to find out from your lecturers the areas to cover for your exams. Pay attention during exam revision by your lecturers as clues to areas of concentration can be released to students consciously or unconsciously. You may also want to know how the exam will be graded and whether it will be multiple choice questions or essays. Don't hesitate to talk to your student counselor if you're feeling really stressed.
4. Review past Exam Papers: - Get old exam papers on the subject and test yourself. Familiarize yourself with the structure and format. Practice answering the questions within the specified time limits.
5. Know Exam venue and time: You should make sure you know the venue and time for your exam. Always check your exam time table for details. Find out the venue and check how long it will take you to get there. You must not arrive late to your examination venue so practice waking up early or set an alarm clock.
6. Don't Panic: You need to keep your cool. Early preparation as earlier discussed will help to build your self-confidence and not panic. In addition to this, don't talk too much to other students before your exam. Ensure that you take a light and decent breakfast.
7. Use Your reading time wisely: Once the question paper is served and you are asked to read through, do the following:
 - Read all of the instructions carefully
 - Scan through the whole exam paper and note the number of pages
 - Check how much each question is worth in terms of marks. Consider spending more time on questions with weightier marks
 - Determine which question to answer first. Start with questions you can best answer to boost your confidence.
 - Determine how much time you will spend on each question and section.
 - Start thinking about your answers.
8. Interpret your questions well: Be careful in decoding your questions. Take cognizance of the different components of the questions.

9. Review Your Answers: You should try to finish your exam before time and give room for review of your answers. It is better to review all answers but start with the questions you're least confident about. Ensure you answer all your questions and their different parts and sections if any.

Self-Assessment Exercise

Mention five ways of ensuring readiness for examination?

Feedback

Any five of the following: (a) start studying early (b) early sorting of your subject materials (c) Knowing your examination venue before exam date (d) Knowledge about the examination (e) Reviewing of past questions (f) Being composed (g) Wise use of reading time (h) accurate interpretation of questions (i) Reviewing of answers

4.0 Conclusion

Generally, early preparation gives you sufficient time to learn your course content and build self-confidence. You should not pile up your work until the last minute so that you will not be so stressed that you get confused, disorganized and even suffer a mental break down.

5.0 Summary

To recap what you have learned in this unit, click on the video below or copy the link and paste on a web browser. The video is a summary of what you have read in this unit. You could also click on the audio version and listen. You can also download them and play offline.

Video

Audio

6.0 References/Further Reading

How to Prepare for an Exam

<https://www.wikihow.com/Prepare-for-an-Exam>

Preparing for Tests and Exams

<http://lss.info.yorku.ca/resources/preparing-for-tests-and-exams>

Module 6 Copyright; Plagiarism and Referencing

All researchers must be mindful of the copyright laws to avoid any infringement on these laws. There are grievous penalties upon any infringement. Therefore, as a researcher you must adequately acknowledge works used during your research. This is the purpose of this module, which is to teach you copyright laws and their infringements and ways of avoiding any infringement through proper referencing and citation.

Unit 1	Copyright Laws
Unit 2	Plagiarism and Its Implications
Unit 3	Harvard In-Text Citing & Referencing
Unit 4	APA In-text Citing and Referencing

Unit 1 Copyright Laws

Contents

1.0	Introduction
2.0	Intended Learning Outcomes (ILOs)
3.0	Main Content
3.1	The Concept of Intellectual Property Rights
3.2	Types of Protection of Intellectual property
3.3	Copyright Law
3.4	A Brief History of Copyright
3.5	Purpose of Copyright Law
3.6	Fair Use
4.0	Conclusion
5.0	Summary
6.0	References/Further Reading

1.0 Introduction

In this unit, you will learn about intellectual property laws with reference to copyright law; the purpose(s) for this law and the concept of “fair use”.

2.0 Intended Learning Outcomes (ILOs)

By the end of this unit, you will be able to:

- Explain the concept of copyright law and the purpose(s) for this law
- Explain the concept of “fair use”
- Apply the copyright law in writing academic paper.

