KLISC International Conference #4 (2024)

Report of Contributions

Contribution ID: **1**

Type: **Paper Presentation**

Library management : implications of data security to Kenyan academic libraries today

The digital revolution has ushered in a new era for Kenyan academic libraries, expanding their roles as repositories of knowledge and information. However, this transition has not been without challenges, with data security emerging as a critical concern. This study delves into the multifaceted world of data security in Kenyan academic libraries, aiming to comprehensively assess the current practices, policies, and measures in place, while also identifying key challenges and opportunities. Employing a qualitative content analysis approach, this research collects and analyses documents, including library policies, guidelines, and relevant literature. Through a systematic process of open coding and categorization, recurring themes and patterns related to data security, compliance with data protection laws, user privacy, and incident management are identified. The findings of this study highlight a complex data security landscape characterized by evolving threats and resource limitations. Kenyan academic libraries face significant challenges in safeguarding sensitive data, complying with data protection laws, and ensuring the privacy of their users. Inadequate budgets and resources hinder the implementation of robust security measures, while staff training and disaster recovery planning are identified as critical areas requiring attention. This study underscores the crucial role data security plays in maintaining user trust and the integrity of academic libraries. It offers actionable recommendations, including the adoption of advanced security technologies, comprehensive staff training, and collaborative efforts to address shared security challenges. As these libraries evolve in the digital age, safeguarding data integrity is paramount to their continued effectiveness in serving the academic community.

Primary author: Mr KEMBOI, Benjamin (Technical University of Kenya)

Presenter: Mr KEMBOI, Benjamin (Technical University of Kenya)

Contribution ID: **2**   Type: **Paper Presentation**

Transcending the ivory tower : academic libraries' engagement with society in africa

This study performs a critical investigation of academic libraries, focussing on their engagement with and responsibilities to the wider society. It examines the roles and contributions which academic libraries make to society beyond their host higher educational institutions, which are often referred to as ivory towers that distance themselves from societal realities. This study is done in response to growing interest expressed in the literature for greater evaluation of the impact of academic libraries and increasing calls for academic libraries to contribute more to societal development and progress, especially by promoting civic participation and democracy. The study further exposes the principles underpinning the practices and operations of academic libraries in a bid to interrogate their underlying ideologies and hegemonies.

The approach used to achieve the study's objectives involves a literature review which explores the relationship between academic libraries, higher educational institutions and society. The review also examines debates and opinions about the purpose, stakeholders, principles and services of academic libraries and their role in providing information solutions to the dynamic and evolving needs of society particularly in Africa. Furthermore, the study employs an in-depth qualitative content analysis methodology to examine the mission statements of several academic libraries based on a theoretical framework of critical theory. This analysis provides evidence and generates insights about the extent to which academic libraries regard commitment to societal development as part of their responsibilities.

The key findings of the study show lack of consensus among academic libraries with respect to their stakeholders, roles, principles, motives and beneficiaries as well as the extent to which they engage with society. A practical implication of this study is a clarion call for transformation of academic libraries to become more involved in the life of society. Thus, the study offers suggestions on how academic libraries can better contribute to societal development.

Primary author: Mr AZIZA, Francis (Hekima University College, Nairobi)

Presenter: Mr AZIZA, Francis (Hekima University College, Nairobi)

Contribution ID: **3**   Type: **Paper Presentation**

Access to information and data protection in Kenya and its impact on provision of information

Wednesday, 22 May 2024 12:45 (15 minutes)

The increasing demand for information by citizens and the need to protect individual data has impacted the provision of information across the world. Access to information in libraries and information centres in Kenya is governed by several laws and regulations that provide citizens with unhindered access to information. Data Protection Act provides for the protection of individual data by the entities holding it. This presents a dilemma for libraries and information centres as they must adhere to the two legislations. This paper aims to review the legal framework that governs access to information and data protection in Kenya and how it impacts libraries and information centres. The laws reviewed include the Data Protection Act (2019) which is the legal framework for the protection of personal data, and the Access to Information Act (2016) and the Constitution of Kenya. The specific objectives are To review the legal framework governing access to information and data protection in Kenya, to Assess how this legal framework impacts the provision of information by libraries and information centres, and to recommend improvements in access to information and data protection legal framework in Kenya. A qualitative research methodology with document analysis was used. Data analysis through thematic analysis was used. Findings revealed that Libraries and information centres in Kenya face an increasingly complex legal landscape. They must protect the privacy and data of their patrons, staff and other individuals in accordance with the Data Protection Act while adhering to the dictates of Article 35 of the Constitution of Kenya and the Access to Information Act, 2016, to facilitate public access to information where applicable. Libraries and information centres need to provide information to information users while at the same time ensuring the protection of individual data, which presents a complex landscape for libraries and librarians in Kenya.

Primary author: KALUNG'E, Kaberia Shadrack (Parliament of Kenya)

Co-author: Mr MANKONE, Andrew (Parliament of Kenya)

Presenter: KALUNG'E, Kaberia Shadrack (Parliament of Kenya)

Session Classification: KIC #2024.A

Track Classification: Policy and legal framework in library and information services transformation

Contribution ID: **4**   Type: **Paper Presentation**

Suitability of the current Kenyan LIS curriculum for the digital age

Thursday, 23 May 2024 08:35 (15 minutes)

There has been a profound change in the theory and practice of the library and information science (LIS) profession over the years. Now, the "custodian librarian" has grown into a "knowledge manager" and a "digital librarian." Therefore, there is a need to revamp the LIS curriculum according to the present needs and the changing roles of the LIS profession. The objective was to assess the suitability of the current Kenyan LIS curriculum for the digital age. A descriptive survey design was used. The study targeted six heads of LIS departments and fifty-eight university librarians. Semi-structured questionnaires were used to collect data. Graphs and pie charts were used to analyse quantitative data, while prose was used for qualitative data. The response rate was 53.13%. Universities had their LIS curricula reviewed within the last three years. Concerning satisfaction with the current LIS curriculum, its alignment with emerging technologies in the LIS field, and how prepared the LIS graduates were for the roles of librarianship, varying responses were given by respondents. ICT-related courses were suggested to be included in the LIS curriculum, and a mismatch between the skills required in the job market and the skills impacted by the LIS schools was noted. The LIS curriculum does not sufficiently address current job market requirements. Curriculum review and changing the learning objectives to take into account new emerging trends that translate into best practices are paramount. The study recommends collaborative reviewing, standardisation, and harmonising the LIS curriculum across institutions, ensuring they graduate with similar competencies. The paper calls for action for LIS educators to rethink their curriculum, ensuring it is responsive to the current market needs.

