CARIBBEAN DEVELOPMENT AND CO-OPERATION COMMITTEE

THE CARIBBEAN REGION

ECONOMIC COMMISSION FOR LATIN AMERICA
Subregional Office for the Caribbean

CARIBBEAN DEVELOPMENT AND CO-OPERATION COMMITTEE

REPORT ON THE WORKSHOP ON
USER EDUCATION TECHNIQUES FOR
USE IN SPECIAL LIBRARIES
MONA, JAMAICA
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ECONOMIC COMMISSION FOR LATIN AMERICA Office for the Caribbean

I.   BACKGROUND

The Caribbean Documentation Centre in its role as regional focal point of the Caribbean Information System has been seeking to provide the optimum information services to the users and potential users of the system. This has involved identification of their information needs, as well as informing the users of the services which can be provided to satisfy these needs.

User education - the process of informing the users of library and information services of the information and services which are available to them - is still at a relatively embryonic stage. Much of this is being done in schools and universities and involves teaching the users how to use their libraries.

At the level of practitioners and decision-makers, user education activities are still only being initiated on the global scale, and, as yet, there is no consensus on a definition of user education, which could be considered appropriate for special libraries. Development of the Caribbean Information System has therefore required:

1.   Identification of the users, their characteristics,
      and information needs;

2.   Determination of appropriate methods of information
      services based on these needs;

3.   Identification of techniques of user education which
      are appropriate to the needs identified.

Since the inception of the system, user education activities have taken the form of meetings of groups of government officials. At these meetings, these users and potential users of the system have been informed of the services which are - and are likely to be - available. The conventional methods of user education have also been incorporated into certain areas of the system, as might be considered appropriate.

The workshop was therefore designed to:

- identify a definition of 'user education' which is appropriate to the special libraries of the Caribbean Information System;

- identify appropriate means of carrying out these programmes.

The programme therefore examined definitions, the users' view of information systems, and some techniques for using the media in reaching users.

II. ORGANIZATION OF THE WORKSHOP

The Workshop, which was held in the Council Room of the University of the West Indies, was organized in conjunction with the University of the West Indies' (UWI) Department of Library Studies. The facilities of this Department were made available to the participants.

III. PARTICIPANTS

Twenty-two participants from the following countries attended the workshop: Antigua, Barbados, Dominica, the Dominican Republic, Grenada, Haiti, Jamaica, Montserrat, St. Kitts-Nevis, St. Lucia, St. Vincent, Trinidad and Tobago. The Caribbean Community Secretariat (CARICOM) and the Caribbean Development Bank were also represented. A breakdown of their organizational responsibilities is as follows: 8 Librarians of National Focal Points; 5 National/Public Librarians responsible for establishing National Focal Points; 1 Librarian of a Participating Centre; 1 Indexer from a National Focal Point; 5 Public Librarians and 2 School Librarians who assist in providing services to CARISPLAN users. A complete list of participants is attached as Annex I.

IV.   RESOURCE PERSONS

The workshop was directed by Ms. Fay Durrant, Library and Information Training Officer of the Caribbean Information System, and other resource persons were librarians, educational technologists, and media personnel from ECLA, CARICOM Secretariat, UWI Library, UNESCO Sub-regional Office for the Caribbean, Caribbean Institute for Mass Communications (CARIMAC), Trinidad and Tobago Ministry of Finance, Jamaica Education Broadcasting Service, Jamaica National Planning Agency and a private consulting firm.

V.   OPENING SESSION

The opening session of the workshop was chaired by Ms. Hazel Bennett, Head of the UWI Department of Library Studies.

Ms. Bennett welcomed this workshop which she saw as a development on the user education workshop which was held by the UWI Department of Library Studies last year. Ms. Bennett also welcomed the increasing education activities which she saw as an integral part of the education for librarianship in the Caribbean. She also described some of the developments in co-operation which have taken place between the UWI Department of Library Studies and other regional organizations and hoped that future co-operation with ECLA and other organizations would continue to be productive.

Participants introduced themselves, explained their particular job-responsibilities, and indicated that from the workshop they expected to gain:

1.   Confidence and a mandate to be able to approach their Prime Ministers and other policy and decision-makers;

2.   Assistance in improving their ongoing user education programmes;

3.   Assistance in future implementation of user education programmes.

Ms. Fay Durrant, Library and Information Training Officer of the Caribbean Information System described the objectives of the workshop, providing background information on the user education activities of the Caribbean Information System, and explained that the workshop would examine users' needs and users' information-seeking behaviour within CARISPLAN and seek to identify user education techniques which are appropriate to these users.

Mr. Rex Nettleford, Director of Extra-Mural Studies and Director of the Trade Union Institute of the University of the West Indies, delivered the main address and began by saying that he approved of the focus of the workshop as being based on the role of information in shaping public policy, and the identification of the target groups as the policy-makers and planners.

Interchange of wider Caribbean experiences and needs he saw as also valuable and encouraged participants to base their conclusions on the situation within our own societies, and to create an operational framework relevant to and applicable in the Caribbean.

Professor Nettleford also challenged participants to examine the definition of information and to recognize the information structure and communication network employed by their users. The users do use information but as it is now generally accepted that decisions need to be based on more technical information, and that they need to take scientific and technical developments into consideration, and this aspect of encouraging the users to employ this information is indeed the aspect of user education which needs to be considered.

Professor Nettleford also recognized that technology and advances in technology were being employed in the Caribbean. He asked participants however to select carefully the technology which they employ as some of it was not necessarily suited to the needs of the Caribbean. In this context, he cautioned against the receipt of gifts of equipment and the use of technology which have become outmoded in donor countries.

In challenging librarians to keep constantly aware of the realities of their environment, however, Professor Nettleford advocated the use of radio, television and the newspaper as major channels of communication which can be used as aids in user education. These media, he said, are much used as sources of information in the region and librarians could reach their target audiences through these.

User education, Professor Nettleford thought, should be seen in relation to educational systems, and that teachers and educators could help to bring back enquiry and information-seeking into educational development, and subsequently into their work-related activities, working with librarians to provide the users with insights into how they might go about their business.

