Collection Development

LIS 304

University of Ibadan Distance Learning Centre
Open and Distance Learning Course Series Development

General Editor: Prof. Bayo Okunade

Vice-Chancellor's Message

The Distance Learning Centre is building on a solid tradition of over two decades of service in the provision of External Studies Programme and now Distance Learning Education in Nigeria and beyond. The Distance Learning mode to which we are committed is providing access to many deserving Nigerians in having access to higher education especially those who by the nature of their engagement do not have the luxury of full time education. Recently, it is contributing in no small measure to providing places for teeming Nigerian youths who for one reason or the other could not get admission into the conventional universities.

These course materials have been written by writers specially trained in ODL course delivery. The writers have made great efforts to provide up to date information, knowledge and skills in the different disciplines and ensure that the materials are user-friendly.

In addition to provision of course materials in print and e-format, a lot of Information Technology input has also gone into the deployment of course materials. Most of them can be downloaded from the DLC website and are available in audio format which you can also download into your mobile phones, IPod, MP3 among other devices to allow you listen to the audio study sessions. Some of the study session materials have been scripted and are being broadcast on the university's Diamond Radio FM 101.1, while others have been delivered and captured in audio-visual format in a classroom environment for use by our students. Detailed information on availability and access is available on the website. We will continue in our efforts to provide and review course materials for our courses.

However, for you to take advantage of these formats, you will need to improve on your I.T. skills and develop requisite distance learning Culture. It is well known that, for efficient and effective provision of Distance learning education, availability of appropriate and relevant course materials is a *sine qua non*. So also, is the availability of multiple plat form for the convenience of our students. It is in fulfilment of this, that series of course materials are being written to enable our students study at their own pace and convenience.

It is our hope that you will put these course materials to the best use.

Prof. Abel Idowu Olayinka
Vice-Chancellor

Foreword

As part of its vision of providing education for "Liberty and Development" for Nigerians and the International Community, the University of Ibadan, Distance Learning Centre has recently embarked on a vigorous repositioning agenda which aimed at embracing a holistic and all encompassing approach to the delivery of its Open Distance Learning (ODL) programmes. Thus we are committed to global best practices in distance learning provision. Apart from providing an efficient administrative and academic support for our students, we are committed to providing educational resource materials for the use of our students. We are convinced that, without an up-to-date, learner-friendly and distance learning compliant course materials, there cannot be any basis to lay claim to being a provider of distance learning education. Indeed, availability of appropriate course materials in multiple formats is the hub of any distance learning provision worldwide.

In view of the above, we are vigorously pursuing as a matter of priority, the provision of credible, learner-friendly and interactive course materials for all our courses. We commissioned the authoring of, and review of course materials to teams of experts and their outputs were subjected to rigorous peer review to ensure standard. The approach not only emphasizes cognitive knowledge, but also skills and humane values which are at the core of education, even in an ICT age.

The development of the materials which is on-going also had input from experienced editors and illustrators who have ensured that they are accurate, current and learner-friendly. They are specially written with distance learners in mind. This is very important because, distance learning involves non-residential students who can often feel isolated from the community of learners.

It is important to note that, for a distance learner to excel there is the need to source and read relevant materials apart from this course material. Therefore, adequate supplementary reading materials as well as other information sources are suggested in the course materials.

Apart from the responsibility for you to read this course material with others, you are also advised to seek assistance from your course facilitators especially academic advisors during your study even before the interactive session which is by design for revision. Your academic advisors will assist you using convenient technology including Google Hang Out, You Tube, Talk Fusion, etc. but you have to take advantage of these. It is also going to be of immense advantage if you complete assignments as at when due so as to have necessary feedbacks as a guide.

The implication of the above is that, a distance learner has a responsibility to develop requisite distance learning culture which includes diligent and disciplined self-study, seeking available administrative and academic support and acquisition of basic information technology skills. This is why you are encouraged to develop your computer

skills by availing yourself the opportunity of training that the Centre's provide and put these into use.

In conclusion, it is envisaged that the course materials would also be useful for the regular students of tertiary institutions in Nigeria who are faced with a dearth of high quality textbooks. We are therefore, delighted to present these titles to both our distance learning students and the university's regular students. We are confident that the materials will be an invaluable resource to all.

We would like to thank all our authors, reviewers and production staff for the high quality of work.