Primary authors: MWAURAH, Naomy (Boma International Hospitality College); Ms GATHAMA, Purity N. (Kenya Medical Training College)

Presenter: MWAURAH, Naomy (Boma International Hospitality College)

Session Classification: KIC #2024.C

Track Classification: Digital Literacy and Lifelong Learning

Contribution ID: **8**   Type: **Administrative Activity**

Registration of conference participants

Wednesday, 22 May 2024 07:30 (1h 30m)

Presenters: Dr MUSANGI, Peninah (AMREF International University); MUNYI, Samuel (College of Human Resource Management)

Session Classification: KIC #2024.A

Contribution ID: **9**   Type: **Administrative Activity**

Opening Prayer

Wednesday, 22 May 2024 09:00 (10 minutes)

Presenter: Ms MUNYAO, Victoria

Session Classification: KIC #2024.A

Contribution ID: **10** Type: **Administrative Activity**

Welcome Address & Introduction of Guests

Wednesday, 22 May 2024 09:10 (20 minutes)

Presenter: Dr MWANZU, Arnold (Aga-Khan University)

Session Classification: KIC #2024.A

Contribution ID: **11**   Type: **Speech / Talk**

Keynote Address

Wednesday, 22 May 2024 09:30 (30 minutes)

Presenter: Dr INYANGALA, Beatrice (Principal Secretary - Higher Education)

Session Classification: KIC #2024.A

Contribution ID: **12**   Type: **Speech** / **Talk**

Guest of Honor Address / Conference Opening

Wednesday, 22 May 2024 10:00 (30 minutes)

Presenter: Dr WETANGULA, Hon. [RT] Moses (Speaker of the National Assembly)

Session Classification: KIC #2024.A

Contribution ID: **13**

Type: **Paper Presentation**

Research Data Management in universities in Kenya : a comprehensive analysis of the legal and policy framework

Wednesday, 22 May 2024 11:00 (15 minutes)

Research data management (RDM) has become increasingly recognized within the research community worldwide as critical in ensuring research quality, transparency, and reproducibility. As such, adequate legislation and policy frameworks are needed to guide the processes and ethical issues that may arise. This study examined the legal and policy framework governing RDM practices to recommend steps to optimize data management in Kenyan universities. This study was qualitative, using document analysis and interviews to collect data. Since RDM is relatively new, multiple case study designs were used to analyse policies from six selected universities, as they work best in unearthing reality. To better understand the legal and policy frameworks of RDM, a comprehensive search was conducted across databases, government publications, and university policies to identify and analyse legislation and policies relevant to RDM in Kenya. The review revealed an inadequate multifaceted legal and policy landscape for research data management in Kenyan universities. At the national level, the legislations were erratically provided for in the Constitution of Kenya (2010), the Kenya Data Protection Act (2019), the Kenya Access to Information Act (2016), The Science, Technology, and Innovation Act of (2013), the ICT Policy (2019), and the Commission for University Act (2012), among others. At the institutional level, only one of the cases studied developed a detailed and standalone RDM policy, even though it had not yet been implemented. They recommend comprehensive adaptive legislation and institutional policies that promote university research data management.

Primary authors: NAKITARE, Joel (Rongo University); MATHANGANI, Salome (Technical University of Kenya); KAMAU, Grace (Technical University of Kenya)

Presenter: NAKITARE, Joel (Rongo University)

Session Classification: KIC #2024.A

Track Classification: Data management services in libraries and information centres

Contribution ID: **14**   Type: **not specified**

Data literacy : an output focussed model to guide Kenyan academic libraries

Wednesday, 22 May 2024 11:15 (15 minutes)

In the era of rapid data generation, researchers at Kenyan universities face challenges in effectively navigating, interpreting, and managing data. This study proposes a collaborative data literacy framework to enhance Kenyan data literacy initiatives, addressing critical areas for improved outcomes. Despite data ubiquity, researchers encounter management challenges. The primary objective of the study was to assess the feasibility of standardised data literacy services across private university libraries in Kenya. The study used a mixed-method approach involving quantitative and qualitative methodologies. Five private chartered universities in the Nairobi metropolitan area, all offering PhD programs, participated in the research. Participants included PhD students, faculty members, heads of university libraries, and research/reference librarians selected for their direct involvement in research data collection and management. Data analysis involved statistical tools and thematic analysis, revealing the pressing need for standardised data literacy services in Kenyan academic libraries and emphasising the crucial role of libraries in advancing data literacy initiatives. The study identifies critical stakeholders, emphasising the crucial role of libraries in promoting data literacy. Key findings of the study shed light on the pressing need for standardised data literacy services in Kenyan academic libraries, highlighting challenges and opportunities for improvement. Furthermore, the study underscores the critical role of libraries as crucial stakeholders in advancing data literacy initiatives within the academic community. The proposed framework developed as a result of the findings has the potential to elevate research quality and innovation. The research underscores the urgent need for concerted efforts to elevate data literacy within Kenyan academic libraries, with the proposed framework guiding future initiatives aimed at improving research outcomes and societal impact.

Primary author: Dr AGAVA, Stanislaus Litsalia (NIRUC)

Presenter: Dr AGAVA, Stanislaus Litsalia (NIRUC)

Session Classification: KIC #2024.A

Track Classification: Data management services in libraries and information centres

Contribution ID: **15**

Type: **Administrative Activity**

Q & A

Wednesday, 22 May 2024 11:30 (10 minutes)

Presenter: Ms KINYANJUI, Janegrace (Egerton University)

Session Classification: KIC #2024.A

Track Classification: Data management services in libraries and information centres

Contribution ID: **16**   Type: **Sponsor / Partner Presentation**

Wolters Kluwer & Cengage

Wednesday, 22 May 2024 11:40 (30 minutes)

Presenter: BAMPISAKI, Amos (Regional Academic Sales Representative, Wolters Kluwer / Cengage)

Session Classification: KIC #2024.A

Track Classification: Data management services in libraries and information centres

Contribution ID: **17**   Type: **Sponsor / Partner Presentation**

Emerald Publishing

Wednesday, 22 May 2024 12:10 (15 minutes)

Presenter: BESARAB, Shaun (Business Manager, Emerald)

Session Classification: KIC #2024.A

Track Classification: Data management services in libraries and information centres

Contribution ID: **18**   Type: **not specified**

Q & A

Wednesday, 22 May 2024 12:25 (5 minutes)

Publishers Q & A Session

Presenter: Ms KINYANJUI, Janegrace (Egerton University)

Session Classification: KIC #2024.A

Track Classification: Data management services in libraries and information centres

Contribution ID: **19**   Type: **Paper Presentation**

Research Data Management Services at Kenya's Agricultural Research Institute Libraries : practices and perceptions

Wednesday, 22 May 2024 12:30 (15 minutes)

Research data are valuable resources that need to be curated and managed by research libraries as they are intricate and complex, irreplaceable, expensive, and time-consuming to replicate. However, The Kenya Agricultural and Livestock Research Act No.17 of 2013 do not define how research data generated by the research institutes should be managed, resulting in poor mechanisms for data curation and sharing, low-quality research outputs, duplication of research and poor re-analysis of existing research data. The purpose of the study is to examine how Kenya's agricultural research institute libraries curate their research data and propose interventions for improvement. The objectives are to examine how Kenya's agricultural research institute libraries curate their research data and to determine how the institute libraries can realign themselves to offer re-purposed data curation services. The study adopted a mixed methods approach employing a survey design within a case study. Quantitative data were collected using questionnaires from 142 researchers who were randomly sampled. Qualitative data was collected using interviews and documentary reviews from 41 directors of institutes, heads of research, heads of IT, and librarians sampled using the census. The findings of the study revealed that the RDM legal framework had not yet been enshrined in the KALRO Act (No.17 of 2013); the research data curation policies and regulations were outdated; the institutes did not involve libraries and librarians in coordinating functions of research data curation; inadequate knowledge and skill of librarians and researchers in handling research data curation service; and limited awareness and advocacy. Overall, the findings revealed that research data curation services were not adequately managed. The study recommended the establishment of a formal data governance structure to address data curation services, a legislative and policy framework for RDM and data curation, collaboration and participation among librarians and researchers, capacity-building programs, sound technical infrastructure, and incentivization of stakeholders.

