UNIT 6  USER ORIENTATION

Structure

6.0   LEARNING OUTCOMES

6.1   Introduction

6.2   User Orientation
  6.2.1  Meaning and Definition
  6.2.2  Need and Purpose

6.3   Library Orientation

6.4   Timing of User Orientation

6.5   Methods and Media of User Orientation

6.6   User Orientation in Different Libraries
  6.6.1  User Orientation in a School Library
  6.6.2  User Orientation in a University/College Library

6.7   Evaluation of User Orientation Programme

6.8   Information Literacy

6.9   Importance of Information Literacy

6.10  Summary

6.11  Keywords

6.12  Answers to Self Check Exercises

6.13  References and Further Reading

6.0   LEARNING OUTCOMES

After reading this Unit, you will be able to:

• explain the concept of user orientation;
• highlight about the importance of user orientation;
• describe the various techniques and modes of offering user orientation;
• identify the various components of user orientation;
• state how user education is offered in different types of libraries;
• evaluate the effectiveness of user education programmes;
• organise and conduct user orientation programmes for different levels of users; and
• discuss the concept and importance of information literacy.

6.1   INTRODUCTION

As you all know, every year at the time of admission in a school, college and university, their libraries get new members. The libraries have a lot of resources
e.g. books, journals, CDs, maps, theses, etc. They spend a lot of money in acquiring and maintaining them. These resources are meant for the users. The new members cannot know on their own about the documents, various collections and services available, location of various sections, the staff who can be contacted for getting information, and how to consult a catalogue, how to retrieve information from OPAC, etc. They need to be told about all these. You must have also observed that the students are often reluctant to visit the library. They often keep on putting off their visits to the library. This happens because they are ignorant about the various sections, collections and services of the library.

In order to encourage the students to make maximum use of library they need to be made familiar about the environment of the library. Here, the role of user orientation comes into the picture. In other words, making the students familiar with different sections, collections, services, staff, and catalogue is user orientation.

The user orientation is done to help and serve the users who visit the library. The libraries can serve and help the users more by telling them about what the library has for them. That is why user orientation or user education is an important activity in libraries. It is all about educating the users on how to use the library and make maximum use of its collection and services offered by it. User orientation programmes support the concept of lifelong education. They help in cultivating and grooming students or users to educated persons.

In this Unit, we shall study the concept and meaning of user orientation. We shall focus on the different activities undertaken under the user orientation programmes; how the user orientation programmes are conducted in school, college, university and other libraries. Though there is subtle difference between the term ‘user education’ and ‘user orientation’ in this Unit both are being treated together.
6.2 USER ORIENTATION

Fig. 6.2: User Orientation Sessions

Source: http://www.unis.org/academic_programs/high_school/library_program/index.aspx

User Orientation in Libraries

The library is a pivotal part of the education and learning process. Its very existence depends on the usage of its resources by the users—students, researchers, teachers and the public at large. User orientation aims at promoting and maximising their use by the public. It is central for the whole purpose of the library and the effective utilisation of the information resources. It is about the information and communication process and involves complete interaction, communication with the library.

6.2.1 Meaning and Definition

Mews (1992) has defined user education, “as instruction given to readers to help them make the best use of a library.”

Fleming (1990) has defined user education, “as various programmes of instruction, education and exploration provided by libraries to users to enable them to make more effective, efficient and independent use of information sources and services to which these libraries provide access”.

Sewa Singh has defined it as “any effort formal or informal which will guide and instruct existing or potential users in the recognition and formulation of their information needs, in the effective and efficient use of information service and the assessment of source materials that can satisfy specific requirements.”
It has been well said that the students will be mentally more active and powerful if they concentrate on how to find knowledge rather than try to remember everything they learn. It is widely recognised that the ability to use information is extremely important in today’s society and will continue to be so in future too.