Ms. Wilma Primus, Project Co-ordinator of the Caribbean Information System, thanked the University for making its facilities available and for generally assisting CARISPLAN. Professor Nettleford, she said, as a member of IDRC's board, had been instrumental in aiding the Caribbean Information System since its inception, and the form of assistance provided by IDRC had been invaluable in establishing the System. Ms. Primus also thanked Professor Nettleford for his address which she said placed user education clearly in perspective within the socio-cultural framework of the Caribbean.

The Department of Library Studies had been of great assistance in the organization of the workshop, and Ms. Primus praised Ms. Bennett and her staff for their positive attitudes and dedication to Caribbean librarianship.

VI.   WORKING SESSIONS

Working sessions included:

1.   Presentation of problems, technical material and data, and analysis of the technical situation in relation to the activities of the Caribbean Information System;

2. Working groups' discussion of specific problems
    related to the presentation;

3. Presentation of the proposals or positions of each
    group;

4. Practical work on preparation of media aids, and
    other resources for user education;

5. General discussion;

6. Summary and conclusion of each topic.

Summaries of each session's proceedings were distributed to the participants during the workshop.

The programme is attached as Annex III.

SESSION I

User Education - Some Definitions, its Aims, Goals and Underlying Philosophy (CDCC/CIS/82/2) - Ms. Fay Durrant

Presentation

The paper proposed that users and potential users should be included in a user education programme with a view to explaining or eliminating the apparent complexities of information systems.

As user education is at a relatively embryonic stage, definitions from the UNISIST Guidelines for developing and implementing a national plan for training and education in information use $\underline{1/}$ were employed with the addition of:

- The process of making users aware of the range of
  information sources and services available within
  and outside their library.

Such programmes would aim to have users:

- recognize their information needs;

- assess the strengths and weaknesses of existing
  and experimental services;

- articulate their information needs to the information system.

User education was therefore considered to require studies of users' needs, their 'information-seeking behaviour' as defined by T.D. Wilson [2/], and their channels of communication with the information system.

The primary achievement of user education would therefore be encouraging the ideas that:

- information has value for decision-making;

- use of information can enable the adoption of more efficient and effective work practices;

- users should seek access to the widest sources of information which are available.

These programmes should be set within the context of local, national, regional and international information systems, and should identify services available from each type of system or service.

Practical Group Session

Participants met in four groups, and sought to consider the question:

"If libraries were clearly organized and guided (directional signs) would user education be necessary?"

There was general agreement:

1. that clearly organized should be considered in terms of the user and potential user rather than in terms of the librarian;

2. that in defining user education one should use the wider definition which incorporates aspects of awareness other than orientation;

3. that necessary would need to be measured in terms of the aim of having users achieve maximum benefit from his/her use of the library.

Internal organization of the library buildings and library materials was seen as likely to reach only the present or occasional users rather than the potential users - a group which might include persons who have only slight acquaintance with libraries.

The group identified several problems which could not be solved by physical organization of library materials or by guides and signs.

General

- Signs and guides cannot always incorporate changes in the library's structure quickly enough;

- Users cover a range of educational and ability levels;

- Too many guides and signs can be confusing and intimidating to some users;

- Closed access collections require additional aids to the users.

Special libraries

- Users often have not been trained to use the library or do not have time to do so for themselves.

To achieve some measure of the value of internal organization of libraries to the user, it was proposed that a library could undertake a pilot project which would involve improving the guides and the system of organization of the library, and comparison of the use of the library before and after the project.

The improvements would include as a priority major:

- major directional signs outside the library, to reach potential or occasional users, and

- guides to areas known to be especially pertinent to users.

All groups considered the above to have limitations, and proposed that user education needed to have wider meaning and application. As it needs to:

- reach potential users;

- encourage them to use the library - sometimes;

- convey their information needs to the librarian;

- inform users of materials available through the library e.g. Referral Systems.

This, it was felt, should be a process in which the user is involved actively rather than passively and in which the aim would be to have the user recognize:

1. The usefulness of technical information (available from the library) in the work situation;

2. The resources available within and through the library - e.g. regional and international information systems;

3. Persons who might be sources of information;

4. The referral functions of the library.

A general aim was therefore the sensitization of users to the state of information systems, and to his rights as a user in seeking information.

SESSION II

The Use of the Media in User Education (CDCC/CIS/82/4) - Dr. Inez Grant

Presentation

The speaker identified the aids which are likely to be available and which could be employed in reaching the 'hard-to-reach' practitioner. As most participants were expected to have access to teaching aids, either in their own library or through related organizations, Dr. Grant stressed the value of these aids and encouraged librarians to use them in providing services as well as in user education activities. The aids identified as being most applicable were:

- Chalk boards
- Flannel boards
- Opaque projectors
- Overhead projectors
- Tape/slide projectors
- 35mm projectors
- 16mm projectors

Dr. Grant also stressed that while the equipment was ready-made and was usually accessible, the programmes were unlikely to be tailor-made for the particular circumstances of CARISPLAN users. It was therefore necessary for librarians to be prepared to modify the ready-made programmes or to create their own as the occasion arises.

SESSION III

Users' View of Information Systems and Priorities for User Education within the Caribbean Information System (CDCC/CIS/82/5) - Ms. Carol Collins

Presentation

The paper examined users' attitudes and concluded that users and potential users of CARISPLAN focal points were usually readily able to accept the idea of specialized information service to support decision-making. There was, however, a lack of awareness of the services and benefits which could be provided, and the resources which might be necessary for establishing such a service.

The systems and services established by CARISPLAN are consequently in danger of being little used, or at least of not realizing their full potential.

User education was proposed as the principal means of overcoming these problems.

In CARISPLAN, a general aim of user education seemed to be to have the user consider the formal information system as his principal source of information.

Appropriate target groups were:

1. The Cabinet;

2. Planning officials;

3. Researchers in science and technology;

4. Practitioners involved in development and operational activities;

5. Heads of departments, teachers, and heads of
    associations and societies;

6. Information specialists.

To achieve its aim, user education should be continuously keeping users
up-to-date with changes and developments in technical information systems and
services.

A Case Study of a User Education Programme within the Caribbean Information System - Ms. Patricia Raymond - Ministry of Finance, Trinidad and Tobago

Presentation

In this presentation, Ms. Raymond explained that the recent expansion
and reorganization of the Ministry's libraries had increased the need for
user education.

The initial phase was aimed at raising users' understanding and
appreciation of the various collections and services which are available
and to encourage greater user participation in the development of the collec-
tion.