3.0 Main Content

3.1 The Concept of Intellectual Property Rights

Intellectual Property Rights are legal rights over creations of the mind. This law grants the author of an intellectual creation exclusive right for exploiting and benefiting from their creation. The purpose of this law is to stimulate creativity of human mind for the benefit of all by ensuring that the advantages accrued by using a creation benefit the creator. This will encourage creativity and allow investors in research and development a fair return on their investment. Intellectual property confers on individual enterprises or other entities the right to exclude others from the use of their creations. Intellectual property legal titles relate to the acquisition and use of a range of rights covering different type of creations. These may be industrial or literary and artistic.

3.2 Types of Protection of Intellectual Property

1. Patents: This covers New, non-obvious, industrially applicable inventions.
2. Trademarks: This covers signs or symbols to identify goods and services.
3. Industrial Designs: This covers ornamental designs.
4. Topography of Semi-conductor product: This covers original layout design of micro-electronics industry.
5. Copyright: This covers original work of authorship.
6. Neighbouring rights: This also covers original work of authorship but in performing, broadcasting organizations etc.
7. Trade Secrets: This covers secret business information
8. Protection against unfair competition: This covers all of the above.

3.3 Copyright Law

There is a legal framework that governs access to information enacted by the government of every country known as copyright. Copyright legally gives the creator of a work the monopoly of controlling the distribution of his work. This right is usually for a while after which such work can be freely accessed by the entire public. In other words, copyright is the right awarded to an author for being intellectually responsible for his work.

The author determines who adapts the work. Intellectual works covered by copyright law include patents, books, art work and trademark. In other words, if a person or an organization holds the copyright on a piece of writing, music etc, he is the only person who has the legal right to publish broadcast, perform it, and other people must ask his permission to use it or any part of it.

3.4 A Brief History of Copyright

In 1710, the world's first copyright law was enacted in England known as statute of Anne. What this law did, was to give the copyright of a work to its original owner. It also laid down fixed terms for the protection of the owner's right. Because of this act, authors were requested to register their copyrighted works at Stationer's Hall and deposit specified copies at some designated copyright libraries.

After some time, other countries gradually came up with their own legislation based on statute of Anne. For example, United States came up with the copyright Act of 1790. However, it was not until 19th country that copyright legislation became coordinated at the international level. Although in 1886, the Berne convention was introduced to provide mutual recognition of copyright between nation states. Secondly Berne convention was also organized to promote the development of international standards for copyright protection. The Berne convention brought world recognition of copyright law; therefore, there was no need for authors to register their works in individual states. The Berne convention is still in force till date and remains the basis for international copyright law.

Berne convention extended copyright protection to unpublished works after a while and also removed the requirement for registration. The implications of this, in the countries included in the Berne convention is that an individual (or the organization they are working for) owns the copyright of any work they produce as soon as it is recorded in some way, be it by writing it down, drawing, filming etc.

3.5 Purpose of Copyright Law

There are basically two purposes for the copyright law. These are economic and moral. Looking at it from the economic point of view, copyright encourages creativity. If an author gets a good reward for his work, he will be encouraged. This can happen only if that work is protected otherwise another person (intruder) may pirate and distribute the work as his own. From the moral perspective copyright protects the integrity of the created work by giving the author the right to object to any distortion, mutilation or other modifications which would be prejudicial to his honour or reputation.

Copyright tries to provide a balance between the interest of the author and that of the user. Copyright ensures that somehow, the public has some sort of access to a created product. After all, the essence of writing is for the public to appreciate, maximally. Utilize the idea for self and national development.

3.6 Fair Use

Copyright does not prohibit all copying or replication. The copyright Act of 1976 permits some copying and distribution without permission of the copyright holder or payment to same. The statute did not clearly define fair use; however, it gave some factors to consider in a fair use analysis which are:

- The purpose and character of the use
- The nature of the copyrighted work
- The amount and substantiality of the portion used in relation to the copyrighted work.
- The effect of the use upon the potential market for a value of the copyrighted work

It is therefore, not an infringement to make short quotations from a work for purposes of criticisms, teaching, scholarship, or research. Nevertheless, the name of the author and the source of the quotation must be acknowledged duly.