The user education teaches the users how to make the most effective use of any library system. It encompasses all the activities which are undertaken to help the students, researchers, teachers become efficient users of information. The user education programme underlines that the users need to judge and make out the value of books; be independent learners; be skilful in retrieving information from different resources and become lifelong learners.

American Libraries Association (ALA) issued a policy statement making it clear that all types of libraries needed to be responsible for user education. It says, “It is essential that libraries of all types accept the responsibility of providing people with opportunities to understand the organisation of knowledge. The responsibility of educating the users in successful information location demands the same administrative, funding and staffing support as do more traditional programs.”


Otis Robinson has also advocated the importance of user education in the following words, “A librarian should be more than a keeper of books; he should be an educator. no such librarian is fit for his place unless he holds himself responsible for library education of his students….All that is taught in college amounts to very little; but if we can send the students out self reliant in their investigations, we have accomplished very much”.

The essence of user orientation is to impart education so that the users, students may use the resources and services of the library efficiently, effectively and independently for accomplishing their goals and for lifelong learning. It should be a continuous process starting with school and public libraries and continue up to academic and special libraries.

### Points to Remember

- The user orientation is all about educating the users as to how to use the library and make maximum use of its collection and services offered by it.
- The users should be told about the resources, services, and techniques adopted by the library for organising, preserving and disseminating information.
- They should know (i.) about a library, its location and layout, system of organisation: (ii) how to retrieve information from books; (iii.) how to consult online databases, etc.
- The users need to be told about the following:
  - Resources and services of the library
  - Types of documents and their features and locations
  - Organisational structure of the library
  - Any special collection or service
Self Check Exercises

Note:  i) Write your answers in the space given below.
ii) Check your answers with the answers given at the end of this Unit.

1) Write True or False

i) The library orientation is about educating the users about library resources and services.  
   (T/F)

ii) The library orientation programmes are for university libraries only.  
    (T/F)

iii) User orientation programmes include library instructional information literacy and lifelong learning.  
    (T/F)

iv) User orientation programmes are merely wastage of resources and time.  
    (T/F)

2) What do you understand by user orientation?

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6.2.2 Need and Purpose

Libraries spend lacs of rupees on acquiring books; journals and other reading materials. These have to be optimally used by the users. It has been observed that the users have inadequate library skills; they need to be taught about the different skills which are required for navigating in the library and using the resources.

The user education is needed because of the following factors:

- **Current trends in education**

  The concepts of self learning and lifelong learning are very much emphasised upon these days. There is a general perception that the users are capable enough to locate and retrieve the information they need. But in fact, the users need to be trained and educated as to the use of information resources to meet their information needs.

- **Emergence of interdisciplinary and trans disciplinary subjects**

  At present, due to multidimensional research and development the disciplines by and large do not have clear cut boundaries. The application of one can be found in another for example, mathematical engineering, chemical engineering, etc. In the case of information need, the users may be required to search across the databases, journals and books of different disciplines. They need to be trained and educated about this aspect. If they are not exposed to proper training, they will not be in a position to make optimum use of resources.

- **Availability of online resources**

  Besides acquiring books and journals in print form, the library subscribes to many online databases-journals and e-books. The users need to be made aware of
these online resources subscribed by the library. They need to be told how to access and retrieve the desired information from them. They further need to be educated how to access the resources from within and without the library.

- **Miscellaneous services offered by the library**

A library offers miscellaneous services in order to help and facilitate the readers in their learning process. Generally a library offers the following services to its users:

- OPAC
- Lending
- Photocopying/printing
- Reference
- Interlibrary loan
- Internet browsing
- Information about new arrivals
- Institutional membership of other libraries.

Merely providing these services is not enough, it is obligatory on the part of the staff to communicate and inform the users about them. They should also encourage the users to avail such library services.