An open-week is planned for all the information units. Tours, talks
and discussions, preparation of user profiles and an information brochure
describing the individual collections and services offered, as well as a com-
bined list of all the serials taken by the library.

The response to this open-week will be evaluated and a follow-up
questionnaire will be designed to provide information on the research
officers' understanding of their research needs and the library's ability
to fill them.

Practical Group Session

Participants met in four groups, and sought to identify:

-   Difficulties experienced by users in CARISPLAN
    focal points and participating centres;

-   A definition of user education relevant to the
    national focal points and participating centres
    of CARISPLAN;

- Aims and goals of user education programmes for national
  focal points and participating centres of CARISPLAN;

- Appropriate objectives of user education programmes for
  national focal points and participating centres of
  CARISPLAN;

- Means of overcoming the users' difficulties through user
  education.

The users' difficulties were considered to be related to:

- The lack of awareness of information and services
  including CARISPLAN;

- The fact that library staff were not always suitably
  trained or oriented;

- Delays in the presentation of information to users;

- The fact that they are not oriented to articulating
  their information needs.

- The fact that at some levels users expect or would like
  to have the information located for them;

- The fact that in the majority of cases they did not
  feel comfortable enough with the arrangement of the
  library to be able to find their way around it.

All groups used the definitions of user education and training as out-
lined in the paper presented in Session I. All user groups were considered
to require general orientation to the libraries and other information sources.

These programmes would include training in the use of CARISPLAN
Abstracts.

In CARISPLAN it was agreed that the user education programmes would
aim to:

- Increase the user's confidence in the information
  system;

- Have the user articulate his information require-
  ments early enough so that they could be met by
  the librarian;

- Make the user aware of the library and its related
  works as a system which could serve his information
  needs.

To overcome the difficulties encountered by users, the groups proposed that:

- The librarian needed to have more personal contact with users;

- The librarian might need to improve his/her ability to communicate;

- The ability of the services to meet the users' needs would have to be demonstrated.

Suggestions included:

- Demonstration by case studies of the cost of ill-informed decisions;

- Training users in the formulation of requests;

- Training and orientation of users through:

  (a) Radio and T.V. programmes

  (b) Training sessions of civil servants

  (c) The newsletters of the Government Information Service.

SESSION IV

User Education and Training of Practitioners (CDCC/CIS/82/3) - Ms. Fay Durrant

Presentation

The paper proposed that as user education programmes have been principally oriented to education institutions, there is now need to examine the information needs and attitudes of the users toward seeking and using information, and to modify the traditional user education programmes with a view to informing users of available sources and services and to motivating them to use these information sources through the library.

It also proposed:

1. General publicity of the library and its related
    sources using all media available;

2. User studies - based mainly on interviews and
    profiles;

3. Orientation tours, guiding mechanisms and biblio-
    graphic instruction - which advise users on sources
    and services available;

4. Talks at Professional Society Meetings and Conferences,
    as well as articles in journals and longer media pro-
    grammes to inform policy-makers and other users, and
    to keep them informed of:

    (a) the structure and function of information systems

    (b) the services which could or should be available

    (c) the developments in information systems and
        services.

Practical Group Session

Participants met in three groups to:

-   identify the user education and user training programmes
    most appropriate for practitioners;

-   identify by simulated interviews for preparation of user
    profiles, the areas in which these interviews can form a
    component of a user education programme;

-   outline the content of a user education programme for a
    CARISPLAN national focal point.

In carrying out the interviews, the groups used the user profile form
prepared for CARISPLAN users, and completed it by identifying the users
interests.

The groups identified services which would be appropriate to meet the
needs identified by the user, and from this it was possible to identify ap-
propriate services.

The main services identified were:

- Bibliographies - (annotated and including most current material held in the user's library and in other special libraries)

- Meetings with local experts

- Translation services

- Selective Dissemination of Information

Based on the services identified, user education programmes were proposed.

Clientele identified were all users of the library and the general aim was to provide users with a general orientation to and awareness of the library and its services.

The timing was considered to be of significant importance and the dates suggested were: September - November with evaluation break and then January - March.

A modified version of the programme might be implemented at a subsequent date.

Content of the programmes would include:

1. Guides and directional signs to the library;

2. Promotional tours using the T.V. when possible;

3. Displays showing internal and external sources of information;

4. Interviews with practitioners for compiling user profiles;

5. Radio spots and newspaper articles explaining the library's services;

6. Spots at training seminars and professional meetings;

7. Observation of practitioners at their work.

SESSION V

User Education for the Caribbean Information System (CDCC/CIS/82/7) -
Ms. Wilma Primus

Presentation

It was proposed that the librarians of the CARISPLAN focal points
should be instrumental in promoting the use of CARISPLAN Abstracts, and the
services of the Caribbean Information System. Some methods and techniques
which were considered possible were:

- Case studies on the results of lack of use of
  the reports now included in CARISPLAN;

- Sensitization of policy-makers and planners through
  presentations at their meetings;

- Slots for promotion of the Caribbean Information
  System in training sessions for civil servants;

- Promotion of CARISPLAN in the Library Association's
  activities.

It was also proposed that it would be useful to indicate to users the
services which could be obtained from CARISPLAN Abstracts and from the
Caribbean Information System. These services, in summary, were:

- Searches of the CARISPLAN data base;

- Reference services;

- Specialized bibliographies in areas considered to
  be of significant interest;

- Document delivery;

- Training of librarians and users at the national
  and regional level.

Users could also be educated to the format and contents of CARISPLAN
Abstracts as well as to the regional and international sources of information
available through CARISPLAN.

In the discussion which followed, participants raised questions
resulting from their use of CARISPLAN Abstracts.

It was agreed that, especially in the countries where there were no national focal points, the Public Library would certainly use CARISPLAN Abstracts to serve the needs of relevant users. It was also agreed that:

-   the mailing list of librarians and individuals receiving CARISPLAN Abstracts should be sent by the CDC to the national focal point or contact person in each country;

-   the CDC would investigate the possibility of translation of documents supplied by its document delivery services.

SESSION VI

Bibliographic Instruction in User Education (CDCC/CIS/82/8) - Ms. Audrey Chambers

Presentation

In her presentation, Ms. Chambers proposed that bibliographic instruction, as distinct from library orientation, is being increasingly recognised as an essential component in serving users' needs in special libraries; nevertheless, an effective programme cannot be a carbon copy of the more traditional offerings organised in academic libraries. She recognized that practising professionals served by special libraries have shown little inclination to play an active role in the process of acquiring information (considering this to be the responsibility of the information specialist), and even less to learn information-handling techniques.

