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Students' Perspective of the Information Literacy Program Offered by the University of the South Pacific

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Abstract

An evaluation questionnaire was formulated in 2006 to gather feedback about the information literacy program offered by the University of the South Pacific Library. The questionnaire consisted of three closed and three open ended questions. To obtain a broad view, responses were gathered from three distinct groups of participants who attended an information literacy session. The overarching goal of the questionnaire is to analyze the service from the point of view of the recipients themselves and to revise the content to meet their academic needs and demands in this information age whereby students are taking greater control of their learning.

Introduction

The Library at the University of the South Pacific (USP) started its Information Literacy Program (ILP) in early 2002 as a trial and replaced the User Education program. Through the years, the ILP has grown and developed as a direct result of requests and suggestions from teaching staff from the various faculties, namely the Faculty of Arts and Law, Faculty of Business and Economics, Faculty of Islands and Oceans and the Faculty of Science and Technology. Input in terms of recommendations and modifications to the teaching content, as well as instructive methods have also arisen from points raised by management and senior staff of the library.

Nonetheless, the recipients of these ILP courses - the very students enrolled at the USP who attend these sessions - have had no input in determining the usefulness of such a program and how to continuously develop the program for the betterment of all involved, until 2006. Therefore, an evaluation questionnaire was developed as a tool for gathering much needed feedback from participants of the program to find out whether this library service is proving valuable to those who attend such sessions. Students were also given the chance to make recommendations to improve the

program. The purpose of this evaluation questionnaire is that the ILP through the remarks made by the respondents will be continuously modified and constantly improved to meet the evolving needs and expectations of today's students. The main focus of implementing such a questionnaire to accompany each information literacy session is to analyse the service from the point of view of the participants themselves and to revise the content and delivery style to meet their academic needs and demands in this information age whereby students are taking greater control of their learning.

For the purposes of this paper, results were collated from three groups of participants who attended an ILP session in order to obtain a broad and better view of the program. Responses therefore are from students registered in the programs of AETS-CELT - an incoming program focused directly on developing skills for university study, EC103 – a compulsory first year level paper, and MBA – a postgraduate program.

The Information Literacy Program

The ILP offered by the Library of the USP comprises of a library tour and eight stand-alone modules. The modules are arranged in such a manner that participants progress from the basic units to those that are more complex and advanced. However as the modules are stand-alone, students and/or faculty staff can choose whichever module they wish the library to present. In other words, they do not necessarily have to progress from one module to another although it is advisable to do so.

When the program was initially introduced in 2002, six modules were put together. As time went by, various presenters of the program slowly modified the content and presentation layout to suit their own teaching methods and styles of presentation. This resulted in a proliferation of over fifteen variations to the initial six modules, thereby necessitating library management to create an ILP working committee in early 2006. The committee - made up of two senior librarians, an educationist within the library discipline and two librarians charged with coordinating the program - was tasked to look into standardising the program, both within each module as well as across all the modules. The committee met on numerous occasions to discuss the content of each module as well as the presentation format and style.

As a result of these meetings, each module now consists of a prepared PowerPoint presentation slideshow, and accompanying handouts of which a copy is for the audience and the other is for the presenter. Though the slideshow and handouts are standardised, presenters can vary the examples used to suit the audience they are teaching and the particular discipline the students are studying. Furthermore, tutorials are also offered to complement the ILP presentations and students have the opportunity to practice what they have learnt in the presentations through a series of worksheets specifically designed for the particular course.

In addition to standardising the slideshow and handouts, learning objectives and learning outcomes were formulated in the process to ensure that both presenter and audience become well aware of the purpose and corresponding resultant goals of each module. Furthermore, a survey questionnaire was devised during one of the ILP working committee meetings.

The library tour is a starting off point for the program and is very popular amongst those students new to USP. Participants are introduced to the physical layout of the Library and its main service points.