- **Information overload**

As research and development is taking place at an accelerated speed in each and every field of human endeavour, a lot of information is being generated. The users are experiencing the phenomenon of information deluge or information overload. It is well accepted that the availability of a large amount of information is not always good; it may create chaos for the users. The real power of information lies in locating and having the right information at the right time. The libraries, through user education, may tell how to locate, and retrieve the best source of information—print, digital, or online. Therefore, through the user education, the libraries teach the users how to be the wise consumers of information in this age of information overload.

The user education aims at transforming the naive users into self-dependent users who can make best use of the library and information sources for lifelong learning. The students should be independent to explore and navigate through the world of books, journals, and other documents which are there in the library.

To be more precise, the user education aims:

- to create awareness and understanding of the basic and relevant library and information sources and services.
- to bridge the gap between the user and the collection of the library.
- to enhance the users’ abilities to select the appropriate information sources and systems for a given information need.
- to offer instructions in the effective and judicious use of the available collection and services.
- to develop users’ knowledge and skills to access or retrieve the information required.
Self Check Exercises

Note: i) Write your answers in the space given below.
ii) Check your answers with the answers given at the end of this Unit.

3) Write True or False
   i) Availability of too much information is always good for decision making.
   ii) User education enhances readers’ skills to access and use information.
   iii) User education does not ensure optimum usage of library resources.

4) What is the need for user orientation?

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6.3 LIBRARY ORIENTATION

Fjallbrant and Malley have said that user education comprises of two components which are orientation and instruction. These two components are mutually exclusive and there is a lot of overlapping too.

Orientation is “primarily concerned with ways of introducing the user to the general techniques of library usage and services available, and the organisation, layout and facilities of a particular library.”

Instruction is “concerned with learning to make use of the information resources within subject specific disciplines”.

The term orientation means “the adjustment or alignment of oneself or one’s ideas to surroundings or circumstances.” Library orientation or user orientation towards the library has to do with adjusting the new library user to the library. It makes the library users aware of the library and services it offers. It educates users regarding the general use of the library, where specific items can be found, how to obtain the library material you need. Library orientation is of a particular value to users who are coming to the library for the first time. The students entering an unfamiliar environment, like a library, commonly feel lost and disoriented. The libraries may intimidate users through their complexity, huge volume of books and other library material as well as their unfamiliar tools and equipment. That is why the library staff should try their best to make new library users feel comfortable and find the environment congenial.

Process of Library Orientation

The library staff take the following steps in order to orient the user towards the library:

- Explain to the new user how the library operates—the hours that the library is open, the number of items a user can borrow from the library at a time, the rules for using the library material, etc.
Take the new users on a guided tour through the library, show them all the different sections in the library. As they go through the library, the staff explain to the users how the materials in the different sections are arranged. The users can be shown where different materials like reference books, text books, and newspapers are kept.

Introduce them to main library staff who may be contacted for different queries.

Show them the different collections e.g. books, reference materials, text books, theses and dissertations, scholarly journals, magazines and newspapers, etc.

Explain to the user how to find information in the library by using card catalogue or OPAC.

Tell about the different services which are offered to the users. The library orientation offers the staff an opportunity to promote their services to the users.

Give them the library brochure, information pamphlet or other printed materials. The users will make use of the information they gained during orientation sessions.

Self Check Exercise

Note:  i) Write your answer in the space given below.

ii) Check your answer with the answers given at the end of this Unit.

5) What is library orientation?

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6.4 TIMING OF USER ORIENTATION

It is indeed important to organise user orientation programmes at appropriate time, when the users are active and motivated. The users should be oriented to the library at the beginning of the academic session. The user education programme can also be conducted when the library starts subscribing to some new online database or starts some new services for the users. Information literacy competency programmes should be regularly organised for the students, researchers and the teachers. The library instruction or information literacy programmes can be offered when the students have to work on some project, assignment or literature search.

Self Check Exercises

Note:  i) Write your answers in the space given below.

ii) Check your answers with the answers given at the end of this Unit.