Consequently, the information worker should be prepared to regard individualized training as the rule and adapt user education techniques, such as literature searching, to reflect a one-to-one approach.

Realistic expectations of the results of bibliographic instruction should be:

- an increasing awareness of the information sources available in and via the library;

- a degree of familiarity with the techniques to access these resources;

- a positive attitude to the value of information in enhancing decision-making;

- reasonable confidence and precision in formulating future requests to the library.

Practical Group Session

For the practical exercise participants were asked to work in three groups to prepare "Pathfinders" for bibliographic instruction.

The groups worked on the topics:

- Housing needs in Jamaica: using the resources of the UWI Main Library.

- Indexing: using the resources of the UWI Department of Library Studies Library.

- Alternate energy sources for the Caribbean: using the resources of the UWI Science Library.

Each group had samples of the "Pathfinders" used by the UWI Medical Library, but this was not necessarily considered as a hard and fast format. They were asked to propose categories of material to be included in the "Pathfinders", as well as suitable formats which could be easily used by readers.

The groups presented the results of their work according to the type of material which they would have included in the Pathfinder and, as appropriate, the actual names of books, articles et. which would have been included for a particular topic.

The main categories were:

- Definitions: for very new topics
- Encyclopedia articles
- General guides to the literature
- Indexing journals (with explanations of their advantages)
- Abstracting journals (with explanations of their advantages)
- Year books
- Handbooks
- Dictionaries
- General texts
- Periodicals ⎤
⎟ (including specific articles)
- Newspapers ⎦
- Statistics and statistical sources

The discussion which followed included the type of subject to choose for a Pathfinder. It was generally agreed that in a CARISPLAN library, one would choose topics which were very new and likely to be of interest to the clientele of the particular library.

SESSION VII

The Use of the Newspaper in User Education - Mr. Vivien Carrington

Presentation

Mr. Carrington identified the qualities of the newspaper which distinguished it from the other media.

The newspaper, while current, provided a more permanent record than the electronic media and could therefore be used more advantageously for certain types of audiences.

In the preparation of a newspaper article, it is necessary to:

1. Prepare the script

2. Identify areas for illustrations

The script writer needs to attract the reader by use of a headline and opening sentence which would state the most important concept/fact in the article. In all this the writer would need to seek some way of getting the individual reader involved in receiving the message.

In the case of a newspaper article specifically addressed to CARISPLAN users, the script could be addressed to a specialized audience, but specialized terms, acronyms etc. which are specific to librarianship should be explained.

Practical Session

Participants were asked to prepare two paragraphs which would form the script of a newspaper article. Mr Carrington consulted with each participant and provided assistance in the structuring of the scripts, and in the writing of the texts.

SESSION VIII

Use of Orientation and Re-orientation as a Means of User Education (CDCC/CIS/82/6) - Mr. James Wellvang

Presentation

Library orientation techniques, particularly in a special library, were viewed as an initial, integral and critical component in the total library programme. Planning and development of continuing programmes for user education must begin with a sound knowledge of the library's clientele: their work patterns, their information demands, information needs, and their information-seeking behaviour. Viewing user education as a process rather than as a series of discreet acts, library orientation techniques were seen to have the primary objectives of establishing and maintaining library awareness among users and potential users.

The establishment and maintenance of such an identity were considered to be not only based on the provision, organization and servicing of relevant information resources, but on "selling" the library, or orienting clientele toward the library as a major resource for meeting their information needs. Within this scope, the following orientation and re-orientation techniques are considered: group and individual tours, tape/slide presentations, printed guides and other printed aids, displays, posters and library signs and guiding.

SESSION IX

The Use of Television in User Education - Ms. Tess Thomas

Presentation

In this session possible techniques for television were identified. Some of these were:

- Film montage
- Video programmes
- Tape/slide programmes
- Writing superimposed on pictures

Participants were reminded that producers tend to be concerned with the total impact of the programme and sometimes overrule the proposals of specialists.

Participants viewed some film which used these techniques. Film was on KC 20 (3/4 inch) which is most commonly used in television studios.

In the discussion it was agreed that it was technically possible to transfer film from KC 20 to home video film (1/2 inch) which is now becoming more and more popular in video production.

Theme: CARIBBEAN INFORMATION SYSTEM

Subject: CARIBBEAN BASIN INITIATIVE (CBI)

Title: "IN OUR OWN BACKYARD"

Character: WILMA PRIMUS

Setting: CARIBBEAN DOCUMENTATION CENTRE

Duration: 10 minutes

Script Writer:

VIDEO	AUDIO
B/W Ident. caps supered over	Music - typical of member territories - bringing in different beats:
I/C Caribbean. Shots from Member CDCC territories	— Calypso
Title: "In our own Backyard"	— Reggae
	— Cadence
Special report Caribbean Information System	— Meringue
Presenter: Wilma Primus	— Rhumba etc.
MONTAGE Vox Pop from:	

1.   Suriname

2.   Guyana

3.   Haiti

4.   Barbados

5.   Jamaica

6.   Dominican Republic

7.   Grenada

8.   St. Vincent and the Grenadines

9.   Trinidad and Tobago

10. Cuba

Wilma at door of CDC	Welcome - Wilma ad libs. Welcome to CDC, invites members to come inside and find out what's happening "in our own backyard".
Camara follows inside	

VIDEO	AUDIO
Inside Documentation Centre	<u>Wilma</u>: Today is CBI day in Washington - how do we feel about CBI in the Caribbean?
Porto-pack live in: Jamaica Haiti Antigua Trinidad and Tobago Barbados Cuba Grenada	Voices of key reactions from member territories - comments from the people; the politicians; the private sector.
Stills, shared filmed inserts from participating territories	<u>Wilma</u>: The Caribbean Documentation Centre has been collecting this information so that you can know the developments in the region, and know people's reactions.
Insert of interview with William Demas on CBI	Voices
Camera moves with Wilma into different areas of the CDC	<u>Wilma</u>: "We hold other information on the CBI" - She ad libs while introducing viewers to different types of material collected. Newsletters, tapes, reports, conference papers.
Stills from Caribbean Information System Focal Points in participating territories	<u>Wilma</u>: "You can find out more on CBI or other important developments in your countries through the Caribbean Information System - here at the CDC or at your local participating documentation centre."