Self-Assessment Exercises

1. Intellectual property rights are-----
2. State the factors to consider in “fair use”?

Feedback

1. Legal rights over creations of the mind.
2. The factors are:
 - The purpose and character of the use
 - The nature of the copyrighted work
 - The amount and substantiality of the portion used in relation to the copyrighted work as a whole
 - The effect of the use upon the potential market for a value of the copyrighted work

4.0 Conclusion

The violation of copyright is a serious issue globally. However, in academics, provision has been made for fair use of scholarly resources to foster research and development especially in third world countries.

5.0 Summary

To recap what you have learned in this unit, click on the video below or copy the link and paste on a web browser. The video is a summary of what you have read in this unit. You could also click on the audio version and listen. You can also download them and play offline.

Video

Audio

6.0 References/Further Reading

A Brief History of Copyright

http://www.iprightsoffice.org/copyright_history/

What are Intellectual Property Rights?

<http://www.innovasjon Norge.no/no/Eksporthandboken/manedens-tema/What-are-Intellectual-Property-rights/>

What is intellectual property?

http://www.wipo.int/edocs/pubdocs/en/intproperty/450/wipo_pub_450.pdf

Unit 2 Plagiarism and Its Implications

Contents

- 1.0 Introduction
- 2.0 Intended Learning Outcomes (ILOs)
- 3.0 Main Content
 - 3.1 Copyright Infringement
 - 3.2 Plagiarism
 - 3.3 The Similarities between Copyright and Plagiarism
 - 3.4 Differences between Copyright and Plagiarism
- 4.0 Conclusion
- 5.0 Summary
- 6.0 References/Further Reading

1.0 Introduction

This unit will be discussing copyright infringement in details to enable you understand and avoid such infringements. One of such infringements is plagiarism which will be highlighted in this unit. Also, the similarities and differences between copyright and plagiarism were discussed.

2.0 Intended Learning Outcomes (ILOs)

By the end of this unit, you will be able to:

- Explain the concept of infringement and plagiarism
- Demonstrate the skills in applying copyright and plagiarism laws in writing academic papers.

3.0 Main Content

3.1 Copyright Infringement

Copyright infringement is any infringement upon the rights of a copyright holder.

Copyright law gives a copyright holder (usually the creator of the work) a set of rights that they and they alone can exploit legally (save for exceptions such as fair use). Those rights include:

- The right to reproduce (copy) a work.
- The right to create derivative works based upon it.
- The right to distribute copies of the work to the public.
- The right to publicly display or perform the work.

There could be a wide variety of activities that are copyright infringing including performing a copyrighted play without permission, writing an unauthorized sequel to a work or simply making copies of the work.

In short, copyright infringement is a very broad term, rooted in the law, which covers a wide range of unlawful activities that violate the rights (granted by the law) to copyright holders

3.2 Plagiarism

Copyright infringement is a construct of the law while plagiarism is a construct of ethics. Plagiarism is defined as the taking of the original work or works of another and presenting it as your own. The word “work” here, can include a variety of things such as ideas, words, images, etc. Anything that is seen as an unethical and unattributed use of another’s original creation can be defined as plagiarism.

3.3 The Similarities between Copyright and Plagiarism

Plagiarism and copyright have a lot in common. Works that can be plagiarized could be copyrighted. Plagiarism deals with creative or academic works and these types of works, typically, qualify for copyright protection when they are new. In fact, many plagiarisms are copyright infringements. Here are some examples of plagiarism that are also copyright infringements: Plagiarizing a blog post on a new site, copying an encyclopedia article without attribution for a book, and reporting or submitting a photograph someone else took under your name to a magazine etc. As such, many cases of plagiarisms are addressed through the legal framework provided by copyright law. Plagiarized contents posted online are often removed with takedown notices. Commercial plagiarisms, for example in advertisements, are often dealt with through lawsuits and so forth.

However, not all plagiarisms are copyright infringements and not all copyright infringements are plagiarisms

Although there are many similarities between them, yet they differ in some ways.