Best wishes.
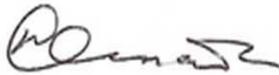
Professor Bayo Okunade
Director

Course Development Team

Content Authoring	Awujoola, O.A
Content Editor	Prof. Remi Raji-Oyelade
Production Editor	Ogundele Olumuyiwa Caleb
Learning Design/Assessment Authoring	Famaye Tolulope
Managing Editor	Ogunmefun Oladele Abiodun
General Editor	Prof. Bayo Okunade

Table of Contents

Study Session One: Introduction to Collection Development

Expected duration: 1 week or 2 contact hours Introduction

Introduction

You are welcome on board to the first lecture in LIS 304 from the Department of Library, Archival, and Information Studies. This course titled "collection development" has been designed to equip you as a prospective librarian with the processes by which a new library develops or builds up its information resources, and how an existing library gets information materials to add up to the ones it already has. It is essential for you to note that the main purpose of establishing a library which is to satisfy the information needs of users cannot be achieved without a proper process of collection development by both new and existing libraries. Collection development refers to all the effort put together to build up library information resources in both print and non-print formats. You are required to pay attention to every part of this lecture with a view to building a solid background of what you will be coming across in the subsequent lectures.

Learning Outcomes for Study Session 1

At the end of this lecture, it is expected that you will be able to;

1.1. Define and use correctly keywords printed in **bold. (SAQ 1.1.)**

1.2. Describe the concept of Collection Development. **(SAQ 1.1.)**

1.3. Distinguish clearly between Collection Development and Collection Management **(SAQ 1.1.)**

1.4. Pinpoint the relevance of Collection Management in Collection Development. **(SAQ 1.2.)**

Key words; **collection management and collection development.**

1.1.   An Overview of Collection Development

1.1.1.   The Concept of Collection Development

The concept of collection development is central to the professional practice of librarianship since the whole notion of library is fundamentally associated with the idea of collection, to the extent that the words 'library' and 'collection' are almost synonymous. **Collection development** is the systematic building of a library collection based on meaningful data rather than subjective choice. It is the process of assessing the strength and weakness in a collection and then creating plans to correct the weakness and maintain the strength. In another sense, you can also view collection development as the systematic management of the planning, composition, funding, evaluation and use of library collections over extended periods of time, to meet specific institutional objectives.

Collection development ensures that the core activities of the librarianship profession are carried out in the most impactful way. The core activities are presented in Fig 1.1. *You can pause to consider these activities.*

Provision of information resources	Organization of the resources	Providing access to the resources
•Selection •Acquisition	•Cataloguing •Classification	•Circulation •Reference services

Fig 1.1. The Core Activities of the Librarianship Profession

So, do you think any relationship exist between collection development and collection management? This will be answered in our next section.

1.1.2.   Collection Development vs Collection Management

Collection development is 'a specific *subset* of the broader activity of collection management' and on the other hand collection management 'has *replaced* the narrower "collection building" and "collection development"'. **Collection management** is a more comprehensive term covering resource allocation, technical processing, preservation, storage, weeding, discarding of stock, the monitoring and encouragement of collection use. It involves managing the use of the collection, its storage, its organization and making it accessible to users.

- A strong argument ensued between Michael and Felix after writing a test in LSE 304 as part of their continuous assessment. In the test, they were asked to expatiate on the topic "collection development is the same as collection management". Felix was in support and Michael was against. In your own opinion who do you think will ace this test?

  o Go through section 1.1.1 and 1.1.2 to compare and contrast again so as to know who between Felix and Michael got it right.

Let us continue our discussion

Specifically, collection management encompasses the following:

1. Prepares a collection plan and policy.
2. Develops a budget that will be realistic and executable.
3. Evaluates the information resources to know its strength and weakness.
4. Determines core and non-core information resources through selection.
5. Conducts user studies.
6. Evaluates the effectiveness and efficiency of specific elements of collection development.
7. Ensures the information resources are preserved for continued access.
8. Ensures the acquisition of information materials.

Box 1.1. The Core Activities of the Librarianship Profession

The core activities are;

1. Provision of information resources: selection and acquisition basically.

2. Organization of the resources: cataloguing and classification.

3. Providing access to the resources: circulation and reference services.

Another point we need to consider here is the relevance of collection management in collection development.