Primary authors: Dr NG'ENO, Emily Jeruto (Moi University); ODERO, Damaris (Moi University); AMOTH, Duncan (Moi University)

Presenter: Dr NG'ENO, Emily Jeruto (Moi University)

Session Classification: KIC #2024.A

Track Classification: Data management services in libraries and information centres

Contribution ID: **20** Type: **Paper Presentation**

Keeping up with the pride : new LIS roles supporting researchers with proficient research data management

Wednesday, 22 May 2024 12:45 (15 minutes)

Libraries and staff roles within the research ecosystem are expanding rapidly. Globally, there is a rise in mandates and policies from funders and publishers calling for research and associated research data to be made openly available in a FAIR (Findable, Accessible, Interoperable and Reusable) way. Researchers bear the brunt of these policies - according to the annual State of Open Data 2022 survey, 72% of researchers said they would rely on an internal resource for help with managing their data or making it openly available. Globally, LIS professionals are mobilising and working towards implementing support structures and workflows that will help their researchers in the years to come as they tackle the open research tide. As African librarianship enters the digital era, the role of library and information (LIS) professionals keeps expanding. There is a golden opportunity to redefine its parameters, especially considering the growing momentum towards Open Data and Open Science more generally. This paper shares examples of the ways in which librarianship has evolved to meet growing research demands and where we see it heading in the short- and long-term future - from our experience of working with institutions and research funders worldwide. It will highlight some emerging LIS roles in the digital era and explain why African LIS professionals should be prepared, educated, and empowered to support their researchers with proficient research data management as this momentum intensifies.

Primary author: COTERA, Maria (Partnerships Development Manager, Figshare)

Presenter: COTERA, Maria (Partnerships Development Manager, Figshare)

Session Classification: KIC #2024.A

Track Classification: Data management services in libraries and information centres

Contribution ID: **21**   Type: **Feedback Activity**

Q & A

Wednesday, 22 May 2024 13:00 (10 minutes)

Presenter: Dr NG'ETICH, Festus (JOOUST)

Session Classification: KIC #2024.A

Track Classification: Data management services in libraries and information centres

Contribution ID: **22**   Type: **Paper Presentation**

Attaining compliance for digital archiving through effectual implementation of legislative and regulatory frameworks in selected Kenyan universities : are we 'there' yet?

Wednesday, 22 May 2024 12:30 (15 minutes)

Governments and organisations globally have developed legislations and regulations governing records management in general and specific contexts. However, such laws and regulations often fail to adequately address the management of records in digital environments. This study sought to examine legal and regulatory frameworks governing digital archives in selected public universities in Kenya, with a view to establishing the extent of compliance in order to enhance digital archiving practices in the institutions. The study was guided by three objectives, namely to identify the legal and regulatory frameworks governing digital archives management (DAM) in Kenyan public universities, determine the level of awareness and understanding of the legal and regulatory frameworks governing DAM in Kenyan public universities, and establish the effectiveness of the identified legislative and regulatory frameworks in the management of digital archives. The underpinning model for this study was the Archives and Records Management Association (ARMA) Records Management Maturity model. A qualitative research approach and multiple case study design were adopted, and data collection was undertaken using face-to-face interviews. Purposive sampling was used to select 205 participants from six public universities in Kenya. Saturation points were reached after interviewing 29 participants in the category of Archivists, Records Managers and Records Officers, and 39 ICT Directors and ICT staff. Additionally, six legal officers were interviewed, and a total of 74 participants were interviewed. Among other findings, the study established that the Public Archives and Documentation Services Act (CAP 19) of the Laws of Kenya (2012) was the primary law guiding the management of public sector records and archives in Kenya. Subsequently, the study concluded that legislative and regulatory frameworks governing digital archives in the institutions were deficient and required rigorous review, design and implementation. The study recommends that the Government of Kenya should fast-track the review of the Public Archives and Documentation Services Act.

Primary authors: Dr ERIMA, Juliet Awinja (Moi University);   MASEH, Elsebah J. (Moi University)

Presenter: Dr ERIMA, Juliet Awinja (Moi University)

Session Classification: KIC #2024.A

Track Classification: Policy and legal framework in library and information services transformation

Contribution ID: **24** Type: **Feedback Activity**

Q & A

Wednesday, 22 May 2024 13:00 (10 minutes)

Presenter: NDUNGÚ, Miriam (Co-operative University)

Session Classification: KIC #2024.A

Track Classification: Policy and legal framework in library and information services trans-formation

Contribution ID: **25** Type: **Speech** / **Talk**

[Lightning Talk] What should librarians know about artificial intelligence?

Wednesday, 22 May 2024 14:00 (30 minutes)

Primary author: ŠEVKUŠIĆ, Milica (Institute of Technical Sciences of the Serbian Academy of Sciences and Arts: Belgrade, RS)

Presenter: ŠEVKUŠIĆ, Milica (Institute of Technical Sciences of the Serbian Academy of Sciences and Arts: Belgrade, RS)

Session Classification: KIC #2024.B

Track Classification: AI in information services

Contribution ID: **26**

Type: **Paper Presentation**

Artificial Intelligence-enabled virtual assistants : a systematic review on redefining user engagement in libraries

Wednesday, 22 May 2024 14:30 (15 minutes)

This literature review addressed the transformative impact of AI-enabled virtual assistants on user engagement within library settings. It aimed to investigate the role of AI in enhancing library services and user experiences, resources and expertise regardless of time and location. The study focused on AI technologies such as natural language processing and machine learning to be utilised to provide personalised, responsive, and efficient interactions with patrons. Key themes explored included the democratisation of access to information, improved user engagement, and the evolving role of librarians in the digital age. The problem this paper tackled lay in understanding how AI-enabled virtual assistants reshaped the landscape of library services and the implications for user engagement and librarian responsibilities. The main objective was to analyse the impact of AI on library services and user experiences and to provide insights into the potential benefits and challenges associated with their integration. The literature review utilised document analysis and a systematic review of publications to synthesise existing research on AI-enabled virtual assistants in library settings. It critically examined the implications of AI technologies for library practice, policy, and research, mainly focusing on operational efficiencies and strategic opportunities for libraries to meet the evolving needs of their communities. Ethical considerations surrounding the use of AI in libraries, such as privacy, equity, and user autonomy, were also discussed. The study's recommendations included prioritizing the responsible integration of AI into library services to enhance user experiences and operational efficiencies. Stakeholders in the library and information science community were urged to collaborate in developing ethical guidelines for the deployment of AI technologies in libraries. Libraries, policymakers, and researchers were encouraged to take action to ensure the responsible and ethical deployment of AI technologies, ultimately fostering a more inclusive, responsive, and dynamic environment for lifelong learning and discovery.