3.4 Differences between Copyright and Plagiarism

The key difference between plagiarism and copyright infringement is that not all plagiarisms are infringements and not all infringements are plagiarisms. For example, a person can plagiarize almost anything, including works that are not protected by copyright. Works that are in public domain can be plagiarized but because they are not protected by law, they cannot be copyright infringement on them. Also, plagiarism often covers things that are not covered by copyright. Ideas, facts and general plot elements are all things that can be plagiarized, at least in certain situations, but generally don’t qualify for copyright protection. It’s also worth noting that one might get permission to use a work and still plagiarize. For example, one may get permission to submit a purchased essay which means that the use is not an infringement, but it is still a plagiarism as the work is not originally yours.

To make matters more confusing, most copyright infringements don't really hinge on whether a use is attributed to its original owner. For example, if you passed out copies of a play without permission, it's most likely an infringement whether you tried to take credit for it. Attribution generally doesn't make an infringing action legal.

Self-Assessment Exercises

Plagiarism is defined as -----

Feedback

The taking of the original work or works of another and presenting it as your own

4.0 Conclusion

All forms of plagiarism should be avoided. It doesn't cost anything to acknowledge ideas and works used in the course of research. Protect your reputation and that of your institution by ensuring that you do not morally or legally infringe on authors rights.

5.0 Summary

To recap what you have learned in this unit, click on the video below or copy the link and paste on a web browser. The video is a summary of what you have read in this unit. You could also click on the audio version and listen. You can also download them and play offline.

Video

Audio

6.0 References/Further Reading

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http://www.iprightsoffice.org/copyright_history/

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<http://www.innovasjon Norge.no/no/Eksporthandboken/manedens-tema/What-are-Intellectual-Property-rights/>

What is intellectual property?

http://www.wipo.int/edocs/pubdocs/en/intproperty/450/wipo_pub_450.pdf

Unit 3 Harvard In-text Citing and Referencing

Contents

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Harvard Referencing Style
 - 3.2 Harvard referencing for Books
 - 3.3 Harvard Referencing for Journals Articles
 - 3.4 Harvard Referencing for Conference Proceedings
 - 3.5 Harvard Referencing for Dissertations
 - 3.6 Harvard Referencing for DVD, Video, and Film
 - 3.7 Harvard Referencing for Government Publications
 - 3.8 Harvard Referencing for Interviews
 - 3.9 Harvard In-Text Citations
- 4.0 Conclusion
- 5.0 Summary
- 6.0 References/Further Reading

1.0 Introduction

A referencing style is a set of rules that instructs you on how to acknowledge the thoughts, ideas and works of others in a way. Unintentional plagiarism can occur if you fail to reference correctly. So, you must ensure that you properly acknowledge the ideas or words of others that you use during your academic work or research. There are different types of referencing. There is no standard style. A Journal, discipline, or institutions may adopt a style. The different types of referencing styles are: American Meteorological Society (AMS) style, APA referencing, Chicago styles, Harvard referencing, MHRA referencing, OSCOLA referencing (Oxford Standard for the Citation of Legal Authorities), Oxford referencing and Vancouver (numeric) referencing. However, the two most common styles are Harvard and APA styles. In this unit, you shall be learning Harvard in-text citing and referencing.

2.0 Intended Learning Outcomes (ILOs)

By the end of this unit, you will be able to:

- Demonstrate the skills of using Harvard referencing style for books
- Demonstrate with examples, Harvard referencing style for journal articles
- Demonstrate with examples, Harvard referencing style for Conference Proceedings
- Demonstrate with examples, Harvard referencing style for Dissertations
- Demonstrate with examples, Harvard referencing style for DVD, Video, and Film

- Demonstrate with examples, Harvard referencing style for Government Publication
- Demonstrate with examples, Harvard referencing for interviews
- Demonstrate with examples, Harvard In-Text Citations.

3.0 Main Content

3.1 Harvard Referencing Style

Harvard referencing style is commonly used by students and researchers to cite information sources. There are two parts to Harvard style:

1. In-text citations: This is used in the body of the work when quoting or paraphrasing a source.
2. Reference Lists: This is a comprehensive list of all citations with their full bibliographic information located at the end of every academic or research work. This is to enable readers

For the reference list, the information needed are:

1. Name of the author(s)
2. Year published
3. Title
4. City Published
5. Publisher
6. Pages used

The general format for referencing, using Harvard style is as follows:

- Last name, First Initial. (Year published). *Title*. City: Publisher, Pages(s)

Reference list are arranged alphabetically by author's last name. Where multiple sources are used by same author, citations are listed in order by the date of publication.