1.1.3. Why Collection Management is essential in this present age

Effective collection management in collection development can help to achieve the following;

1. Information explosion.
2. Increased cost of acquisition of information resources (cost of electronic databases for example).
3. Low budgetary provision to the library.
4. Influence of internet and search engines (if not done, users might turn to other sources).
5. Staffing cost.
6. To ensure the attainment of library aims and objectives.

Activity 1.1. *Time Allowed:10mins*

Take at least 5mins to carefully go through this lecture again and neatly present in a tabular form, at least 5 distinguishing features between Collection Management and Collection Development

Activity 1.1. Feedback

The following should reflect on your table as presented;

S/N	Collection Development	Collection Management
1	This is the systematic management of the planning, composition, funding, evaluation and use of library collections	This is a more comprehensive term covering resource allocation, technical processing, preservation, storage, weeding, discarding of stock, the monitoring and encouragement of collection use.
2	It is a specific subset of the broader activity of collection management'	It involves managing the use of the collection, its storage, its organization and making it accessible to users.
3	Assesses the strength and weakness in a collection and then creating plans to correct the weakness and maintain the strength	Evaluates the information resources to know its strength and weakness.
4	Ensures that the core activities of the librarianship profession are carried out in the most impactful way	Ensures the information resources are preserved for continued access.
5	It is central to the professional practice of librarianship.	Conducts user studies.

Table 1.1 Showing the distinguishing features between Collection Development and Collection Management

Summary of Session 1

In this session, you have learned that;

1. Collection development is the process of building or improving a collection of library materials.

2. It is the process of meeting the information needs of the people in a timely and economical manner using information resources that are print and electronic, as well as produced locally and otherwise.

3. Collection development ensures that the core activities of the librarianship profession are carried out in the most impactful way. The core activities are; provision of information resources; organization of the resources; and providing access to the resources.

4. Collection management is a wider term used to represent collection development; it covers resource allocation, technical processing, preservation, storage, weeding and discarding of stock, and the monitoring and encouragement of collection use.

5. Effective collection management in collection development can help in; information explosion; increased cost of acquisition of information resources (cost of electronic databases for example); and low budgetary provision to the library.

Self-Assessment Questions (SAQs) for Session 1

Now that you have completed this study session, you can assess how well you have achieved its Learning Outcomes by answering these questions. You can check your answers with the Notes on the Self-Assessment Questions at the end of this courseware.

SAQ 1.1. (tests learning outcomes 1.1., 1.2, and 1.3.)

Based on your analysis of the argument raised in the in-text question between Michael and Felix, how can you distinguish between Collection Development and Collection Management.

SAQ 1.2. (tests learning outcome 1.4.)

As a librarian, in what ways will effective conduct of collection management help you in collection development?

References

Buck, Rebecca and Gilmore, Jean. A. 2007. *Collection Conundrums: solving collections management mysteries*. USA: AAM press.

Lumande and Ojedokun, O. 2005. Collection Mapping as an Evaluation Technique for Determining Curriculum and Collective Relationship: University of Botswana Experience. *African journal of library, Archival and information science 15.1: 25-34.*

Ochai, A. 2001. *Collection Development in Nigeria libraries: Problems and prospect. In: Libraries and Librarianship in Nigeria (Olanlokun, S.O and Salisu, T.M. eds*). Lagos: Ikofa Press. P 61.

Simmons, John. E. 2006. *Things Great and Small: Collection Management Policies*. USA: AAM press.*http://www.valenciacc.edu/curriculumcommittee*

Study Session Two: Elements of Collection Development

Expected duration: 1 week or 2 contact hours Introduction

Introduction

You are welcome back to study session two. I want to believe that the first study session in this course has enlightened you on what Collection development entails. This will assist your learning of this course in the subsequent lectures. As we consider the elements of Collection development in this lecture, let me remind you that it is not carried out in a vacuum; it is a systematic process. Thus, it involves six elements of cautious and well-spelled-out activities. These are; Community Analysis; Formulation of Collection Development Policy; Selection; Acquisition; Weeding; and Evaluation. The steps must be carefully and specifically carried out to ensure the success of collection development. In the course of this study session, these elements will be treated briefly and they will be discussed extensively as we proceed in the course.