Following on from the tour, the eight modules offered by the Library are:

- Module 1: Resources available at USP Library*
Students are introduced to the rich resources available to them at the USP Library, including specialised materials of the Pacific and Oceania. They also learn about the various types and formats of information available, as well as the classification system used in the collections.
- Module 2: Accessing the USP Library website and using the online catalogue*
Demonstrations are given on how to navigate the library website, use the library catalogue to find relevant information and locate online databases from the library's website.
- Module 3: Untangle the web*
Participants learn to master search techniques to minimise them been bogged down by information overload and instead to be a critical consumer of information.
- Module 4: Critically evaluating information sources*
In this module, students are presented with a set of criteria for evaluating information sources.
- Module 5: Literature search, citing your sources and creating a bibliography*
Students learn how to effectively carry out an information search strategy, how to correctly cite sources of information and hence how to compile a reference list and/or bibliography.
- Module 6: Searching the ProQuest database*
Students become aware of the ProQuest database through demonstrations on how to master the search techniques and features particular to this multidisciplinary database.
- Module 7: Searching the ISI Web of Knowledge database*
Through this module, the audience become familiar with the various features of *ISI*, understand the basics of citation searching and interpreting search results.
- Module 8: Using Chemical Abstracts*
Students from the chemistry discipline learn how to use the various chemical guides and indexes.

For the library tour, the USP Library has a pool of 15 Library Assistants who are rostered as Tour Guides. These Library Assistants have at least a Diploma in Library Studies. With regards to the presentation and tutorials, these are conducted by any one of our 16 qualified Librarians.

Instrumentation – Survey Questionnaire

The devised evaluation questionnaire consisted of six questions in total and was presented on one single-sided page. Such a remarkably short questionnaire was designed to be brief and to the point for convenience to respondents as well as for library staff who would compile the results. The first part of the questionnaire consisted of three structured questions with each statement allowing respondents to indicate their agreement or disagreement through a three-point Likert scale. The three fixed alternative responses included 'agree', 'undecided' and 'disagree'. Initially, in the questionnaire's draft stages, a five-point Likert scale was used. 'Strongly agree' and 'strongly disagree' were used at the extreme ends. However, these two fixed alternative responses were discarded as numerical weights for scoring purposes were not employed and additionally, the pattern of responses was not to be analysed.

While the first part consisting of structured questions were used to reduce the vagueness of responses, the second part of the questionnaire consisted of three open-ended questions. Structured questions were placed before the open-ended questions to allow respondents to feel comfort and ease as they progressed through filling out the questionnaire.

The questionnaire was anonymous and respondents were not encouraged to fill out their names or student identification numbers. Hence it was envisioned that respondents would honestly complete the questionnaire with no fear of being identified or victimised. Nonetheless, each respondent had to include the presenter's name as well as date the evaluation form.

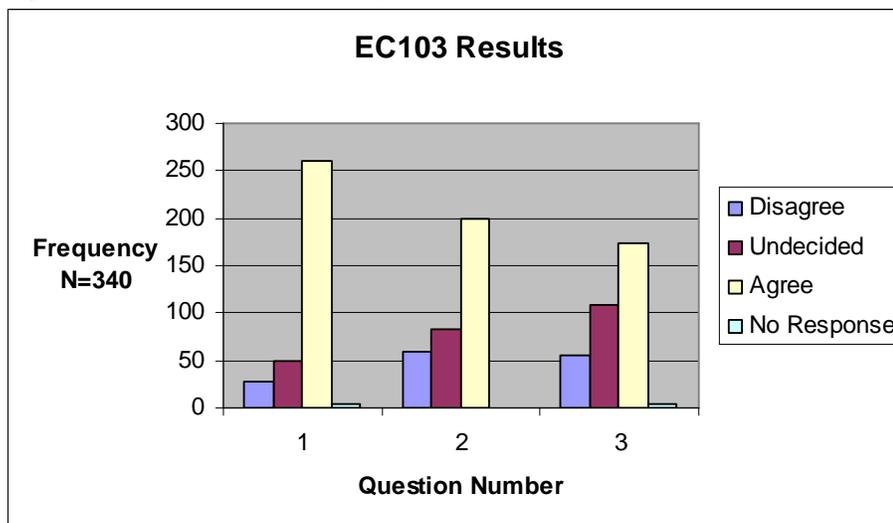
Questionnaire Results

(1). EC103 – Social, Economic and Business Survey Methods

The course EC103 Social, Economic and Business Survey Methods, is a first year compulsory unit for all students pursuing a study program offered by the Faculty of Business and Economics. Offered in both semesters, this course provides basic information on survey methods and data analysis in local and Pacific development issues. Various methods of social investigation are examined such as information collecting, interviewing, sample surveys and the use of questionnaires. The marshalling and display of material through scholarly writing and citation, maps, tables, charts and graphs are combined with basic statistics techniques in this course to build a picture of a Pacific community.