3.2 Harvard Referencing for Books

Harvard Referencing for Books With One Author

The Harvard format for referencing books with one author is:

- Last name, First Initial. (Year published). *Title*. Edition. (first edition should not be included) City: Publisher, Pages(s)

Examples:

- Adigun, O. (2003). *Cases and texts on equity, trusts and administration of estates*. Lagos: Mabrochi International Books.

- Dixon, M. (2014). *Modern land law*. 9th ed. New York: Routledge.

Harvard Referencing for Books with Two or More Author

When referencing sources with two or more authors, place the names in the exact order in which they appear on the text, using “and” to separate the names.

Examples:

- Frederickson, N. And Cline, T. (2009). *Special educational needs, inclusion and diversity*. 2nd ed. New York: Mc Graw Hill, p.156.
- Vermaat, M., Sebok, S., Freund, S., Campbell, J. and Frydenberg, M. (2014). *Discovering computers*. Boston: Cengage Learning, pp.446-448.

Harvard Referencing for Chapters in Edited Books

The format for referencing chapters in edited books is:

- Last name, First initial. (Year published). Chapter title. In: First initial. Last name, ed., *Book Title*, ed. City: Publisher, Page(s)

Take note of the punctuations used in the format.

Example:

- Atkinson, D. (2010). Narratives and people with learning disabilities. In: G. Grant, P. Ramcharan, M.Flynn and M. Richardson, ed., *Learning Disability: A Life Cycle Approach*, 2nd ed. Berkshire: McGraw Hill, pp.78-92.

Harvard referencing for eBooks

For eBooks edition statement should always be included, even if it's the first edition.

When referencing for eBooks use the following format:

- Last name, First initial. (Year published). *Title*. Edition. [format] City: Publisher, page(s). Available at: URL [Accessed Day Mo. Year].

Example:

- Zusack, M. (2015). *The Book Thief*. 1st ed. [ebook] New York: Knopf. Available at: <http://ebooks.nypl.org/> [Accessed 20 Apr. 2015]

3.3 Harvard Referencing for Journal Articles

Harvard Referencing for Articles in Print Journals

The general Harvard format for referencing articles in print journals is:

- Last name, First initial. (Year published). Article title. *Journal*, Volume (Issue), Page(s).

Examples:

- Bimber, B. (2000). Measuring the Gender Gap on the Internet. *Social Science Quarterly*, 81(3), pp.868-876.
- Akpan, J. and Andre, T. (2000). Using a Computer Simulation before Dissection to Help Students Learn Anatomy. *Journal of Computers in Mathematics and Science Teaching*, 19(3), pp.279-313.

Harvard Referencing for Articles in Database or Website

All the features for referencing articles in print must be included where available for articles found in database or website. Also included the medium (online), the website URL, and the date article was accessed.

The general format for referencing articles found in database or website is:

- Last name, First initial. (Year published). Article Title. *Journal*, [online] Volume (issue), pages. Available at: URL [Accessed Day Mo. Year]

Example:

- Akinsola, M. And Animasahun, I. (2007). The Effect of Simulation-games Environment on Student Achievement in Attitude to Mathematics in Secondary School. *The Turkish Online Education Technology*, [online] 6(3), p. 146. Available at: <http://www.tojet.net/articles/63> [Accessed 14 Sept.2007].

Where authors name is not available, use the following format:

- Website name, (Year published). *Page title*. [online] Available at: URL [Accessed Day Mo.Year].

Example:

- Mms.com, (2015). M&M's Official Website. [online] Available at: <http://www.mms.com/>[Accessed 20 Apr. 2015].