Learning Outcomes for Study Session 2

At the end of this lecture, it is expected that you will be able to;

2.1. Define and use correctly keywords printed in **bold. (SAQ 2.1.)**

2.2**.** Identify and discuss the key elements of Collection Development; and **(SAQ 2.1.)**

Key words; **parent community, weeding, selection, clienteles and acquisition**

2.1. Elements of Collection Development

Collection development is made up of six successive and continuous elements or components, they are presented in Fig 2.1. below;

1.Community Analysis	1.Collection development policy	1.Selection
1.Acquisition	1.Weeding	1.Evaluation
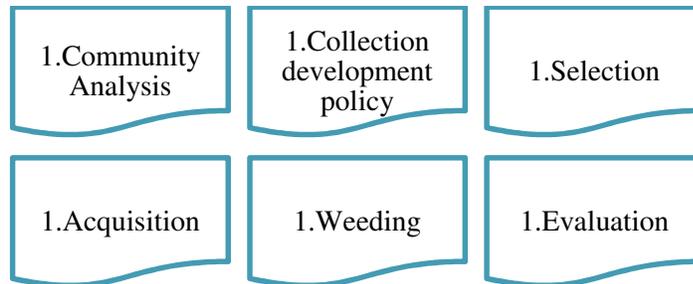
Fig 2.1. Elements of Collective Development

We will discuss them briefly in this study session and in detail in subsequent study sessions.

2.1.1. Community Analysis

This is the first phase of collection development process; it centers on identification of the community the library is meant to serve, this is also called the **parent community**, that is, the category of people that the library intends to serve. The community of the library determines the name of the library, for example, Special, Public, Academic, National etc. The community of people/users the library is established to serve is a crucial focus for the library; therefore, in-depth analysis of such community is required. These questions are asked: who are the users that this library will serve? What are their information needs? The community of each library differs; a school library community includes the students, teachers and other staff of the school, while the whole state member is for a public library. This implies that the size of the community is not static. The analysis of the community is done through survey, study, needs assessment, interviews, questionnaire administration etc. Community analysis is a continuous activity because an evaluation of the community must be conducted from time to time to move with the present realities.

2.1.2. Collection Development Policy

Once the users and their needs have been identified, a policy to effectively develop a balanced collection that will meet their information needs must be formulated. The policy provides guidance on the types of information resources that will be selected, including how, who and when to select. The policy also defines how information resources will be acquired, how

weeding should be conducted and how resources should be evaluated. The policy also covers preservation and conservation, gifts and exchange as well as resource sharing. Collection development policy can therefore be seen as a mission statement of how the collection of the library will be systematically developed and managed.

The policy must reflect the vision and mission of the parent institution, for example a special library that is attached to FRIN must formulate a policy that puts the mandate of the institute into consideration. This must reflect in the kind of materials to be acquired, how they will be acquired and the like. The policy is written by a committee, who will take cognizance of the first element. Collection development policy covers more than a selection policy.

In-text Question
- Following the mass failure recorded by students of Egbeda Local Government Area Ibadan in the last general examinations, the Local Government Chairman through the Supervisor of Education is planning on providing libraries for the students as a measure to improve their educational standard. To ensure that this aid is successfully deployed, suggest what you think ought to be done first.
  o To guide you in doing this, you can take a look at section 2.1.1. for the second time.

So far we have discussed two elements; community Analysis and Collection Development Policy. Let us examine the other elements.

2.1.3. Selection
This is the third element in the collection development process. Information resources are not only acquired in the library, they are carefully selected first by a committee or otherwise, based on some criteria and with the use of some tools. **Selection** is the act or process of choosing, deciding on or opting for an information resource or a set of information resources out of the myriads of resources available. The need to select arise because of the limited fund of the library, the need to save space in the library, need to acquire information materials that will adequately satisfy user's needs, the need to save cost and expenses and prevent duplication and wastage of library funds.

2.1.4. Acquisition

Acquisition can be defined as the physical ownership of materials that were selected. It is a process of adding information resources to the collection of the library by securing and procuring information resources either by possession (print resources) or grant of access (electronic resource). This is the sole responsibility of the acquisition librarians. Acquisition involves preparing of order list/form, picking of a vendor, sending of order list, receiving and checking of what was ordered, the recording of the receipt resources and payment.

Activity 2.1.

Using the community where you reside as the population for this activity, conduct a community analysis for setting up a library there.

Activity 2.1. Feedback

The following should be reported from your findings.

1. Who are the users that this library will serve?
2. What are their information needs?
3. The community of each library differs; a school library community includes the students, teachers and other staff of the school, while the whole state member is for a public library.

Another element we are considering here is weeding.