Presenter: RUTERE, Josleen (Pan Africa Christian University)

Session Classification: KIC #2024.B

Track Classification: AI in information services

Contribution ID: **27**   Type: **Feedback Activity**

Q & A

Wednesday, 22 May 2024 14:45 (10 minutes)

Presenter: Dr ERIMA, Juliet Awinja (Moi University)

Session Classification: KIC #2024.B

Track Classification: Technological advancement in library and information services

Contribution ID: **28**   Type: **Sponsor / Partner Presentation**

EBSCO

Wednesday, 22 May 2024 14:55 (30 minutes)

Presenter: SANG, Aggrey (EBSCO Regional Sales Manager, East and Central Africa)

Session Classification: KIC #2024.B

Track Classification: Technological advancement in library and information services

Contribution ID: **29** Type: **Sponsor / Partner Presentation**

ProQuest / Clarivate

Wednesday, 22 May 2024 15:25 (10 minutes)

Presenter: KGORANE, Sylvia (ProQuest / Clarivate)

Session Classification: KIC #2024.B

Track Classification: Technological advancement in library and information services

Contribution ID: **30**   Type: **Feedback Activity**

Q & A

Wednesday, 22 May 2024 15:45 (15 minutes)

Presenter: Dr ERIMA, Juliet Awinja (Moi University)

Session Classification: KIC #2024.B

Track Classification: Technological advancement in library and information services

Contribution ID: **31**   Type: **Sponsor / Partner Presentation**

Snapplify

Wednesday, 22 May 2024 15:35 (10 minutes)

Presenter: SAHARA, Alexia (Snapplify)

Session Classification: KIC #2024.B

Track Classification: Technological advancement in library and information services

Contribution ID: **32**   Type: **Paper Presentation**

Technological advancement in library and information services

Wednesday, 22 May 2024 16:00 (15 minutes)

Technological advances have radically changed how modern libraries operate. Technology is offering libraries a new world of opportunities to engage users and influence how information is gathered, stored, organised, retrieved, and consumed and holds great promise for improved access and maximum utilisation of information resources for quality, teaching, learning and research output. For such to be achieved, there must be a shift from the traditional ways of accessing information to the modern way, which entails using ICTs and applying digital information literacy skills. The integration of technology into library and information services presents numerous opportunities for enhancing access and utilisation of digital resources. However, the adoption of these technological advancements faces several significant challenges, such as financial constraints, skills gaps, lack of ICT policies, unstable power supply, and insufficient bandwidth. The objectives of the study will be to investigate the integration of digital resources into the library, to establish and develop the gaps which focus on digital information, and to establish and implement clear and comprehensive ICT policies that guide the integration of technology into library services. A literature review was used as a methodology to collect data. The key findings which will significantly impact how libraries operate and transition to online dissemination of information and will necessitate libraries to remodel their information delivery services. Libraries have embraced open access initiatives, subscription of electronic resources, building digital content of library resources, remodelling library spaces remote access, virtual reference service, online orientation and information literacy, among others.

Primary author: ROP, Zipporah C.

Presenter: ROP, Zipporah C.

Session Classification: KIC #2024.B

Track Classification: Technological advancement in library and information services

Contribution ID: **33**   Type: **Paper Presentation**

Innovation and transformation in school libraries : a systematic review

Wednesday, 22 May 2024 16:15 (15 minutes)

In the fast-growing educational environment, school libraries meet difficulties in keeping abreast of technological progress and remaining applicable in instituting innovation and teaching modern skills. This research is designed to determine the role of technology in school libraries and the extent of its influence on library productivity while paying attention to the challenges and opportunities as a result of the adoption of innovation in these frameworks. A systematic review of 40 articles published between 2013 and 2023 was conducted exhaustively to analyse the literature. Both case study and quantitative methodologies were used, mainly from different disciplines, to reflect the multiple aspects of innovation and change in school libraries. Some of the fields of exploration included maker spaces, library redesign, the changing job role of the school librarian, and problems like the digital divide and the issue of unequal resources. Moreover, it was necessary to look at how virtual resources and digital technology have been integrated and the impact that this has had on the library dynamics. The paper emphasises the importance of the collective efforts of educators, policymakers, and those involved in the development and innovation of school libraries. Suggestions consist of lobbying for innovation, availing funds to projects targeting improved library resources and technology, and working on joint efforts to level the field. Through investment in innovations and addressing the existing challenges, school libraries can be reconstructed to become modern learning environments where students are actively engaged in 21st-century education.

Primary author: MACHARIA, Angela Njeri (Nova Pioneer Educational Group)

Presenter: MACHARIA, Angela Njeri (Nova Pioneer Educational Group)

Session Classification: KIC #2024.B

Track Classification: Technological advancement in library and information services

Contribution ID: **34** Type: **Paper Presentation**

New trends in Knowledge Management in the 21st century with Umma university as a case study

Wednesday, 22 May 2024 16:30 (15 minutes)

This conference paper delves into the critical theme of empowering libraries and information centres within the contemporary knowledge ecosystem, with a specific focus on the sub-theme of knowledge management. Using Umma University as a case study, the study investigates new trends in knowledge management in the 21st century. The problem at hand lies in the challenges faced by libraries and information centres in adapting to the swiftly evolving information landscape, necessitating a strategic understanding of knowledge management practices. The purpose of this research is to explore and comprehend the dynamics of knowledge management in libraries and information centres, providing practical insights into challenges and opportunities within academic institutions, as exemplified by Umma University. Drawing on contemporary theories of knowledge management, the study employs a mixed-methods approach, combining qualitative interviews with quantitative analysis of institutional data. The key findings reveal current knowledge management practices at Umma University, emphasizing the impact of digital transformations, user preferences, and collaborative initiatives on the university's information landscape. Conclusions underscore the significance of aligning knowledge management strategies with emerging trends to empower these institutions. Recommendations include fostering a culture of continuous adaptation, investing in digital infrastructure, and promoting user engagement. The study's value lies in contributing to the broader discourse on the role of libraries and information centres in the knowledge ecosystem, offering practical insights derived from Umma University's experiences as a roadmap for institutions seeking to navigate the evolving landscape of knowledge management in the 21st century.