- F A D E -

SESSION X

The Use of the Radio in User Education - Mr. Rafeek Khan

Presentation

In the presentation the value of radio as a medium was examined, as well as the specific elements in a radio broadcast, quipment likely to be available, and specific techniques which may be suitable for reaching the users of CARISPLAN.

The radio presentation was seen as one in which the speaker needed to place more emphasis on his voice, than would be required in face to fact conversation. The need to keep the audience was also emphasized and means of bridging the communication gap were suggested.

The broadcaster should see himself to be talking to a single person - somebody already disposed to listening.

The difference between reading a script and giving a talk on radio was illustrated.

In preparation of a script, participants were advised to aim at natural, conversational sentence structures.

As radio is an unnatrual medium which breaks the normal physical communication pattern, the broadcaster would try continually to bring that listener back into the communication process by talking to the individual.

The Components of Broadcasting were identified as Speech and Music with sound effects composed of either. The librarian's main medium is likely to be speech of various types:

- Straight talk
- Interview or conversation
- Group discussions
- Sports or other descriptive commentary
- Dramatic presentation

In preparing a programme on the various services libraries have to offer, a "magazine" programme, incorporating various techniques, is likely to be most appropriate. These are all likely to be usable in the government information service programmes.

A possible magazine type programme on a library was:

- 5 minute <u>interview</u> with the librarian describing services.
- Straight talk on a specific section. 5 minutes.
- An illustration of a specific problem a user might have.
- Possibly a reference interview.

Another possible technique would be <u>commentary</u>. A broadcaster could guide the listener around the library. This could be combined with an interview at some point. The advantage exists if the listener is an active participant.

Timing of Programmes

This should be determined on the basis of the social situation, and the programme should be allocated to a time when the user is most likely to be available. For CARISPLAN users, early in the morning, or late at night seem to be the most suitable times. Slotted next to a programme like the news or 'good' music. Participants were advised not to clutter programmes with facts which could be read in the newspaper, and to aim rather at stimulating interest.

Techniques likely to be used

- <u>Live broadcast</u> usually would only be made available to professionals

- <u>Recording</u> is more likely to be the technique used most often especially for interviews and drama

Level of voice and its importance was explained. Use of the microphone was also explained with hints on how to and how not to use it.

Promotion of CARISPLAN Abstracts

In response to a question on the preparation of a programme to promote CARISPLAN Abstracts, it was suggested that any such programme should make CARISPLAN Abstracts come alive, by bridging the gap to the user by a subject of great interest to him/her. A conversation or interview with a user could show CARISPLAN operationally and how it works.

A Call-in Programme linking the Library to the user through a radio station

Access to telephones would not hinder participation by CARISPLAN users, but, as radio administrators tend to reserve call-in programmes for mass discussions, it is likely that the programme would need to be advertised beforehand in order to be competitive.

Public service broadcasting and the Government Information Service programmes are likely to be slots available for the promotion of CARISPLAN and its member libraries.

The general objective of preparation of a radio programme was summarized as guiding the structure to interest a certain audience in a certain topic so that they will request more information on it.

SESSION XI

User education of the Jamaica National Planning Agency Documentation Centre
- Ms. Hannah Francis

Presentation

In this presentation, the organizational structure of the National Planning Agency was described briefly, as well as its role as national focal point of the Socio-Economic Information Network (SECIN).

The NPA has responsibility for preparation and publication of the national development plans, the economic survey, and other socio-economic information. The NPA also works through a series of planning committees, and these are used as a means of collecting information for the documentation centre.

Initially the National Planning Agency identified its users and the relevant sources of information:

- documented
- undocumented
- meetings, conferences, seminars
- key personnel - including NPA representatives on Boards and Committees
- administrative files

User education seminars have been an important aspect of the user education programme. SECIN was involved in the organization of the seminar. Participants were invited to explain their information needs and the librarians explained how these needs could be met. There were two such seminars and participants included representatives of all SECIN user groups.

SESSION XII

Participants reported on their activities in user education over the past year and outlined their proposed user education programmes.

Antigua

Antigua's current user education activities have included:

- Displays in the library,
- Bookmarks,
- Newspaper articles, and
- Special television programmes

These have aimed to show users the activities of the library, and the services which are available.

As an immediate follow-up to the workshop, meetings will be held with the Chief Training Officer and the Senior Education Officer, in an effort to have user education programmes integrated into regular training and educational activities.

Promotion of CARISPLAN Abstracts will be done initially by a meeting of those presently receiving the journal. At this meeting the uses of the abstracting service and the services available from the Caribbean Information System will be explained.

A poster promoting CARISPLAN Abstracts which could be posted at vantage points in Ministries and departments will be used to reach potential users.

Barbados

In addition to general user education activities, promotion of CARISPLAN Abstracts and the Caribbean Information System has been mainly through the Barbados Library Association.

For the future, these will be continued along with displays at the major conference rooms and convention centres. Where high level conferences and meetings take place. These displays would be manned to enable immediate explanations and feedback and a bold glossy poster or flyer promoting the Caribbean Information System would be very valuable.

Follow-up meetings of librarians and government officials would also reach other users and potential users, and would help in assessment of the services especially the SDI.

Dominica

Dominica has not yet begun user education of policy-makers and planning personnel, but expected that, as a result of the workshop, meetings of policy-makers, permanent secretaries, heads of departments and corporations, and other technical personnel, would be used to:

- promote the use of technical information;

- publicize the services available from CARISPLAN Abstracts;

- encourage the policy-makers and planners to continue to use the services.

The Dominican Republic

User education programmes for CEDOPEX officials, as well as for present and potential exporters continue. These will include explanation of:

- the sources for obtaining information,
- the method of organization of material,
- the retrieval of information.

These programmes will be run twice or three times a year and will include sources of information according to types of products.

The programmes will be held in the organization's conference room, with simple searches being done in the library.

In the case of exporters and potential exporters outside of Santo Domingo, the form of the programme might need to be modified to include more graphics if the programmes are held away from CEDOPEX.

An effort will be made to involve teachers in the user education of the school and university students who use the CEDOPEX library.