6) Fill in the blanks:

1) It is often observed that the students have_________library skills.
2) The user education is important because of the concepts of ————.

3) The user orientation programmes facilitates ———— ——— use of resources and services.

4) Information literacy is a skill or ability to ———— one’s information needs.

5) The user education teaches how to ———— information from print and online resources.

7) When should the libraries plan user orientation programmes?

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6.5 METHODS AND MEDIA OF USER ORIENTATION

There are various methods and media for organising user orientation. Fjallbrant (1984) and Malley have categorised the methods and media as under according to their utility:

- **Group Instruction**
  - Lecture, seminar/tutorials/ demonstrations, guided tours.

- **Group and Individual Instruction**
  - Film, video tape, tape/slides, audio tapes

- **Individual Instruction**
  - Books, printed guides, practical exercises, programmed instructions, self-instructional material, individual help.

Presently, pamphlets and power point slides are being popularly used for imparting user orientation programmes.

By this we mean when a group of students has to be oriented to a library, group instruction can be given to them; library staff can deliver a lecture to the group, hold a seminar where students can be told about the collection and services of the library; the students can also be given hands-on in seminar organised by the library. The staff can take the students around the library to acquaint them with locations of different sections and services, outlay of the building. This is known as library tour or guided tour. In addition, the libraries may print booklets, guides, pamphlets where all details of the timings, collection, services offered by the library are clearly mentioned.

**Different Levels of User Orientation**

The user orientation programmes should be organised keeping in mind the different levels of users:

- At the beginning of the year/session all users who visit a library for the first time should be given library orientation, and taken around the library.
Undergraduate level – at this level, the students must be made aware of the location of different sections of the library, providing useful information about the catalogue, reference sources, etc.

Postgraduate level – at this level, the students should be told about the classification systems, bibliography, and other services of the library.

Researchers and teachers—They should be told about literature search, compiling of bibliographies, technical writing, footnotes, information retrieval, interlibrary loan, etc.

6.6 USER ORIENTATION IN DIFFERENT LIBRARIES

Libraries are part and parcel of any education system, be it elementary, secondary or higher education. These are service institutions which exist to supplement the teaching and learning process. They acquire, process, organise and disseminate information. Their aim is to attract users towards them to explore and navigate in the world of knowledge. The users need to be informed, communicated, familiarised with the sources, services, techniques adopted by the library. The users ought to know all about a library.

The users are made familiar with all aspects of a library through user orientation programmes. The users can make optimum use of a library, its source and services only after acquiring sufficient library skills. The aim of library orientation programme is to educate the users on how to use libraries—their sources and services. For this purpose, different types of libraries organise user orientation programmes as per the need of their users.

6.6.1 User Orientation in a School Library

Fig. 6.3: School Library
The objectives of a school library include the following:

- to support the teaching and educational work of the students by supplementing class work with further reading;
- to equip students with the skills which will enable them to learn more effectively by using the variety of materials held within the library;
- to develop in students the habit of reading both for pleasure and for the purpose of gathering information which is not taught as part of the curriculum; and
- to develop in students an inquiring mind that will continue to prompt them to use the library later in life when they grow up. (Herring 1988).

For these objectives to be fully realised, it is important that the school library users must be adequately trained to acquire the necessary skills that will enable them to maximise the use of the library while in school, and after school, to find information for employment, business or for recreational purposes.

User orientation is necessary in school libraries for the simple reason that some of the students are expected to move from secondary school to tertiary educational institutions where they will be required to use the library extensively, while those who are unable to go further will at various times need to consult public libraries for diverse needs. Thus, with user education, students not only know what the library can offer them but also how best they can exploit the library for their own good. The user orientation programme should be well planned and documented.