Primary author: MADETE, Stella Migide (Umma University)

Presenter: MADETE, Stella Migide (Umma University)

Session Classification: KIC #2024.B

Track Classification: Technological advancement in library and information services

Contribution ID: **35**

Type: **Feedback Activity**

Q & A

Wednesday, 22 May 2024 16:45 (15 minutes)

Presenter: Dr ERIMA, Juliet Awinja (Moi University)

Session Classification: KIC #2024.B

Track Classification: Technological advancement in library and information services

Contribution ID: **36**   Type: **Sponsor / Partner Presentation**

Oxford University Press

Wednesday, 22 May 2024 17:00 (10 minutes)

Presenter: MOROE, Katlego (Account Executive, Oxford University Press)

Session Classification: KIC #2024.B

Track Classification: Technological advancement in library and information services

Contribution ID: **37** Type: **Sponsor / Partner Presentation**

BUKU

Wednesday, 22 May 2024 17:10 (10 minutes)

Presenter: OCHIENG, Lance (Business Development Manager, BUKU)

Session Classification: KIC #2024.B

Track Classification: Technological advancement in library and information services

Contribution ID: **38**   Type: **Feedback Activity**

Q & A

Wednesday, 22 May 2024 17:20 (10 minutes)

Presenter: Dr ERIMA, Juliet Awinja (Moi University)

Session Classification: KIC #2024.B

Contribution ID: **39**   Type: **Administrative Activity**

Registration of conference participants (Day #2)

Thursday, 23 May 2024 07:30 (30 minutes)

Presenters: Dr MUSANGI, Peninah (AMREF International University); MUNYI, Samuel (College of Human Resource Management)

Session Classification: KIC #2024.C

Contribution ID: **40**   Type: **Administrative Activity**

Opening Prayer

Thursday, 23 May 2024 08:00 (10 minutes)

Presenter: Dr KIMILE, Nancy (Maasai Mara University)

Session Classification: KIC #2024.C

Contribution ID: **41**   Type: **Administrative Activity**

Recap Session

Thursday, 23 May 2024 08:10 (10 minutes)

Presenter: RATANYA, Felicitas (Egerton University)

Session Classification: KIC #2024.C

Contribution ID: **42**   Type: **Paper Presentation**

Infusing professionalism in school libraries to improve reading culture in the community : a case of Remnant Vision School Kitengela, Kajiado County, Kenya

Thursday, 23 May 2024 08:20 (15 minutes)

This research presents a study of Remnant Vision School (RVS), which, though it has a designated library space, neither has appropriate books nor a trained librarian. This being a mission school, it aims at influencing the surrounding community and, in the past, opened its doors to welcome not only its pupils but also other school-going children in the community for holiday self-reading sessions. However, this was not sustained, and eventually, the sessions ended, and the children were left to their own devices. The paper sought to establish gaps and challenges faced by school libraries and suggest solutions that could help the school library thrive and achieve the goal of influencing reading at the young age of primary school-going children. To gain in-depth and contextual knowledge of the Remnant Vision School library, the study made use of a Case study research design and explored the application of a mixed research approach. The population of the study was 392 (369 pupils and 23 teachers), out of whom a sample of 54 respondents (13.8%) was selected using stratified purposeful sampling. Data was collected by use of questionnaires, interviews, and observation schedules and thematically analysed for qualitative data, while graphs, pie charts, and frequency tables were used to present quantitative data. Gaps were identified, such as irrelevant collection and inexistent library policies and structures that would ensure the smooth running of the library. Children are expectant and interested in reading, while the school administration has genuine concerns about operationalising the library and is ready to engage critical stakeholders. It is recommended that RVS should automate its library services, employ a professional librarian, identify key stakeholders, join a professional association such as the Kenya Library Association – School Libraries' Chapter, participate in library outreach programs and competitions, explore innovative ways of culturing the learners and community children.

Primary author: SURTAN, Faith (Kenya Revenue Authority)

Presenter: SURTAN, Faith (Kenya Revenue Authority)

Session Classification: KIC #2024.C

Track Classification: Digital Literacy and Lifelong Learning

Contribution ID: **44**

Type: **Feedback Activity**

Q & A

Thursday, 23 May 2024 08:50 (10 minutes)

Presenter: MUTEGI, James Njue (University of Embu)

Session Classification: KIC #2024.C

Track Classification: Digital Literacy and Lifelong Learning

Contribution ID: **45**   Type: **Sponsor / Partner Presentation**

JoVE Platform

Thursday, 23 May 2024 09:00 (30 minutes)

Presenter: SUMARIA, Keyu (Manager (Sub-Saharan Africa), JoVE Corporation)

Session Classification: KIC #2024.C

Track Classification: Digital Literacy and Lifelong Learning

Contribution ID: **46**   Type: **Sponsor / Partner Presentation**

Goethe-Institut

Thursday, 23 May 2024 09:30 (30 minutes)

Presenter: MOMANYI, Lilian (Head of Information and Library , Goethe-Institut Nairobi)

Session Classification: KIC #2024.C

Track Classification: Digital Literacy and Lifelong Learning

Contribution ID: **47**   Type: **Sponsor / Partner Presentation**

Taylor & Francis Publishers

Thursday, 23 May 2024 10:00 (10 minutes)

Presenter: SRINIVAS, Vinay (Regional Sales Manager (e-Resources), Sub Saharan Africa & Sri Lanka, Taylor & Francis)

Session Classification: KIC #2024.C

Track Classification: Digital Literacy and Lifelong Learning

Contribution ID: **48**   Type: **Feedback Activity**

Q & A

Thursday, 23 May 2024 10:10 (20 minutes)

Presenter: MUTEGI, James Njue (University of Embu)

Session Classification: KIC #2024.C

Track Classification: Digital Literacy and Lifelong Learning

Contribution ID: 49
Type: **Paper Presentation**

Digital literacy, information access and lifelong learning for students with visual and hearing impairment in public universities in Kenya

Thursday, 23 May 2024 11:00 (15 minutes)

This study examined the accessibility and availability of digital resources by assessing the digital literacy status and information access infrastructure for students with visual and hearing impairments in public universities in Kenya. The research sought to identify the challenges that are encountered by students with visual and hearing impairments in their pursuit of knowledge and education and ultimately provide valuable insights and recommendations on improving digital literacy, ensuring equal opportunities for access and benefits from online educational materials and resources, thereby promoting inclusivity and enhancing learning experiences of these students. Universal Design for Learning was used as the guiding educational framework because it provides multiple means of representation, engagement, and expression to accommodate the diverse learning needs of all students, including those with disabilities. The study employed a mixed research design to sample, collect and analyse data. The study targeted thirty-five public universities in Kenya, of which five were sampled using convenient sampling. The sample population, which included a total of thirty-two respondents, was selected purposively owing to their few numbers. Out of these, seven chief university librarians and twenty-five digital librarians were selected to provide data on critical digital literacy skills and digital information access procedures of the universities. Data was collected using open and closed-ended questionnaires that were distributed using Google Forms. Descriptive statistics was used to analyse the quantitative data resulting from the closed-ended questionnaires. The content analysis employed Microsoft Excel and SPSS data analysis tools to analyse open-ended questionnaires. A statistical tool was also used to analyse and describe data, and it was presented through visualization techniques such as tables, charts, and graphs. The findings established that there are few students with visual and hearing impairments in public universities in Kenya. Moreover, the findings indicated that even though university librarians are aware and are fully participating in disability main streaming, there is a need to review the current policies to optimize the use of ICT, assistive technologies, digital literacy and specific training of staff to enable seamless information access for students with visual and hearing impairments.