Grenada

With the recent appointment of a librarian in the national focal point, it is expected that the information services from that centre will be increased and that a viable user education programme will be developed in the near future.

Guyana

In Guyana, a programme of sensitization of policy-makers to the value of information services is planned. This will be organized by the National Library in conjunction with the Ministry of the Public Service Training Division and the Guyana State Trading Corporation.

Exhibitions, illustrating the services available from libraries will be held, and the possibility of promoting the library services through a radio programme will be investigated.

As the training of information personnel in user education is also considered to be necessary at this time, a two-day workshop for information in special libraries is planned.

Haiti

At the national level, the primary objective of user education programmes will be restoring confidence in the library. The opening ceremony of the library will be televised, and there will be exhibitions of illustrating events of national importance.

In an effort to reach potential users, promotion will be done through high schools, universities, and the national association of teachers, and an exhibition outside the library will describe its resources and services.

Emphasis will be placed on the user education of publishers and this will include meetings with publishers and government legal officers to discuss future action in relation to copyright, censorship and legal deposit.

In the Ministry of Foreign Affairs, user education has been mainly on the individual level, helping users to become familiar with the library's resources which are relevant to their needs. This method has helped to create an ambience in which the user feels confident to express his needs to the library staff.

Jamaica

The National Planning Agency

The National Planning Agency's user education activities have been two-fold - the sensitization of planners, policy-makers and technical personnel from organizations within the Socio-Economic Information Network (SECIN) as well as more intensive user education programmes within the National Planning Agency itself.

Within SECIN, user education has taken the form of meetings of librarians and users. The existing and potential services were explained by the librarians, and sources of information which could satisfy the users needs were identified.

In the National Planning Agency itself, the main activities were book displays and exhibitions of other types of material. These showed users the library's resources on the topics:

- "The Caribbean Basin Initiative"
- "Computer Technology in the Information Service"

A video tape presentation had been made to illustrate the services available from NPA's Documentation Centre.

Future education activities will include:

- A formal opening of the new building
- Guided tours
- Demonstrations
- Promotion of CARISPLAN Abstracts and explanation of its uses
- Directional signs and guides to the collection
- 'Pathfinders' on new topics
- Participation in the training seminars of the Ministry of the Public Service
- Attendance at the committee meetings

The Ministry of Industry, Trade and Industrial Development

This Ministry has done a significant amount of user education through the individual approach, and mainly preparation of user profiles. These profiles will be updated and revised.

It is also planned that the librarian will seek time at top level meetings to promote the use of the library and the use of CARISPLAN Abstracts. Displays to illustrate the talks, or in relation to other topics discussed at the meetings, will be mounted. Pathfinders on important new topics will be drawn up.

University of the West Indies. Institute of Social and Economic Research (ISER)

The ISER is soon expected to re-open its expanded Documentation Centre. It is expected that the official opening ceremony will be reported in the media:

- University newsletter
- Daily newspapers
- Television

Displays and other promotional activities will take place in the appropriately designed foyer as the building lends itself to displays.

Brief orientation tours will be conducted for staff members, and these include aids in using the other information resources of the university. As appropriate, Pathfinders will be prepared on important topics.

National Library of Jamaica

The promotion of the activities of the national library is to be an important aspect of that library's user education programme. The name of the library is to be made more prominent. It is also proposed that articles on various aspects of the National Library's services will be submitted to the newspapers for publication.

Where possible the indexes and other guides will be placed at locations where the user can consult them directly.

Montserrat

User education activities have involved:

- individual interviews to aid in the preparation of user profiles

- the promotion of the use of CARISPLAN Abstracts

The main promotional activity was begun by a meeting with members of the government service. At the meeting, users were told of:

- the establishment of a documentation centre within the Development Unit

- the services which were available from the Caribbean Information System and specifically CARISPLAN Abstracts and the Caribbean Documentation Centre's Current Awareness Bulletin

Most users completed the user profile forms after a general explanation of its purpose and of the type of information required.

For the future, it was proposed that there would be:

- radio spots on important topics,

- guides and directional signs,

- 'Pathfinders' for important sectors,

- 'Open house' days for small groups. These
  would include short talks, preparation of
  user profiles and perhaps promotion of a new
  or important information tool,

- meetings which would concentrate on solutions
  to information problems in specific sectors.

St. Kitts-Nevis

In St. Kitts-Nevis, although a national focal point for CARISPLAN
was not yet in existence, there was general awareness of the value of library
services to policy-makers and planners, and a committee had been appointed
which would be responsible for establishing the documentation centre which
would serve as national focal point.

The main programmes for user education would relate to illustrating
the sources which could provide information on the country's priority areas
- agricultural and industrial development. This programme as well as the
report of the workshop would be discussed with the Permanent Secretary who
is responsible for information.

Another aspect of user education would be the training of the library's
paraprofessionals in suitable methods of service as might be expected by a
more aware user.

St. Lucia

Initially in the Report to the Prime Minister, it would be recommended
that the special library in the government service extend its services to
reach all other ministries and departments.

Press releases and other means of mass communication would be used to publicize the results of the workshop and their implications for St. Lucia.

Further sensitization of policy-makers, planners and other users would be in the form of meetings of users who presently use CARISPLAN Abstracts.

At these meetings tape/slide presentations, displays and posters would be used to explain the Caribbean Information System and to illustrate the services which are available.

St. Vincent

As the national focal point in St. Vincent has been recently established, user education of policy-makers and planners has been given priority, and has been given a special section in the recently completed plan for the national information system. There have been radio and television programmes for various levels of users and for the future it is expected that the Documentation Centre in the Ministry of Finance and Planning will serve as the focus for the user education activities for CARISPLAN users.

The meetings which were held with planners would be expanded to include other technical personnel, and would aim to make users and potential users aware of the services available from the documentation centre and from the Caribbean Information System.

Trinidad and Tobago

See presentation for Session III.

The Caribbean Development Bank - Technical Information Service

As the Technical Information Service operates within the Bank and in some of the Bank's member territories, the user education activities are carried out on two levels.

Internally, the present orientation activities will be extended, and it is expected that this will help in the more precise definition of needs.

The Bank's orientation programme for new officers will be used for orientation to the Bank's library and Technical Information Service.

The appropriateness of CARISPLAN Abstracts to the information needs of the Bank's officer needs to be examined and, where relevant, further promotion of the System's services will be done.