The library's information literacy program is a compulsory part of EC103. The library program contributes a total of 15% towards the students' final end-of-semester grades. This program involves a library tour worth 3% for attendance and two lecture presentations covering the contents of Modules 1-4. It cumulates with a mid-semester test worth a total of 12%.

Figure 1: EC103 Results for Questions 1-3



Encouraging was the finding that over 75% (260) of respondents in the EC103 class had positive views about the information literacy program. Forty nine (14%) students were undecided, while a minority consisting of 8% (27) disagreed that the presentations enhanced their understanding of the module content. A total of 4 (1%) students did not respond to the first question.

In the second question which focussed on the presentation skills of the individuals conducting the class, over half (199) of the respondents clearly agreed that the presenters established good working relationship with the audience. Nonetheless, 24% (82) chose the 'undecided' option while 17% (59) disagreed to the same statement. A likely reason for such relatively high numbers in the 'undecided' and 'disagree' options may probably be that students were expecting the presenter to encourage asking of questions as well as answer such questions with ease. Yet given that the EC103 class is a very large class having an approximate total of over 300 students, creating such a scenario with questions from the floor may very well prove difficult given the physical space of the lecture theatre and the ability of the presenter to hear questions raised from students seated towards the back of the lecture theatre. Hence asking of questions was not encouraged when presenting the various modules to the EC103 class.

In Question Number 3, 51% (173) of respondents were willing to attend other modules, while just under a third (32%; 108) were undecided while a relatively small number (16%; 56) did not wish to attend other information literacy modules offered by the library. One percent or 3 students did not respond to this particular question.

In Question Number 4, which sought to find out what section of the program respondents found the most useful, the highest scores were attributed to the library tour. Eighteen percent (61) of students in the EC103-organised library orientation program found that the tours led by Library Assistants were most valuable to them, as they were shown the various library collections and where these collections were physically located. Additionally, service points such as the Issue Desks, Information

Desk, internet kiosks and student computer laboratories were made known to the tour participants.

In Module 2, library presenters demonstrated how to find information resources using the library's online catalogue. The online catalogue uses the Spydus application which is a web-based integrated library management system. Also in Module 2, students were made aware of the various features of the Library website and introduced to the online databases that the library subscribes to. Seventeen percent, just one percent below that for library tours, of EC103 students believed that Module 2 was the most worthwhile part of the program. Overall, 17% (58) of respondents felt that they found the information on how to use the library, the most useful.

With recommendations for improvement to the program, a quarter (85) of the respondents commented on the presenters need to talk more loudly and in a more cheerful and lively manner. Non-related ILP issues recommended for improvement were also noted from an equal number of respondents. Examples of such issues included complaints about library staff, and requests to house more student computers in the library's computer laboratories, acquiring more recent library books as well as monitoring the noise levels surrounding the library premises. In Question Number 5, a further 11% (37) of students felt that tutorials should accompany the lecture presentations. Additionally, 11% (37) of respondents said that the duration of the library tour should be extended in order that they get a more comprehensive understanding of the services and facilities offered by the library.

When respondents were asked for additional comments to the ILP in Question Number 6, 84% (286) did not have a response, while 6% (20) said that they enjoyed the program, and a further 5% (17) mentioned that the presentation was good as it proved informative and helpful for their study requirements.

(2). CELT-AETS Program

In collaboration with the USP's Centre for Excellence in Learning and Teaching (CELT), which coordinates the Academic English for Tertiary Students (AETS) program, the Library's ILP is also offered. Participants in the CELT-AETS program are new regional students enrolled in a USP undergraduate study program who have also been awarded an Australia or New Zealand-sponsored scholarship.