Primary authors: LUVALE, Beatrice N. (Dedan Kimathi University of Technology); OTIKE, Fredrick W. (Dedan Kimathi University of Technology); JEMATIA, Eunice (Dedan Kimathi University of Technology)

Presenter: LUVALE, Beatrice N. (Dedan Kimathi University of Technology)

Session Classification: KIC #2024.C

Track Classification: Digital Literacy and Lifelong Learning

Contribution ID: **50**   Type: **Paper Presentation**

Assessing the capacity building programs pursued by university libraries in Meru County

Thursday, 23 May 2024 11:15 (15 minutes)

The changing user demands require libraries to develop unique capabilities to support the delivery of quality teaching, learning, and research. This shift further requires librarians to develop competencies in handling emergent technologies, dissemination of information, scholarly communication and strategy formulation. Nevertheless, there has been an overreliance on conventional ways that have stifled innovation and creativity in most libraries, raising questions about continuous training programs for information professionals. The purpose of the study was to assess capacity-building programs pursued by university libraries in Meru County. The study used a qualitative approach and employed a case study research design. The Technology Organization Environment Model guided the study. The unit of analysis was KeMU and MUST university libraries. A unit of observation consisted of 15 university library staff, precisely two university library heads and 13 heads of library sections, who were selected through a purposive sampling method. The study interviewed university librarians and conducted Focus Group Discussions [FGDs] with library heads of sections. The two FGDs comprised 5 and 7 participants in KeMU and MUST, respectively. Validity of the instruments was ensured through conducting a pretest at Chuka University Library to appraise the dependability of interview and FGDs questions. 1 librarian and two library section heads participated. Data was analysed using content analysis and thematic categorization. The study identified several capacity-building initiatives undertaken by libraries, which included leadership training, customer care training, information retrieval skills development, and reference management systems training. This led to the conclusion that library staff were prepared to deliver quality services through a combination of skill enhancement. Notably, the study highlighted opportunities for library personnel to engage in ongoing professional development. It urges library management to organize seminars and workshops periodically to help its staff keep abreast with the latest developments and innovations in the field of library science.

Primary authors: GITONGA, Faith Ntinyari (Kenya Methodist University);   Dr GICHOHI, Paul Maku

Presenter: GITONGA, Faith Ntinyari (Kenya Methodist University)

Session Classification: KIC #2024.C

Track Classification: Digital Literacy and Lifelong Learning

Contribution ID: **51**
Type: **Paper Presentation**

Empowering lifelong learning : application of digital literacy skills among postgraduate students to access and use electronic resources at Margaret Thatcher Library, Moi University

Thursday, 23 May 2024 11:30 (15 minutes)

The university is the birthplace of life-changing ideas aimed at benefiting society. Prominent university community members are postgraduates with a heavy workload of coursework in their disciplines. However, they require digital literacy skills to ensure they can access information and educational resources online effectively, supporting lifelong learning, coursework, and research. Existing literature indicates that the majority of users in university libraries do not fully utilise electronic resources due to the inadequacy of digital literacy skills. The objective of the study was to investigate the level of digital literacy skills of postgraduate students and the application of ICTs in facilitating adequate usage of electronic resources for lifelong learning and research. A mixed-method approach was adopted, taking on board survey design applied within a case study in line with concurrent parallel design. Quantitative data was collected from postgraduates, and qualitative data from library staff. The sample consisted of 118 postgraduate students randomly sampled from 150 postgraduates. The 30% rule, according to Neuman, was used. Five library staff were purposively sampled. Qualitative data were analysed using content analysis, while quantitative data were analysed using frequency distribution and cross-tabulation methods. Tables, charts, graphs and thematic discussions were used to present the data. The key findings of the study revealed that postgraduates possess different levels of digital literacy skills; the majority of postgraduates and library staff digital literacy skills were inadequate; the majority of the postgraduate students stated that ICT facilities were inadequate. The study concludes that the digital literacy skills of postgraduates and ICT facilities at Margaret Thatcher Library are inadequate, limiting the usage of electronic resources. The study recommends that librarians offer regular digital literacy training to improve the level of digital literacy skills of postgraduates and increase and improve ICT facilities at Moi University Library.

Presenter: MASAI, Alfred Kiprop (Moi University)

Session Classification: KIC #2024.C

Track Classification: Digital Literacy and Lifelong Learning

Contribution ID: **52** Type: **Feedback Activity**

Q & A

Thursday, 23 May 2024 11:45 (15 minutes)

Presenter: MUTEGI, James Njue (University of Embu)

Session Classification: KIC #2024.C

Track Classification: Digital Literacy and Lifelong Learning

Contribution ID: **53**   Type: **Sponsor / Partner Presentation**

Drillbit / Myloft (SilDA)

Thursday, 23 May 2024 12:00 (30 minutes)

Presenter: WANGUI, Christine (Sales and Marketing Manager, SILDA)

Session Classification: KIC #2024.C

Track Classification: Digital Literacy and Lifelong Learning

Contribution ID: **54**   Type: **Sponsor / Partner Presentation**

Wiley Online Library

Thursday, 23 May 2024 12:30 (10 minutes)

Presenter: REPRESENTATIVE, Publisher (John Wiley & Sons)

Session Classification: KIC #2024.C

Track Classification: Digital Literacy and Lifelong Learning

Contribution ID: **55**   Type: **Sponsor / Partner Presentation**

Figshare Platform

Thursday, 23 May 2024 12:40 (10 minutes)

Presenter: COTERA, Maria (Partnerships Development Manager, Figshare)

Session Classification: KIC #2024.C

Track Classification: Digital Literacy and Lifelong Learning

Contribution ID: **56**   Type: **Feedback Activity**

Q & A

Thursday, 23 May 2024 12:50 (20 minutes)

Presenter: MUTEGI, James Njue (University of Embu)

Session Classification: KIC #2024.C

Track Classification: Digital Literacy and Lifelong Learning

Contribution ID: 57　　　　　　　　　　　　　　　　　　Type: **Paper Presentation**

Demystifying open access misconception for improved research discoverability in developing countries

Thursday, 23 May 2024 14:00 (15 minutes)

The dissemination of knowledge and scholarly communication depends heavily on open-access publishing. Open access refers to free and instant online access to research articles paired with the rights to use these articles fully in the digital environment in the context of scholarly communication. However, financial limitations, antiquated academic infrastructure, and misunderstandings about open access sometimes impede access to scientific knowledge and research discoveries in underdeveloped nations. Erroneous beliefs about lower study quality, copyright issues, and financial hardships sometimes deter researchers from adopting open access. In addition, the benefits and guiding principles of open-access publication are not well known to many scholars and organizations in developing nations. The study hopes to dispel these myths and demonstrate the value in the discoverability and distribution of worthwhile research, which will advance science and advance the socioeconomic growth of these countries. The purpose of the article is to demonstrate open access as an opportunity by addressing the misconception that frames it as a threat. The study conducted a systematic review of empirical research on open access. A structured assessment of past and contemporary literature enhanced the selection, categorization, and summarization of findings for meta-analytic view and deliberation on open access publishing quality control, marketing of intellectual output, copyright, and method of achieving compliance in institutions of higher learning. The study findings created awareness of the potential benefits of higher citations and exposure that emerge from OA integration into academics' operations. Also, the study demonstrated how OA opens the institution to the public and eludes a culture of secrecy and scepticism that has been pervasive throughout scientific research. The study will significantly influence policies on scholarly activities, resulting in more open-access publishing.