**Objectives**

The objectives of user education in a school library should be to teach how to:

- use catalogue, reference books, etc.
- identify information needs;
- initiate a search process;
- identify the required information sources;
- extract information from the sources;
- organise and present information;
- to locate and retrieve information from the Internet; and
- give due attribution for the information used and avoid plagiarism.
Marland has proposed the following information skills which should be imparted to the school students:

1) “What do I need to do?”
   (Formulation and analysis of need)
2) Where could I go?
   (Identification and appraisal of likely sources)
3) How do I get to the information?
   (Tracing and locating individual sources)
4) Which sources shall I use?
   (Examining, selecting and rejecting individual sources)
5) How shall I use the sources?
   (Interrogating sources)
6) What should I make a record of?
   (Recording and storing information)
7) Have I got the information I need?
   (Interpretation, analysis, synthesis, evaluation)
8) How should I present it?
   (Presentation, communication, shape)
9) What have I achieved?
   (Evaluation)”

**Method of Instruction**

For conducting user orientation programme through lecture method, use of audio-visual aids, pamphlets, guided tours, power point presentations or a combination of all these methods.

**Self Check Exercise**

**Note:**

i) Write your answer in the space given below.

ii) Check your answer with the answers given at the end of this Unit.

8) Why is user orientation required for the school students?

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**Activity I:**

Suppose, you are working in a senior secondary school library. How will you plan an orientation programme for Class XI students? Write your answer in the space given below.

### 6.6.2 User Orientation in a University/College Library

A university/college library must organise and conduct user education programmes regularly for the students, researchers and the teachers. Before offering any user education programme proper planning should be done and the objectives, content, methods, and venue should be properly planned out and well documented.

#### Elements of user education programme

- **Library Orientation**
  All the activities which have been discussed under 6.3 are undertaken in library orientation.

- **Information Literacy Competency Programme**

  **Objectives of Information Literacy Competency Programme**

  The objectives of the programme should be clearly stated for the intended audience.

  It should be clearly stated that it aims:

  - to familiarise the students or users with the potential of the Internet;
  - to show how to retrieve information from the subscribed databases;
  - to teach how to download and save the full-text content;
  - to impart training how to store and arrange citations;
  - to teach how to use Boolean operators;
  - to teach how to cite an online full-text article;
  - to make them aware of what online databases—books are being subscribed by the library;
  - to tell the students about the open educational resources (OER) related to their courses;
  - to teach the students how to evaluate the information resources by using the parameters of currency, authority, scope etc.;
  - to enlighten the students about proper citation styles, IPR issues, etc. and
  - to tell them about how to avoid plagiarism and give due attribution.

**Method of Instruction**

The library staff may impart information literacy programme though lectures, seminars, audio-visual aids, web 2.0 tools, pamphlets, presentation through powerpoint slides.
Venue of the Programme

The library staff may visit the different departments of the university and conduct training programmes in the class rooms; or may invite the students to the computer laboratory of the library and provide training in the information literacy skills. The training must be imparted to a small group of 20-25 students. This will ensure adequate interaction between the instructor/library staff and the students.

Presentation

The presentation should cover how the libraries can support learning and research activities of the students. They should be told about the physical and digital collection and the services offered by the library.

The features of different databases should be explained; and how to conduct a search, different kind of searches demonstrated with examples, should be explained. The library staff should elaborate upon the following:

- Basic/Advanced search, phrase searching,
- Proximity searching,
- Boolean operators,
- Field searching,
- Use of controlled vocabulary, and
- Narrowing of search results.

The library staff may invite queries and tell them how to retrieve information from the databases. The students must be told how to use databases for essay and report writing, literature search, etc.

Activity II: You are working in a university library. Your librarian has asked you to prepare for an orientation programme for first year undergraduate students. How will you go about it?