The Technical Information Service also carries out short workshops in some territories. These involve users from all government ministries and the personnel responsible for the national focal point of the Technical Information Service. These workshops are an ongoing activity aimed at demonstrating to users the value of information and sources from which this information may be available.

REFERENCES

1.   UNISIST Guidelines for developing and implementing a
      national plan for training and education in information
      use. Prepared by T.D. Wilson. Paris, UNESCO, 1980.

2.   Wilson, T.D.
      In Journal of Documentation. March 1981.

EVALUATION

At the end of the last session, participants were requested to complete a questionnaire which could help the organizers to assess the usefulness of the workshop and to undertake follow-up action.

Seventeen participants completed the questionnaire which covered:

1. Their backgrounds.

2. Expectations from the workshop.

3. Their opinions on the content and clarity of the presentations.

4. Their opinions on the organization of the workshop.

5. Their plans for follow-up action.

1. Their backgrounds

(a) Academic qualifications

A breakdown of the participants qualification showed:

- 21 librarians (4 ALA, 5 MLS/MA, 4 Dip. Lib., 8 BA - Library Studies)

- 1 Graduate

(b) Their experience

The participants were librarians of national focal points and participating centres of CARISPLAN. They had all had experience in providing information services to the users and potential users of CARISPLAN.

2. Their expectations

Objectives in attenting the workshop were completely achieved by 38% and almost completely achieved by 50%, there was no response from 12.

3. The Content

(a) The overall quality of the presentations was rated as:

- Very good by 44%
- Good by 50%
- Average by 6%

(b) The treatment of the subject matter was considered to be:

- About right by 94%
- Too complex (in parts) by 6%

(c) The coverage of the topics by the sequence of lectures was considered to be:

- Comprehensive by 50%
- Satisfactory by 50%

(d) More than half of the material presented was reported to be new to 56% of the participants. Less than half of the material presented was reported to be new to 19% of the participants. None of the material presented was new to 6% of the participants.

(e) Participants suggested additional topics which could have been included in the workshop. These were:

- Methods of graphic design, layout of publicity material and advertisements which could be utilized as aids in user education.

- Instruction in the use of audiovisual aids likely to be useful in user education.

4. The organization of the workshop

(a) The total length of the course was considered to be:

- About right by 75%
- Too short by 25%

One participant considered that the total length of the workshop was too long.

(b) The length of the discussion and question periods was considered to be:

- About right by 81%
- Too short by 13%
- Too long by 6%

(c) The length of the practical sessions was considered to be:

- About right by 37%
- Too short by 63%

(d) The size of the course was considered to be:

- About right by 94%

No response was received from 6%.

(e) It was suggested that the country reports could have been given in the first session and then circulated.

5.   Plans for follow-up action

(a) Participants recorded that in terms of their professional goals, the workshop would be valuable to them on their return to work.

- Quite valuable by 69%
- Extremely valuable by 31%

(b) Participants reported that they would provide feedback to their governments, organizations, co-workers, and library associations. This feedback was to be achieved in the following ways:

- Reports of the workshop would be prepared,
  circulated to policy-makers and heads of departments
  and discussed expecially with the Head of the Civil
  Service and the Chief Training Officer. In some
  cases these reports would be discussed with the
  Prime Minister.

- Viable and comprehensive user education programmes
  would be worked out and implemented.

- Feedback to co-workers would be provided by talks
  at staff meetings or special seminars or by inservice
  training.

- Feedback to other members of the organization (users and potential users) would be provided by meetings, short workshops and by improved services.

- Feedback to the Library Association would be provided by talks to the general meetings of the Association, talks to groups of members as well as articles in the newsletters and bulletins of the Association.

(c) 100% of the participants reported that they would recommend another course of this type to their colleagues, and that they would be interested in attending a more advanced course in this subject area. They considered that a more advanced course would be especially beneficial if it were geared to specific media.

Participants expressed the following opinions on arrangements for travel and accommodations:

(a) Arrangements for breaks	%
Satisfactory	82
Unsatisfactory	12
No response	6

(b) Living accommodation

Very good	6
Satisfactory	62
Unsatisfactory	13
No applicable	19

(c) Lecture Room

Very Good	19
Satisfactory	81

(d) Transport and travel arrangements

Very Good	19
Satisfactory	38
Unsatisfactory	6
No response	12
No applicable	25

Participants requested longer notice of travel routes and earlier receipt of tickets.

PARTICIPANTS

AGPL	Public Library St. John's ANTIGUA	Ms. Phyllis Mayers Chief Librarian
BBCB	Central Bank of Barbados Research Department P.O. Box 1016 Bridgetown BARBADOS	Ms. Maxine Williams Librarian
DMPL	Public Library Victoria Street Roseau DOMINICA	Ms. Cornelia Williams Chief Librarian
GDSLC	Grenada Schools Library Centre c/o Domestic Arts Institute Tanteen St. George's GRENADA	Ms. Christine Emmons Librarian
GYP	State Planning Commission Secretariat P.O. Box 829 Georgetown GUYANA	Ms. Negla Ross Officer-in-Charge of Library
GYNL	National Library 238 Murray St. South C/Burg Georgetown GUYANA	Ms. Ann Ramcharran Librarian
HTBN	Bibliothèque Nationale Rue du Centre Port-au-Prince HAITI	Ms. Françoise Thybulle Directrice

HTDAE	Secrétairerie aux Affaires Etrangères Port-au-Prince HAITI	Ms. Ann Marie Prudent Directeur des Archives et Bibliothèque
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JMMIC	Ministry of Industry + Commerce 4 Winchester Road Kingston 10 JAMAICA	Ms. Joy Russell Librarian
JMJLSHQ	Jamaica Library Service P.O. Box 470 Kingston 10 JAMAICA	Ms. Joan Hay Librarian
MSPL	Public Library Plymouth MONTSERRAT	Ms. Jane Grell Librarian

MSPL	Public Library Plymouth MONTSERRAT	Ms. Gracelyn Cassell Librarian
DOCEDOPEX	Centro Dominicano de Promoción de Exportaciones (CEDOPEX) Apartado 199-2 Santo Domingo REPUBLICA DOMINICANA	Lic. Bernardina Torres Jefe División Documentación
KNPL	Public Library East Square Street Basseterre ST. KITTS	Ms. Vanta Archibald Librarian
LCMC	Morne Complex Library The Morne ST. LUCIA	Ms. Janet Forde Librarian
VCKPL	Kingstown Public Library Granby Street Kingstown ST. VINCENT	Ms. Lorna Small
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Workshop on User Education Techniques
for Use in Special Libraries
19 - 23 July 1982
Mona, Jamaica

PROGRAMME

Monday 19 July

8.30 - 9.00	Registration of participants
9.00 - 10.30	OPENING SESSION
10.30 - 10.45	B R E A K

SESSION I

10.45 - 11.15

- Definitions of user education. An examination will be made of the scope of user education as defined in the literature and in practice.