Primary authors: NJAGI, Pauline Ruguru (Muranga University of Science and Technology); Dr NJOROGE, Gitau (Kenyatta University)

Presenter: NJAGI, Pauline Ruguru (Muranga University of Science and Technology)

Session Classification: KIC #2024.D

Track Classification: Digital Knowledge Repositories and Open Access

Contribution ID: 58
Type: **Paper Presentation**

Academic Law Libraries as knowledge ecosystems : a framework for leveraging their role in accessing quality legal education and training in Kenya

Thursday, 23 May 2024 14:15 (15 minutes)

A knowledge ecosystem refers to a dynamic network of interconnected entities, including individuals, organizations, institutions, technologies, and resources, all interacting to create, share, and utilize knowledge. Thrives on collaboration, openness, inclusivity, and continuous learning, adapting to changing needs and contexts. The purpose of this study was to investigate academic law libraries as knowledge ecosystems and propose a framework for leveraging their role in accessing quality legal education and training in Kenya. The objectives of the study were to establish the existence of academic law libraries' knowledge ecosystems, to examine the contribution of academic law libraries as knowledge ecosystems, and to determine factors affecting academic law libraries as knowledge ecosystems. The study adopted the Resource-advantage theory. The methodology included a survey, descriptive qualitative approach and literature review. A convergent parallel was employed to collect quantitative and qualitative data concurrently. The target population was 17, and the sample size was nine academic law libraries of institutions licenced by the Council of Legal Education. Due to time constraints, convenient sampling was used to complete and submit the paper. Data was collected from 15 respondents through a Google form and called interviews using a questionnaire and interview schedule as tools. For validity, the author was directly instrumental in ensuring that the data collected was able to measure academic law libraries as knowledge ecosystems. Reliability was achieved through objectivity and methodological triangulation, interviews and rich legal profession content analysis. Study context Council of Legal Education is the regulator of legal education libraries' standards environment. Data was screened, and the dataset was scrutinized to identify any inconsistencies. Data was analysed statistically using an Excel Spreadsheet. Ethical considerations encompassed data anonymization, minimization and responsible data use. Findings show individual agency as a high-risk factor in academic law libraries' knowledge ecosystems; durability of knowledge is second, and development of infrastructure is third. Findings show a 43% knowledge ecosystem gap among academic law libraries in Kenya. It is suggested that the Council of Legal Education consider incorporating academic law libraries' knowledge ecosystem framework into its checklist, which is found in the Third Schedule of Legal Education Institutions Regulations, 2012, through roundtable stakeholder discussions.

Primary author: NGAIRA, Elphas Muruli (Kenya School of Law)

Presenter: NGAIRA, Elphas Muruli (Kenya School of Law)

Session Classification: KIC #2024.D

Track Classification: Digital Knowledge Repositories and Open Access

Contribution ID: **59**   Type: **Feedback Activity**

Q & A

Presenter: MUTEGI, James Njue (University of Embu)

Session Classification: KIC #2024.D

Track Classification: Digital Knowledge Repositories and Open Access

Contribution ID: **60**   Type: **Paper Presentation**

Dissemination of research output through open access in Kenya : a case study of Egerton University institutional repository

Thursday, 23 May 2024 14:30 (15 minutes)

Primary authors: KINYANJUI, Janegrace Kidei (Egerton University); ROTICH, Kenneth (Egerton University)

Presenters: KINYANJUI, Janegrace Kidei (Egerton University); ROTICH, Kenneth (Egerton University)

Session Classification: KIC #2024.D

Track Classification: Digital Knowledge Repositories and Open Access

Contribution ID: **61**   Type: **not specified**

TCC Africa

Thursday, 23 May 2024 14:45 (15 minutes)

Presenter: OWANGO, Joy (Executive Director, Training Centre in Communication)

Session Classification: KIC #2024.D

Track Classification: Digital Knowledge Repositories and Open Access

Contribution ID: **62**   Type: **Sponsor / Partner Presentation**

Crossref

Thursday, 23 May 2024 15:00 (10 minutes)

Presenter: OBANDA, Johanssen (Community Engagement Manager, Crossref)

Session Classification: KIC #2024.D

Track Classification: Digital Knowledge Repositories and Open Access

Contribution ID: **63** Type: **Feedback Activity**

Q & A

Thursday, 23 May 2024 15:10 (15 minutes)

Presenter: Dr CHILIMO, Wanyenda (Technical University of Mombasa)

Session Classification: KIC #2024.D

Track Classification: Digital Knowledge Repositories and Open Access

Contribution ID: **64**
Type: **Paper Presentation**

Green libraries as champions of sustainable development goals in Kenya

Thursday, 23 May 2024 15:25 (15 minutes)

Sustainable development has become a global priority as societies recognize the need to address environmental degradation, social inequality, and economic challenges. The UN member states endorsed the Sustainable Development Goals (SDG) to transform the world by 2030, covering economic development, social development and environmental conservation. Libraries in developed countries promote education, literacy and environmental sustainability, which are central to achieving several SDGs, such as quality education (Goal 4), gender equality (Goal 5), reduced inequalities (Goal 10), responsible consumption (Goal 12) and Climate change (Goal 13). There is a knowledge gap in the initiatives by Green Libraries in Kenya towards sustainable development. The study sought to establish the role of green libraries in Kenya in championing UN SDGs. A descriptive research design and mixed-methods case study approach was adopted. Interviews were conducted with Head librarians from 12 green libraries purposively selected from a target population of 227 professionally qualified head librarians in Kenyan Libraries. An observation checklist was used to complement interviews. Framework analysis was the mode of data analysis used in line with the interpretivism paradigm that formed the pillar of the research. Findings showed that green libraries in Kenya have emerged as champions of sustainable development goals by embracing green initiatives in recent years. Further, the study established that through various environmentally friendly practices, libraries serve as educational and cultural hubs and catalysts for change towards a greener, more sustainable future. Green libraries have expanded their reach beyond traditional user education by embracing digital literacy and technological innovation. The study concludes by highlighting that Green libraries serve as beacons of hope and inspiration, demonstrating that small-scale actions can significantly impact the path towards a sustainable future. As the world strives for a greener and more inclusive society, libraries in Kenya will play a pivotal role in championing sustainable development. While green libraries have been explored globally, this study's focus on Kenya specifically highlights how Kenyan libraries are implementing green initiatives and contributing to SDGs. This localized approach allows for a deeper understanding of the challenges and opportunities unique to the Kenyan context.