6.7 EVALUATION OF USER ORIENTATION PROGRAMME

Evaluation is an activity carried out to find out if a particular course or programme has produced the desired results. It is primarily concerned with the collection of information about the effects of an educational course or programme on the student. It involves the comparison of observed effects with the expectations or intentions. It is necessary for enhancing the impact of user education programmes. Evaluation involves the collection and analysis of information about the input, in terms of educational potential, the variables affecting the educational process and the end product or output. The data is collected and analysed for further decision making and improvement. It can help in deciding whether to continue, modify change or discontinue the programme. Evaluation can be done through personal observation or through discussion with the users of the library. After every user orientation programme, evaluation of the same should be done.

There are two aims for conducting evaluation. The first is to measure the effectiveness of instruction and to know how to improve the programme (formative evaluation). The other is to measure the effect of user education on the students and their performance.
The following types of evaluation methods have been suggested:

**Comparative evaluation**

It is also known as psychometric evaluation. In this kind a group of students are tested before the training programme. They are tested again after the training programme in order to assess the change, influence or impact of the instruction on the users.

**Evaluation by achievement**

It means that the importance and value of user education programme can be determined or judged by the achievements and results of the students. There is a high correlation between the user education programme and students’ performance in their projects and assignments.

**Self Check Exercise**

*Note:*

i) Write your answer in the space given below.

ii) Check your answer with the answers given at the end of this Unit.

9) Why is the evaluation of user orientation important?

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**6.8 INFORMATION LITERACY**

The scope of user education has expanded from user orientation to information literacy. Information literacy can be defined as the ability to articulate one’s information need and identify, locate and access appropriate source of information to meet the information need.

Information literacy is a means of personal empowerment in today’s information rich environment. It allows people to verify or refute expert opinion and to become independent seekers of information. It provides them with the ability to build their own successful quests for knowledge; it creates in people the motivation for pursuing learning through their lives.

It supports lifelong learning which enables individuals, communities and nations to attain their goals and take advantage of emerging opportunities in the global environment for shared benefit. It assists them and their institutions to meet technological, economical and social challenges to redress disadvantage and to advance the well being of all. Empowerment of people through information literacy is an important prerequisite for harnessing ICTs for education and fostering equitable access to information and knowledge. Information literacy abilities are essential for social inclusion in today’s information driven world. Information literacy involves the effective use of multiple technology and formats; encourages and enables individuals to develop skills for learning throughout life; supports and promotes skills for workplace and for community participation and is responsible for the upliftment and betterment of the whole society.
An ‘information literate’ individual-

- recognises when information is needed;
- is well versed with the ways of using library resources and services;
- is a competent and independent learner;
- can use all kinds of resources –print as well as online to gather information;
- can make use of the databases subscribed by the library;
- can locate access and retrieve information from card catalogue or OPAC;
- can access the web for information;
- can use free Internet resources;
- can evaluate the information resources and decide upon their quality, currency, authority etc.;
- know the difference between books and journals, and the significance of primary, secondary and tertiary sources; and
- can plan an effective search for a complex or straightforward query.

The users should know that ICTs are ever evolving and advancing and can become dated at a very fast rate. The user should have expertise to take decision when to adopt and embrace new tools and technologies.

It is pertinent to mention here that information literacy or information competence is different from computer literacy. Computer literacy is the technological know-how to use computer hardware and software. Information literacy is much broader in scope than computer literacy.

**Self Check Exercise**

**Note:**

i) Write your answer in the space given below.

ii) Check your answer with the answers given at the end of this Unit.

10) What do you understand by information literacy?