2.1.5. Weeding

Another element in Collection development which is relevant is **Weeding**. This is the activity of examining items in the library and determining their current value to a library's collection. As time goes by, library resources outlive their use, thus, weeding ensures that irrelevant and unfit resources are removed either temporarily or permanently. Information materials are weeded because of their physical condition, age and frequency of use, need to create space and to rid of duplicate copies. Weeded materials may be sold, recycled, donated to other libraries in need, stored offsite, digitized, deleted, or even thrown away. Some people describe weeding as de-selection or selection in reverse.

2.1.6. Evaluation

This is the systematic assessment of the quality of a library's collection against a standard, to determine the extent to which these materials meet the mission and objectives of the library and the information needs of the **clienteles**. Evaluation helps the library to know the areas of strength and weakness of its collection, therefore, the library will stand the chance to improve on the strength and correct its weakness.

Another point you need to consider here is that these elements operates in a cycle as represented in Fig 2.2. especially in setting up a new library and in maintaining a functional one, you need to conduct a community analysis; formulate a collection development policy; do your selection; acquire; weed; and evaluate to determine strengths and weaknesses to improve one.
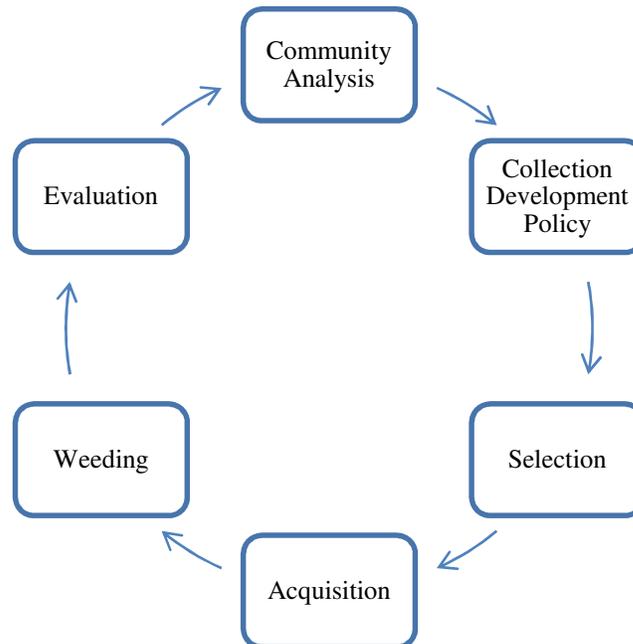
Fig 2.2. Collection Development Cycle

Box 2.1. The Elements of Collection Development

As a form of recap, the elements of collection development are;

Community Analysis; it centers on identification of the community the library is meant to serve.

Collection Development Policy; the policy provides guidance on the types of information resources that will be selected, including how, who and when to select.

Selection; is the act or process of choosing, deciding on or opting for an information resource or a set of information resources out of the myriads of resources available.

Acquisition; can be defined as the physical ownership of materials that were selected.

Weeding; this is the activity of examining items in the library and determining their current value to a library's collection.

Evaluation; is the systematic assessment of the quality of a library's collection against a standard, to determine the extent to which these materials meet the mission and objectives of the library and the information needs of the clienteles.

Summary of Session 2

In this session, you have learned that;

1. Collection development is the process of building or improving a collection of library materials.
2. Collection development involves six basic elements; they are community analysis, formulation of collection development policy, selection, acquisition, weeding and evaluation.
3. Community Analysis centers on identification of the community the library is meant to serve.
4. Collection Development Policy provides guidance on the types of information resources that will be selected, including how, who and when to select.
5. Selection is the act or process of choosing, deciding on or opting for an information resource or a set of information resources out of the myriads of resources available.
6. Acquisition can be defined as the physical ownership of materials that were selected.

7. Weeding is the activity of examining items in the library and determining their current value to a library's collection.

8. Evaluation is the systematic assessment of the quality of a library's collection against a standard, to determine the extent to which these materials meet the mission and objectives of the library and the information needs of the clienteles.

Self-Assessment Questions (SAQs) for Session 2

Now that you have completed this study session, you can assess how well you have achieved its Learning Outcomes by answering these questions. You can check your answers with the Notes on the Self-Assessment Questions at the end of this courseware.

SAQ 2.1. (tests learning outcomes 2.1. and 2.2.)

Using the words in italics, identify the elements available in the Collection Development Cycle presented earlier in Fig 2.2. using the case study below.