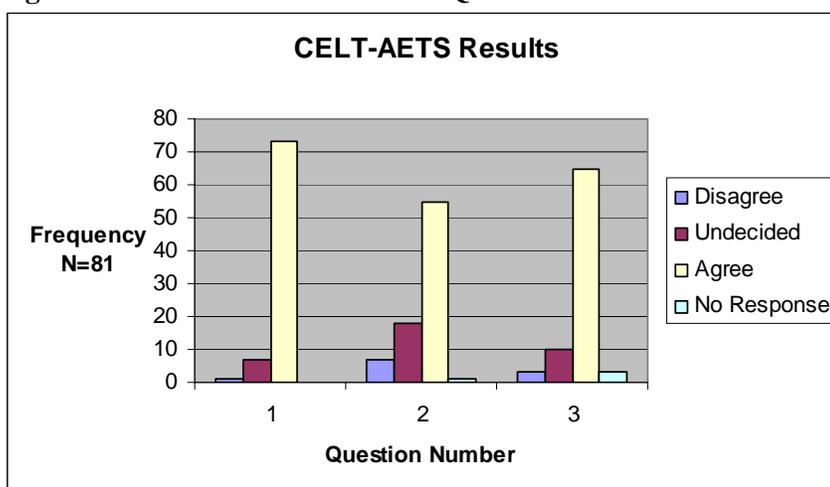
The focus of the CELT-organised AETS program is to develop the skills necessary for successful study at university through the practical application of theories learnt. The AETS program was initially necessitated by the scholarship donors as a means to ensure that students under this scholarship program possessed a head start in their studies, thereby ensuring an overall healthy pass rate.

Of the two weeks intensive AETS program offered prior to the commencement of each academic year, the library and research skills session is conducted on two days. The library session begins with students taken on an organised library tour to familiarise them to the physical layout of the library, and its various collections, services and facilities. Since the majority of these scholarship recipients are from small South Pacific island countries such as Nauru, Niue and the Cook Islands to

name a few, they are initially overwhelmed by the immensity of the three storey library building and its numerous collections. Additionally, these students are familiar with using a library card catalogue though they have close to no idea on how to use an automated catalogue.

The library session progresses through a series of three lecture presentations that take the students through Modules 1-5. After the lectures series, students are divided into several tutorial groups for hands-on practical exercises in a designated computer laboratory. Each student is allocated a computer with internet access so that they can practice the skills learnt in the lectures by working through three worksheets prepared by the library. The students practice searching for library materials on the library's online catalogue, as well as explore web-based subject directories such as Yahoo and search engines such as Google. Designated library staff acted as tutors and were on hand to assist students as they worked through the questions in the worksheets.

Figure 2: CELT-AETS Results for Questions 1-3



An impressive majority of participants in the CELT-organised AETS class agreed that the lecture presentations and accompanying practical exercises enhanced their understanding of the various modules contents, thereby proving in their view that the library orientation program was deemed valuable to them. Ninety percent (73) of students who filled out the survey questionnaire agreed, while 9% (7) were undecided and only one respondent disagreed to the statement in Question Number 1.

In the case of Question Number 2, 68% (55) respondents agreed that the presentation skills of those conducting the lectures and tutorials were acceptable, in that they established good rapport with the audience. The presenters possessed good speaking manners, posture and diction, were well-organised, maintained eye contact with the audience, and encouraged asking of questions and correspondingly answered questions well.

Eighty percent (65) of students who filled out the questionnaire agreed that the presenters stimulated their interest such that they would like to attend other ILP modules, namely Modules 6-8. Twelve percent or ten students were undecided in their answer to Question Number 3. Negative views and no responses each registered 4% (3) from the total number of respondents.

In Question Number 4, the majority of students found that using the automated library catalogue, as well as learning to know their way around the library and accessing the various collections were the most useful part of the library orientation program. As first time users to the library, many students also commented that having someone explain during the library tour the library's rules and regulations was beneficial to them. The USP Library has very strict rules about noise disturbances and late return of library materials. As silence shall be observed in the library, any library user who fails to observe the rules on noise control, including having a ringing mobile phone or talking on such a device, can be fined by library staff. An initial offence amounts to F\$35.00. With regards to overdue library materials, students are charged F\$1.00 for the first day that a library item is overdue and F\$0.50 per day/per item thereafter.

In Question Number 5, students were requested to recommend improvements to the information literacy program. Over half of the respondents were happy with how the program was currently run and did not want any changes to either the lecture presentations or tutorial sessions. One student effectively summed it up by saying, "No improvements, everything is perfect".

Some students commented that the practical sessions should be lengthened, while shortening the lecture presentations. Extending the duration of the library tour was also commonly recommended as the participants thought that the tour was too fast to allow students to take in everything that the tour guides were saying. Each tour lasts between 20-30 minutes whereby students are taken on a visit of all three levels that comprise the Library.