3.4 Harvard Referencing for Conference Proceedings

Conference proceedings are academic papers presented at conferences that are yet to be published. Use the following format when referencing conference proceedings:

If published online:

- Last name, First initial. (Conference Year). Title of Paper or Proceedings. In: *Name or Title of Conference*. [online] City: Publisher of the Proceedings, pages. Available at: URL [Accessed Day Mo. Year].

If not published online:

- Last name, First initial. (Conference Year). Title of Paper or Proceedings. In: *Name or Title of Conference*. City: publisher of the Proceedings, pages.

Examples:

- Palmer, L., Gover, E. and Doublet, K. (2013). Advocating for Your Tech Program. In: *National Conference for Technology Teachers*. [online] New York: NCTT, pp. 33-34. Available at: <http://www.nctt.com/2013conference/advocatingforyourtechprogram/> [Accessed 11 Jan. 2014].
- Egunjobi, A. (2002). The Efficacy of Two Computer-assisted Instructional Modes on Learners' Practical Geography Achievement at the Secondary School Level in Ibadan Metropolis. In: *NAETM Conference*. Ibadan: NATEM, pp.20-23

3.5 Harvard Referencing for Dissertations

A dissertation is a lengthy paper or project written as a requirement for obtaining a doctoral degree. The format for referencing dissertations is:

- Last name, First initial. (Year published). *Dissertation title*. Academic Level of the Author. Name of University, College, or Institution.

Example:

- Morakinyo, A. (2003). *Relative Efficacy of Systematic Desensitization, Self Statement Monitoring and Flooding on Subjects Test Anxiety*. PhD. University of Ibadan.

3.6 Harvard Referencing for DVD, Video, and Film

The following format should be followed when referencing DVD, Video, and Film

- *Video title*. (Year published). [Format] Place of origin: Video maker.

Example:

- *Girls Just Want To Have Fun*. (1985). [video] Chicago: Allan Metter.

3.7 Harvard Referencing for Government Publications

Government Publications are documents produced by local, state, or federal government/institutions. When referencing for government publications, use the following format:

- Government Agency OR Last name, First Initial., (Year published). *Title of Document or Article*. City published: Publisher, Page(s)

Example:

- Commonwealth of Learning, (2004). *Planning and Implementing Open and Distance Learning Systems*. Abuja: Rutledge, p. 5

3.8 Harvard Referencing for Interviews

For the referencing of interviews, use the following format:

- Last name of Interviewer, First initial. and Last name of Interviewee, First initial. (Year of Interview). *Title or Description of Interview*

Example:

- Okpala, A. and Olaolu, B. (2018). *NOUN Students' Perception of ODL*.

3.9 Harvard In-Text Citations

In-text citation for paraphrased sentences or quotations is usually located at the end of each paraphrased sentence or quotation and displays the author(s) last name(s) and year of publication. However, when the authors are more than three, the first listed author's last name is used followed by "et al" and year of publication.

Examples:

- Gatsby's infatuation with Daisy is often revealed in the story, often in simple phrases such as, "... he turned toward her with a rush of emotion" (Fitzgerald, 2004).
- "A range of values can express emotion, too. Stark, high-contrast drawings may carry a strong emotional charge" (Lazzari and Schleiser, 2011).
- "Rather than constantly seeking approval from others, try to seek approval from the person who matters the most - yourself" (Bardes, Shelley and Schmidt, 2011).
- Potter et al. (2013) go on to explain that "among the most Catholic Filipinos, parents keep the newborn inside the home until after the baptism to ensure the baby's health and protection."
- "Dr. Scharschmidt completed her residency in 2012, joined the Leaders Society in 2013, and became a new volunteer this year to encourage other young dermatologists in her area to join her in leadership giving" (Dermatology Foundation, 2014).

Self-Assessment Exercises

1. The general format for referencing, using Harvard style is-----
2. Demonstrate using suitable example, Harvard style for referencing articles in print journal

Feedback

1. Last name, First Initial. (Year of publication). Title. City: Publisher, (Pages)
2. Bimber, B. (2000). Measuring the Gender Gap on the Internet. *Social Science Quarterly*, 81(3), pp.868-876

4.0 Conclusion

There are different referencing styles, however, the Harvard style is one. A good use of referencing styles will help you to avoid infringement which usually has severe consequences.