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**6.9 IMPORTANCE OF INFORMATION LITERACY**

There has always existed the need to evaluate the credibility of information. In the past, the learners had to deal with a limited number of resources-reference books and authoritative textbooks recommended by the teachers, which were acquired and organised in libraries. But, now the users experience the phenomenon of information overload. Presently, anyone can create a page on the web, post information and this information is not subjected to rigorous review. In such a situation, it becomes difficult to decide if the information is authentic, reliable or otherwise.
The emphasis on lifelong learning has led the libraries to focus on information literacy. The lifelong learning is of special significance because a large quantum of knowledge is being generated, side by side a significant portion of knowledge is getting outdated or obsolete at a very high rate. Therefore, in order to keep abreast with the latest knowledge generated in one’s area one has to learn lifelong. If the students, researchers professors, adults are not equipped with the latest knowledge they cannot progress or advance in their area. They have to have information in order to take proper decisions. The experts have found and said that the traditional literacy of reading, writing, mathematical reasoning are insufficient for lifelong learning. The ever increasing quantum of information from various sources and the pressure to remain in a constant state of conscious learning means that the individuals must be skilful in the use of information. The need to handle and use information is present in all stages of life. The success of individuals depends upon a combination of skills that form information literacy; this means knowing how to find, evaluate and use the best and the most current information available.

Self Check Exercise

Note:  i) Write your answer in the space given below.

ii) Check your answer with the answers given at the end of this Unit.

11) Discuss the importance of information literacy.

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6.10 SUMMARY

User education, also called user orientation or user instruction, teaches the users how to make the most efficient use of the library system and its collection and services. The Unit has elaborated upon the need and purpose of user education. The two components of user education are library orientation and information literacy. Library orientation is primarily concerned with ways of introducing the user to the general techniques of the use of library and services available, organisation, layout and facilities of a particular library. Information literacy is all about the ability to identify the need of information, and to find, evaluate, use and communicate it in an ethical manner. The user education sessions should be regularly organised and conducted for the users. Evaluation is an important activity which should be undertaken to find out the impact of user education on the intended audience.

6.11 KEYWORDS

Information Seeking: It is a conscious effort to acquire information in response to a need or gap in user’s knowledge.

Plagiarism: It is use of the language and thoughts of another author and the representation of them
as one’s own original work. It is said to be a kind of academic dishonesty.

**Open Educational Resources (OER)**: These are educational materials and resources freely available for use, remix improvement and distribution.

**Trans disciplinary Subject**: A trans disciplinary subject is a subject that integrates more than one subject in its field of study or purview. For example Ecological Informatics is a trans disciplinary subject, it incorporates Informatics, Ecology, Computational and Social science.

**Web2.0**: It refers to the new generation of web based services, communities and is characterised by participation, collaboration and sharing of information among users online. Its applications include wikis, folksonomies, blogs and social networking sites which encourage user-generated content and social interaction online.

### 6.12 ANSWERS TO SELF CHECK EXERCISES

1) i. (T) ii. (F) iii. (T) iv. (F)

2) User orientation is all about imparting training to the users so that they may use the resources and services of a library efficiently and independently for attaining their goals and for lifelong learning.

3) i. (F) ii. (T) iii. (F)

4) The user orientation is necessary for transforming the naive users into independent learners. The user education programmes teaches the users techniques and skills of using the library in the most effective manner.

5) Library orientation is concerned with orientating or familiarising the users with the organisation, layout, collection, etc. of the library to its members.

6) (1) poor; (2) lifelong learning; (3) optimum; (4) meet; (5) retrieve.

7) The user orientation programmes should be organised at the beginning of the academic session. It may also be organised when the users have to work on some project assignment or literature search.

8) User orientation is necessary in school libraries because the students are expected to move from secondary school to higher educational institutions where they will be required to use the library extensively, while those who are unable to go further will at various times need to consult public libraries for various needs. So, with user education, students acquire expertise to use library most effectively. The earlier the students become self-dependent learners, the better it is.

9) The evaluation of user orientation is important because it helps in knowing if it is helping the target audience. It can further help in modifying, adopting, changing the programme in the light of the feedback.
10) Information literacy is knowing about how to locate, evaluate and use information. It is the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively use that information for the problem solving at hand.

11) Information literacy competencies help in retrieving the right information from the right source at the right time. It helps in the lifelong learning and transforms the naive users into the educated and responsible users.

6.13 REFERENCES AND FURTHER READING