While 68% (55) of students responded positively to Question Number 2 which sought to discover the presentation skills of the library personnel, a number of respondents commented that a particular presenter of the EC103 ILP class hesitated to speak loudly and clearly, and delivered her session in a boring and inactive manner. Furthermore, a handful of students noted that the duration of the library orientation session was too short and would have preferred a more intensive and extensive program. Interestingly though, an approximate number remarked that the entire program was too lengthy and instead would have enjoyed a shorter session and then be allowed to learn at their own pace.

In the additional comments section, a vast majority gave optimistic comments that the program was immensely useful, particularly so for first year undergraduate students. They found the sessions to be interesting, satisfying, helpful and valuable for their future studies at USP. Many appreciated the time taken by library personnel to conduct such a session which they believed was successful.

(3). MBA Program

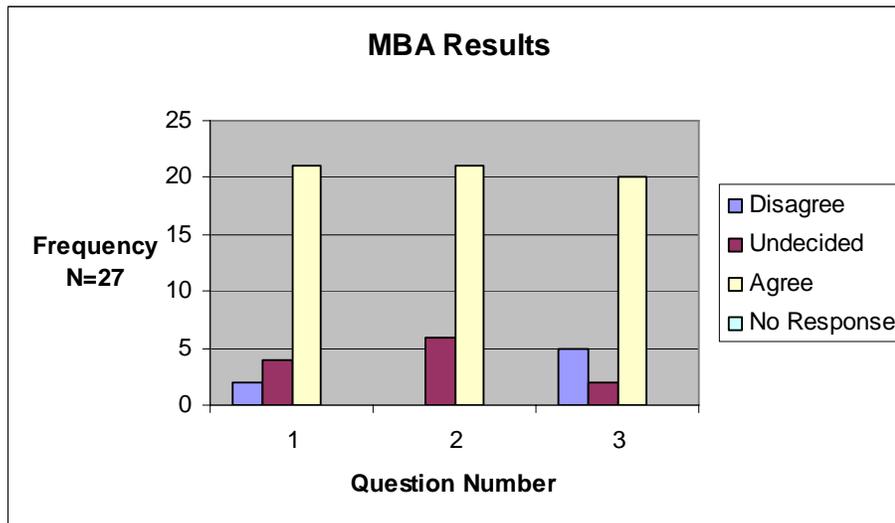
The Master of Business Administration offered by USP is intended for managers, practicing executives, administrators and other professionals whose careers are already underway. This program is unique in its special focus on the South Pacific business environment. Classes are interactive and oriented towards problem solving. It is highly flexible, permitting both full and part-time study and using both face to face and distance and flexible learning. A considerable number of students enrolled in the MBA program are mature students who either work fulltime while at the same

time pursue part time studies, or who have taken a year off work to concentrate fully on their intensive fulltime studies. MBA students are often middle managers in various professions, for example ranging from banking, agriculture, hospitality to expatriates working in non-government agencies.

All new MBA students undergo the library orientation program, which is in fact the information literacy program. The library orientation program is delivered prior to the beginning of the MBA program, at the beginning of their academic year. Since the MBA program is offered over three trimesters, it does not follow the normal university program of two semesters that the rest of USP follows. Thus, the library orientation program is offered in late January over a two day period. These two days are part of the MBA orientation program which runs for one full week before the commencement of lectures.

The library orientation program began with library tours been given by Library Assistants acting as tour guides. Following this, presentations in a lecture theatre setting were given, starting off with basic modules to more advanced ones that demonstrate the use of online databases which the USP Library subscribes to. Thus Module 1 right up to Module 7 were covered. On the second day, hands-on tutorials to supplement the lecture presentations on the various modules were conducted in the MBA computer laboratory. At the conclusion of the two day library orientation program, a repeat session particularly the practical session on searching the online databases was requested by participants. This duplicate session was slotted in on the last day of the MBA orientation program, after the time period specifically allocated for enrolment to the MBA program.

Figure 3: MBA Results for Questions 1-3



The library program was offered to 27 students and they all responded to the survey questionnaire. Question Number 1 examined whether the information literacy program proved valuable in the opinion of the MBA participants as a result of the lecture presentations and accompanying tutorials enhancing their understanding of the various sessions' content. As Figure 3 shows, the majority of respondents indicated

that their knowledge of information searching was indeed enhanced by the library orientation program. While 78% (21) chose the 'agree' option, 15% (4) were 'undecided' while 7%, or only two students, had negative views about the usefulness of such a program.