- The aims, goals and underlying philosophy of user education.

Ms. Fay Durrant
Library + Information Training Officer
Caribbean Information System

11.15 - 12.00   Practical Group Session:

- If libraries and information centres were clearly organized and guided (by directional signs and guides to the library), would user education be necessary or desirable?

12.00 - 1.00   L U N C H

1.00 - 1.30   Library Session - participants will be able to use the library of the Department of Library Studies at this time on each day of the Workshop.

1.30 - 2.30   Practical Group Sessions (cont'd)

2.30 - 3.15   Presentation of the group proposals from the practical session

General discussions

Summary

3.15 - 3.30   B R E A K

SESSION II

3.30 - 4.30   Aids in user education

- The role of educational technology in user education
- The role of the media in user education

Dr. Inez Grant
Educational Technologist

Tuesday 20 July

9.00 - 9.45   - User's view of information systems in CARISPLAN countries.

- Attitudes to information systems and services among the users of the Caribbean Information System

- The relationship of user education activities to information infrastructure.

- Priorities for user education within the Caribbean Information System.

Ms. Carol Collins
Chief - Information and Documentation Section
CARICOM Secretariat

9.45 - 10.15   User education activities

- Case study of user education programmes within the Caribbean Information System.

Ms. Patricia Raymond
Librarian - Ministry of Finance + Planning
Trinidad and Tobago

Discussion

10.15 - 10.30   B R E A K

10.30 - 12.00   Practical Session

- To identify difficulties experienced by users in CARISPLAN participating centres, and national focal points.

- To determine a definition of user education and user training which could be considered relevant to the national focal points and participating centres of CARISPLAN.

- To outline aims, goals and objectives of user education programmes for national focal points and participating centres of CARISPLAN.

- To propose a means of overcoming these difficulties through user education.

Presentation of group reports

Discussion

Summary

12.00 - 1.00	L U N C H
1.00 - 1.30	Library Session

SESSION IV

1.30 - 2.00
- User education beyond the formal educational institutions.

- User education of practitioners.

- The scope and range of user education programmes for users of special libraries e.g. orientation tours of libraries, bibliographic instruction.

- The relationship of user education to users' studies and needs.

- Adaptation of services in response to the feedback from user education programmes.

- Continuing user education activities.

- The organization of user education programmes:
  (a) establishing goals
  (b) selecting candidates

Ms. Fay Durrant

2.00 - 3.15   Practical exercise

- To identify the user education programmes most appropriate for practitioners.

- To identify by simulated interviews for preparation of user profiles, the areas in which these interviews can form a component of a user education programme.

- To outline the content of a user education programme for a CARISPLAN national focal point.

Presentation of group reports

Discussion

Summary

3.15 - 3.30	B R E A K
3.30 - 4.30	Group reports

Wednesday 21 July

SESSION V

9.00 - 9.30   User education for the Caribbean Information System

- Methods and techniques which are likely to be most appropriate.

Ms. Wilma Primus
Project Co-ordinator
Caribbean Information System

SESSION VI

9.30 - 10.15   Bibliographic instruction in user education

Ms. Audrey Chambers
Librarian III
UWI - Mona

10.30 - 11.30   Bibliographic instruction

Practical session of the preparation of a literature-search as a teaching aid in library instruction.

11.30 - 12.00   Presentation of group work

Discussion

Summary

12.00 - 1.00   L U N C H

SESSION VII

1.00 - 1.30   Library Session

1.30 - 2.15   The use of the newspaper and other journals in user education.

Mr. Vivien Carrington
Dept. of Mass Communications
UWI - Mona

2.15 - 3.15   The use of the newspaper and other journals in user education.

Practical session to begin preparation of a newspaper or journal article to inform users about the services available from:
(a)   a national focal point

OR

(b)   the Caribbean Information System

Presentation of group work

Discussion

Summary

3.15 - 3.30	B R E A K

SESSION VIII

3.30 - 4.30   The use of orientation as a means of user education
- tours, guides to the library, posters, tape/slide
presentations.

Mr. James Wellvang
Librarian III
UWI - Mona

Thursday 22 July

SESSION IX

(To be held at the Caribbean Institute of Mass
Communications)

9.00 - 10.15   The use of television in user education

Ms. Tess Thomas
Educational Broadcasting Service
Jamaica

10.15 - 10.30   B R E A K

10.30 - 12.00   Practical Session

- To begin preparation of a television programme
for the education of users of:
(a) a national focal point library

OR

(b) the Caribbean Information System

12.00 - 1.00   L U N C H

1.00 - 1.30   Library Session

SESSION X

1.30 - 2.15   The use of radio in user education

Mr. Rafeek Khan
UNESCO
Subregional Office for the Caribbean

2.15 - 3.15	Practical Group session: to begin preparation of a tape for a radio programme to explain/to inform users of the recent establishment of a library in the Ministry of Finance to provide information mainly to government officials and to serve as the national focal point of the Caribbean Information System.
3.15 - 3.30	B R E A K
3.30 - 4.00	Presentation of group work
4.00 - 4.15	Discussion
4.15 - 4.30	Summary

Friday 23 July

SESSION XI

9.00 - 10.15	User education activities of Jamaica - National Planning Agency.

Ms. Hannah Francis
Technical Information Officer

10.15 - 10.30	B R E A K

SESSION XII

10.30 - 12.00	Participants will identify their national priorities and present their plans for user education within their organization as well as their user education activities in the past year (10 minutes each).
12.00 - 1.00	L U N C H
1.00 - 1.30	Library Session
1.30 - 3.00	Participants' presentations (cont'd)
3.00 - 3.15	Summary
3.15 - 4.15	Evaluation
4.15 - 4.45	CLOSING SESSION