5.0 Summary

To recap what you have learned in this unit, click on the video below or copy the link and paste on a web browser. The video is a summary of what you have read in this unit. You could also click on the audio version and listen. You can also download them and play offline.

Video 

Audio

6.0 References/Further Readings

Harvard Referencing: Guide

<http://www.citethisforme.com/harvard-referencing>

Cronje, M. M. & Murdugh, M.N. Referencing Techniques: Harvard Method and APA style http://www.infosecsa.co.za/files/Reference_Techniques.pdf

Unit 4 APA In-text Citing and Referencing

Contents

- 1.0 Introduction
- 2.0 Intended Learning Outcomes (ILOs)
- 3.0 Main Content
 - 3.1 APA Referencing Style
 - 3.2 In-text Citing: General Notes
 - 3.3 General Rules for Referencing Journals
 - 3.4 E-Databases and Internet Resources Citing
- 4.0 Conclusion
- 5.0 Summary
- 6.0 References/Further Reading

1.0 Introduction

In this unit, you will be made to learn another type of referencing style commonly used by university students and researchers in their academic work. APA (American Psychological Association) referencing style is most frequently used within the social sciences.

2.0 Intended Learning Outcomes (ILOs)

By the end of this unit, you will be able to:

- Demonstrate with examples, APA referencing general rules
- Demonstrate with examples, APA In-text citing general rules
- Demonstrate with examples APA rules for referencing journals
- Demonstrate with examples APA databases and internet resources citing.

3.0 Main Content

3.1 APA Referencing Style

APA (American Psychological Association) citation style which is an author-data citation style was developed mainly for use in psychology. It has however, been adopted by other disciplines.

There are basically two parts to APA author- data style:

1. The in –text author- data citation
2. Detailed reference list at the end of the document.

All in text citation must have a corresponding reference list entry, and the converse applies for reference list entries.

General Referencing Rules

1. All the references in the reference list must also be cited in the body of the work.
2. All references cited in the body of the work must also be included in the reference list.
3. The reference list should be arranged alphabetically by author's surname.
4. Provide organization names in full, unless they are obviously recognizable as abbreviations.
5. For titles/subtitle of an article or chapters in a book, capitalize only the first word.
6. Journal titles and book titles should be italicized.
7. Be consistent with your referencing style across the document.

3.2 In-text citing: General Notes

An in-text citation is used under two conditions:

1. It is used when you directly quote someone else's work
2. When you paraphrase someone else's work

General Rules of Using In-text Citing

1. Use only author surname(s) followed by a comma and date put in bracket e.g. (Okpala, 2016). If they are two authors cite as follows (Okpala & Igbeka, 2009). If they are more than two authors cite as (Okpala et al, 2017). Do not forget to include page numbers for direct quotes e.g. (Okpala *et al.*, 2017 P.45).
2. As a rule, the in-text citation is placed immediately after the information being cited. However, for emphasis, you may vary where to place your citation. For example, you may want to emphasize the author; your citation will appear like the following Okpala (2014) opined that....

On the other hand, you may wish to emphasize the information as follows:

The reading habit of Nigeria students is at its lowest ebb (Okpala 2008).

3. If you are citing a source which has been cited within another with the secondary reference details, for example (Smith, 2008, as cited in Jones, 2010). Only the secondary reference (i.e Jones, 2010) should appear in the reference list.

4. If your citation is at the end of a sentence, place your full stop after the reference.

3.3 General Rules for Referencing Journals

1. Do not write “P” before the page number.
2. Italicize the volume number and do not write “vol” before the volume number.
3. Include the issue number in a bracket if available and leave no space between the volume number and issue number. Never include issue numbers of Journals that have continuous pagination.

Example

Okpala, A.E, & Igbeka, J.U (2005) Analysis of users searches of CD-Rom databases in Kenneth Dike Library. *The Electronic Library*, 23(3), 362-368.