In the second question, again a majority of respondents (78%; 21) agreed that the presenter created good audience-presenter relationship with the class. Over three-quarters of those who attended the program agreed with the overall presentation skills possessed by the librarian. The remaining students, consisting of 22% (6) were in doubt about their opinion on the same question. There were nil respondents who did not respond at all nor chose the 'disagree' option.

In the third question of the survey, participants were required to specify whether the presenter stimulated their interest so that they wished to attend other information literacy sessions. Whilst the majority agreed positively to such a statement, some 26% were either undecided or did not think the presented sessions stimulated their interest. Specifically, 74% (20) chose the 'agree' alternative, 7% (2) 'undecided' and 19% (5) picked 'disagree' for Question Number 3.

Question Number 4 sought to detect what participants found to be the most useful in the MBA library orientation program. The bulk of MBA students who were offered this program found the section focussing on how to search for relevant information using the various online databases the most resourceful aspect of the program. Furthermore, twelve participants, quite a considerable number, found the introduction to the library website very valuable. The library website contains various academic websites such as recommended internet links to regional government institutions, open source academic portals as well as electronic citation style guides. These post-graduate students only came to be aware of such electronic resources during the information literacy program. They were previously unaware of such resources and believed that such resources would be deemed helpful and would assist them in their studies.

With regards to the next question concerning recommendations to the improvement of the library orientation program, it was discovered that this group of participants were the most outspoken, compared to the SE100 and CELT-AETS group, when it came to seeking their opinion on enhancing the program. They requested that the computer room in which the hands-on tutorial was conducted should be equipped with a small sound system as several students were unable to fully hear the presenter. Hence been unable to follow the tutor made following through with the examples quite difficult to comprehend. Additionally, a small number of respondents could not see the projected images on the projector screen from the back of the computer laboratory. As the computer laboratory is not intended as a tutorial room, it does not have a permanently installed sound system inclusive of a microphone for the presenter, nor a projector and accompanying screen. Only for the purposes of the library information literacy program was a projector and screen connected to one of the student computers for the use of the presenter to demonstrate online information searches on the library's online catalogue, the online databases and the internet.

Other recommendations raised involved fixing the air conditioning unit in the computer laboratory. While this is not the direct responsibility of library personnel,

they should work together with the MBA administrators to ensure an ideal environment conducive to study and work. On a similar note concerning the working order of equipment, numerous complaints were made about the student computers. USP's Information Technology Services is responsible for the working order of all computers in a student computer laboratory. Nonetheless, some students found that the computers assigned to them ceased to work midway in their hands-on practical sessions, thereby inconveniencing them as they were eagerly working through the exercises and following the demonstrations.

Other minor suggestions made, though necessary for mention, included the accompanying handouts, notably the PowerPoint presentation slides handouts as well as the associated notes handouts. There was comment that the slide handouts were unreadable in several instances due to the use of small font. Furthermore, it was recommended that step-by-step guides on searching the online databases of ProQuest & ISI Web of Knowledge should be made available for students. Such take-home handouts and guides would then assist those students who were unable to fully follow the demonstrations in the computer room for reasons such as an inability to properly hear the tutor or see the projected images on the screen.

In the additional comments section, a majority of the respondents in the MBA library orientation program found it to be very good, of a high standard and greatly relevant to their study program. They saw the presentations and associated tutorials as very informative, an eye opener and a useful tool for their MBA program. The participants commended the library management as well as the MBA course coordinating team for their insight in including the information literacy program as part of the MBA orientation program. Numerous students requested for more detailed information on accessing the online databases, particularly the ProQuest database.

Overall Result Analysis

In all three groups, over 75% of participants were impressed with the instructive sessions and pointed out that they agreed that their knowledge of how to conduct successful searches for relevant information was enhanced by the presentations, as well as the tutorials if they were offered. The majority of the survey respondents felt that they gathered much needed information and gained more skills about searching on the library's online catalogue. In addition to searching on the library catalogue, the MBA students found the sessions related to exploring the various online databases very useful.

When it came to seeking the opinion of respondents about the presentation skills of the library staff, more than half of the total respondents in EC103, CELT-AETS and MBA classes agreed that the presenter conducted himself/herself in an appropriate manner such that these presenters had prepared well for their sessions, spoke loudly and clearly, encouraged students to ask questions and responded well to such questions.