Primary authors: Dr MWANZU, Arnold (Aga-Khan Unviersity); Dr BOSIRE-OGECHI, Emily (Moi University); Dr ODERO, Damaris (Moi University)

Presenter: Dr MWANZU, Arnold (Aga-Khan Unviersity)

Session Classification: KIC #2024.D

Track Classification: Sustainability and Green Libraries

Contribution ID: 65   Type: **Paper Presentation**

Knowledge sharing practices among librarians at the Kenya National Library Service : a case of selected branches

Thursday, 23 May 2024 15:40 (15 minutes)

Unlike in the past, public libraries are now a force to reckon with, a force for societal change that calls for new ways of offering services. With an embrace of different knowledge-sharing activities, public libraries can create a comfortable environment that will enable librarians and other key stakeholders to contribute and benefit from the growth of a solid national knowledge-sharing network. The study aimed to investigate knowledge-sharing activities among librarians at the selected branches of the Kenya National Library Service. This study employed the descriptive research design utilizing the case study method that aimed at collecting in-depth information from respondents. A purposive sampling technique was used to select the four KNLS branches from different counties: Nairobi, Nakuru, Kisii and Nyeri, targeting 60 respondents. The four branches were chosen based on purposive sampling because they were the preferred target to expand the level of knowledge from the respondents to achieve the stated objectives of the study. Data collection was done using a questionnaire with both closed and open-ended questions. The data was analysed using descriptive statistics methods to calculate, describe and summarize collected data in a logical meaning way. The findings of the study showed that collaboration technology is incorporated into knowledge sharing, often interaction through discussions and debates, and the preferred social media platforms were WhatsApp and YouTube.

Primary authors: OMARE, Ednah Okenyuri (United States International University-Africa);   Dr ODINI, Cephas (Moi University);   Dr AMOTH, Duncan (Moi University)

Presenter: OMARE, Ednah Okenyuri (United States International University-Africa)

Session Classification: KIC #2024.D

Track Classification: Knowledge Management in library and information centres

Contribution ID: **66**

Type: **Paper Presentation**

Information literacy skills of medical undergraduate students in Moi University and university of Nairobi, Kenya

Thursday, 23 May 2024 15:55 (15 minutes)

The study aimed to assess the status of information literacy skills (ILS) among medical undergraduate students in two Kenyan public universities and propose a framework to enhance ILS training and learning. Medical students require ILS competencies to effectively identify, locate, retrieve, evaluate, synthesise, and utilise information due to the growing complexity of library collections and the explosion of medical information in diverse formats. The study employed a pragmatic research paradigm with a mixed-method approach, using a descriptive survey design within a multiple case study. The target population included 685 students and 182 lecturers from medicine, dentistry, and nursing programs. The findings revealed that the majority of students had limited ILS competencies, struggled with search techniques (70.59%), and faced challenges in using information ethically and lawfully (77.65%). Additionally, students lacked essential fourth ICT revolution skills (83.52%) necessary for ILS learning. The study concluded that students had not acquired sufficient ILS competencies due to factors such as poor perception of ILS, low pedagogical expertise among ILS trainers, and the absence of sustainable ICT infrastructure to facilitate the acquisition and utilisation of fourth ICT revolution competencies. The study recommends an 8-step ILS Teaching Framework to enhance the delivery of information literacy programs, ILS advocacy, improvement in pedagogy, and continuous reskilling and upskilling among staff engaged in information provision and ILS delivery.

Primary authors: MOMANYI, Evans Motari (Lukenya University); Dr KIPLANG'AT, Joseph (Moi University); Dr NG'ENO, Emily (Moi University)

Presenter: MOMANYI, Evans Motari (Lukenya University)

Session Classification: KIC #2024.D

Track Classification: Digital Literacy and Lifelong Learning

Contribution ID: **67**　　　　　　　　　　　　　　Type: **Paper Presentation**

Effective communication in large libraries : case study of libraries in London

Thursday, 23 May 2024 16:10 (15 minutes)

This case study highlights the communication challenges faced by large library organisations, using an art institution in London with six campus libraries as an example. The focus is on understanding the communication structure across these libraries and addressing the issue in the age of the "great disconnection," where effective communication and connection in disconnected workplaces are crucial for maintaining a healthy and productive environment. Based on observations during a two-week work placement at the institution's libraries in May 2022, the study delves into the distinct operational methodologies adopted by each library, catering to their unique environments. Despite this diversity, a shared digital platform facilitated communication and coordination through online meetings and emails, necessitated by the geographical spread of the campuses across London. During the placement, four out of the six college libraries were visited, and quality time was spent with library staff members across various sectors, including customer service, academic liaison, information skills/information literacy, and digital skills. The author was tasked with developing a library guide to enhance student digital skills and curating the African-Caribbean, Asian & African Art in Britain Archive from 1994 to 2007. Interactions included meetings with senior managers at the main campus library, focusing on resource and systems management, cataloguing, and acquisition, as well as discussions with the learning zone department at a satellite site. Despite the digital platform's facilitation, a notable challenge was the isolation of efforts and resources among the individual campuses, often leading to duplication of work and inefficiencies. To address this fragmentation, the study recommends that the institution develop a centralised digital resource management system. This system would enable seamless sharing and updating of resources and information across all campuses, facilitating easier collaboration and communication among the various libraries and ultimately optimising the utilisation of assets and expertise institution-wide.

Presenter: RAMGADWALA, Hozefa (Aljamea-tus-Saifiyah)

Session Classification: KIC #2024.D

Track Classification: Leadership in libraries and information centres

Contribution ID: **68**   Type: **Feedback Activity**

Q & A

Thursday, 23 May 2024 16:25 (10 minutes)

Presenter: Dr CHILIMO, Wanyenda (Technical University of Mombasa)

Session Classification: KIC #2024.D

Contribution ID: **69** Type: **Sponsor / Partner Presentation**

American Chemical Society

Thursday, 23 May 2024 16:35 (30 minutes)

Presenter: Dr DUKHI, Veresha (American Chemical Society)

Session Classification: KIC #2024.D

Contribution ID: **70**   Type: **Sponsor / Partner Presentation**

Sabinet

Thursday, 23 May 2024 17:05 (10 minutes)

Presenter: MAKHUBELA, Madira (Sabinet)

Session Classification: KIC #2024.D

Contribution ID: **71** Type: **Sponsor / Partner Presentation**

Elsevier

Thursday, 23 May 2024 17:15 (10 minutes)

Presenter: REPRESENTATIVE, Publisher (Elsevier)

Session Classification: KIC #2024.D

Contribution ID: **72** Type: **Sponsor / Partner Presentation**

Silicone Overdrive

Thursday, 23 May 2024 17:25 (10 minutes)

Presenter: REPRESENTATIVE, Publisher (Silicone Overdrive)

Session Classification: KIC #2024.D

Contribution ID: **73**   Type: **Feedback Activity**

Q & A

Thursday, 23 May 2024 17:35 (20 minutes)

Presenter: Dr CHILIMO, Wanyenda

Session Classification: KIC #2024.D

Contribution ID: **74**   Type: **Administrative Activity**

Conference Close / Closing Remarks

Thursday, 23 May 2024 17:55 (5 minutes)

Presenter: MWANZU, Arnold (Aga-Khan Unviersity)

Session Classification: KIC #2024.D

Contribution ID: **75**   Type: **Administrative Activity**

Vote of thanks

Thursday, 23 May 2024 18:00 (20 minutes)

Primary author: MUTUMA, Nelsom (KASNEB)

Presenter: MUTUMA, Nelsom (KASNEB)

Session Classification: KIC #2024.D

Contribution ID: **76**   Type: **Administrative Activity**

Closing Prayer

Thursday, 23 May 2024 18:20 (5 minutes)

Primary author: RUTERE, Josleen

Presenter: RUTERE, Josleen

Session Classification: KIC #2024.D