Pay specific attention to the following in the example above:

1. With the authors, note the punctuation (, &) before the second author’s name.
2. The year of publication (2005) appears immediately after author’s name(s) in bracket followed by a full stop.
3. Capitalize only the first letter of the first word and of the subtitle (where available) in the article title e.g. Analysis of users searches of CD-Rom database in Kenneth Dike Library. Note that proper nouns such as names are exceptions. Remember to put a full stop after the title.
4. For the Journal title, italicize all the title. In addition, capitalize all the first letters of every word except for connecting words, then a comma e.g. *The Electronic Library*.
5. The volume number is italicized and no space between it and issue number, then a comma e.g. 23 (3),
6. Page number ends with a full stop.
e.g. 362 – 368.

3.4 E – Databases and Internet Resources Citing

The general format for referencing Journal article from a database or Journal’s website is as follows:

Author Last Name, First Initial. Middle initial. (year of publication). *Title of the article. Title of the Journal or magazine, volume Number, Page Number – Page Number. DOI: XXXXXXXX or URL of publication home page.*

For e – databases and internet resources, ensure that you add enough information in order for others to locate the electronic resource *e.g. DOI, URL)

DOI: This is an acronym for Digital Object Identifier. DOI is a permanent link to an online resource represented by a string of numbers and letters e.g. doi:10.1079/BJN20051370.

URL: This is an acronym for a Universal Resource Locator or web address. URLs can change unlike DOI which is permanent. Due to the permanent nature of DOI, it is always better to use it when available, however, not all online resource has a DOI. In a situation where DOI is not available, use URL of the resource.

Examples

Journal article from a database or Journal's website

Example without DOI

Waring, G. & Levy, D (2009). Challenging adverse reactions in children with food allergies. *Pediatric Nursing*, 22, 16-22. Retrieved from <http://paediatricnursing.rcnpublishing.co.uk/>

Example with DOI

Dorea, J.G. & da costa, T.H.M. (2005). Is coffee a functional food? *British Journal of Nutrition*, 93,773-782
Doi:10.1079/BJN20051370

Self-Assessment Exercise

State the general referencing rule in APA style.

Feedback

1. All the references in the reference list must also be cited in the body of the work
2. All references cited in the body of the work must also be included in the reference list
3. The reference list should be arranged alphabetically by author's surname
4. Provide organization names in full, unless they are obviously recognizable as abbreviations
5. For titles/subtitle of an article or chapters in a book, capitalize only the first word
6. Journal titles and book titles should be italicized
7. Be consistent with your referencing style across the document

4.0 Conclusion

The APA In-text citing and referencing style is the most commonly used referencing style. Other styles are very similar but with minor changes which you can learn on your own. With proper referencing you can completely avoid plagiarism which makes you an astute scholar

5.0 Summary

To recap what you have learned in this unit, click on the video below or copy the link and paste on a web browser. The video is a summary of what you have read in this unit. You could also click on the audio version and listen. You can also download them and play offline.

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<http://www.citethisforme.com/harvard-referencing>

Cronje, M. M. & Murdugh, M. N. Referencing Techniques: Harvard Method and APA style http://www.infosecsa.co.za/files/Reference_Techniques.pdf

<https://web.library.uq.edu.au/research-tools-techniques/referencing-style-guides>

<http://guides.lib.monash.edu/citing-referencing/apa>

<https://www.imperial.ac.uk/media/imperial-college/administration-and-support-services/library/public/harvard.pdf>

Citation & Referencing: Harvard Style

http://www.otago.ac.nz/library/pdf/Harvard_referencing.pdf

NAIT (2016) APA Style Guidelines & Examples (6th edition) NAIT Library http://www.nait.ca/libresources/Citation/APA_Examples.pdf

Citing Sources-APA

<http://libguides.csuchico.edu/c.php?g=414152&p=2822594>

APA Citation Style & Formatting: Citing Database & Web Articles

<http://libguides.collegeofsanmateo.edu/c.php?g=308245&p=2058846>

Citing Internet Sources

<https://ctl.yale.edu/writing/using-sources/citing-internet-sources>

Harvard Referencing for Electronic Sources

<https://student.unsw.edu.au/harvard-referencing-electronic-sources>

<http://libguides.collegeofsanmateo.edu/c.php?g=308245&p=2058846>