Nonetheless many participants noted that some of the presenters should speak in a more audible voice with more optimism and liveliness when conducting the information literacy sessions. In Question Number 3, participants were asked whether the presenter stimulated their interest such that they wished to attend other ILP classes. A sizable percentage of the total respondents noted that they disagreed with

the statement with just fewer than 50% of respondents from the EC103 class also disagreeing.

When respondents were asked which part of the information literacy program they found to be the most useful, the vast majority commented on the practical sessions. While students in the EC103 class were not offered any practical sessions in terms of tutorials in a computer laboratory, these students found the library tours to be the most useful part of the library program. Since EC103 is a compulsory first year unit for those students enrolled in a study program offered by the Faculty of Business and Economics, the majority of the students enrolled in this course are first year students at USP.

Hence the high positive response rate for library tours is no surprise as first year students are eager to know where the different library collections and services are located. On the tour, students are shown, for example, where the general science collection is located and on which level can they access the general social science collection. Additionally they are briefed on the services offered at the Main Issue Desk, what the Information Desk is for, where the photocopiers are located as well as the rules governing borrowing from the Pacific collection, a closed circulation collection. Rules of the library are also reiterated during the tours with tour guides pointing out the various noticeboards on each level of the library where library rules and regulations are pinned up.

In the case of the MBA and CELT-AETS classes, respondents also found the library tours to be of great benefit. Furthermore, they found the tutorials very useful as this gave them an opportunity to practice what they had learnt in the lectures. In the tutorials, students had to work through a number of exercises that were prepared prior to the tutorials by the librarians acting as tutors. At times when students were confused over a question or were not able to progress through the exercises, the tutors were on hand to assist them.

Students in the CELT-AETS class found the practical sections about how to use the library's online catalogue system the most useful, while students in the MBA program found the hands-on sessions covering the online databases the most helpful. It was discovered that as students progressed through university from first year to second and third year followed by post-graduate studies, their searching requirements also underwent a progressive change. Undergraduate students especially first year students are mostly interested in how to search for information physically kept within the library premises through the use of the library's online catalogue. Perhaps these students find acceptable sources of information to assist them in successfully completing their assignments and reports.

With mature students, such as those pursuing post-graduate studies, they require more advanced skills in searching for relevant information. Such information is not only physical materials kept in the library but also those accessible online, either through the library's list of online databases or the internet. At the advanced stages of undergraduate study, including postgraduate studies, students are expected to conduct literature reviews at some point. Therefore having the knowledge and necessary skills to conduct effective searches for relevant information is indispensable for academic

success. Such skills are mandatory when using the vast host of resources that are available online, both on the online databases as well as on the internet.

With consideration to Question Number 5 which asked participants to propose improvements to the program, it was interesting to note that students in the MBA program were more critical and provided sound suggestions. Nonetheless, this does not mean that suggestions by those students in the other two subjects are not as useful and insightful. Generally, respondents in the EC103 and CELT-AETS classes were content with how the sessions were conducted and did not have many suggestions for improvement. With the MBA students, they were satisfied with the services offered in the information literacy program while at the same time made good suggestions for further improvement to the program.

All suggestions warranted thought and action from the library management as well as the ILP working committee. At convenient intervals such as during the semester break between the two semesters, the ILP working committee discuss issues raised and provide corresponding actions. There is continuous refinement of the module content with the method and style of delivery also considered. Any changes are incorporated before the beginning of the next semester.

Conclusion

In 2006, an evaluation questionnaire was devised as a tool for gathering information from participants about their views of the information literacy program. The goal of this implementation was to analyse the service from the point of view of the participants themselves and to revise the content and pedagogical methods to meet the students' academic needs and demands.

Results were gathered from three groups of participants who attended the library's information literacy program. The three groups of students were those enrolled in either EC103, CELT-AETS or the MBA program.

Among the most revealing results of this research was that the majority of students found that their information searching was enhanced by the information literacy program through the various sessions' content as well as the presenters' rapport with the audience. For those classes that had an accompanying tutorial section, a vast majority found that such practical sessions cemented their understanding of the module content. The data collected therefore signifies that participants found a good degree of usefulness for the practical sessions that accompanied many of the modules. It was noted that many respondents made requests for improvement to the general services offered by the Library and not necessarily those directly linked to the information literacy program.