Case Study 2.1.

Happy Foundation, an International NGO advocating Education for All as part of their intervention programmes constructed a 100 seater Library for Agbowo Community. In doing this, they sent out a team of researchers to *gather data identifying the community the library would serve*. After this, *a policy was formulated* to guide on the types of information resources that will be selected, including how, who and when to select. This policy was used in *choosing and deciding* for an information resource or a set of information resources out of the myriads of resources available that best suits the community. This however gave them a clear idea of what was needed and orders were placed to *claim the physical ownership of materials that were selected*. After few years, the librarian managing the library sent a request to the organization for *replacement of some items after examining items in the library* and determining their current value to a library's collection. As part of activities to also improve the functionality of the Library, *a systematic assessment of the quality of the library's collection* was done against a standard to determine the extent to which these materials have been meeting the mission and objectives of the library and the information needs of the clienteles.

References

Buck, Rebecca and Gilmore, Jean.A. 2007. *Collection Conundrums: solving collections management mysteries*. USA: AAM press.

Lumande and Ojedokun, O. 2005. Collection Mapping as an Evaluation Technique for Determining Curriculum and Collective Relationship: University of Botswana Experience. *African journal of library, Archival and information science 15.1: 25-34.*

Ochai, A. 2001. *Collection Development in Nigeria libraries: Problems and prospect. In: Libraries and Librarianship in Nigeria (Olanlokun, S.O and Salisu, T.M. eds*). Lagos: Ikofa Press. P 61.

Simmons, John. E. 2006. *Things Great and Small: Collection Management Policies*. USA: AAM press.

http://www.valenciacc.edu/curriculumcommittee.

Study Session Three: Community Analysis; Types of Information to be Collected in Collection Development

Expected duration: 1 week or 2 contact hours Introduction

Introduction

This is LSE 304 study session three. If you flash back at Fig 2.1, you will remember that certain elements of collection development were highlighted and discussed briefly in study session 2. The next phase of our study sessions in this course will be focused on giving a detailed discussion on the relevance of these elements in Collection development. Recall that Library community comprises the people that a library is established to serve; it is otherwise known as patron community or library target population. The community of the library is a crucial area of focus for any library if it will fulfill its goals and objectives. The type of library community determines the name the library shall be called and the various information resources it will house. Hence, our discussion here will be geared towards Community Analysis in Collection Development.

Learning Outcomes for Study Session 3

At the end of this lecture, it is expected that you will be able to;

3.1. Define and use correctly keyword printed in **bold. (SAQ 3.1.)**

3.2. State the needed data in community analysis; **(SAQ 3.2.)**

3.3. Identify those involved in community analysis; and **(SAQ 3.3.)**

3.4. Explain the term "balanced collection". **(SAQ 3.1.)**

Key word; **balanced collection.**

3.1. Types of Data Collected and Persons Involved in Community Analysis

3.1.1. Types of Data Collected in Community Analysis

To get the needed information about those within the community that the library would serve or an update on the community it is already serving, different types of data need to be collected as presented in Fig 3.1.

Demographic data

Geographic and Transportation data

Historical data

Economic data

Legal data

Political data
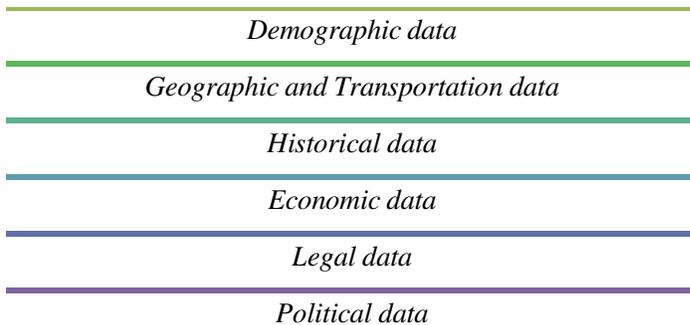
Fig 3.1. Types of Data Collected in Community Analysis

At this point, let us discussed each of these data collected as presented in Fig 3.1.

1. Demographic data

This includes getting information about the gender, age, educational background, language, ethnic representation, health status, occupation and religion of the people. These data all have influence on what will be included in the CD policy that specifies how the community's information needs will be met. For example, if the community includes a lot of young individuals, the information resources that will be developed will be those that meet the needs of the young ones.

2. Geographic and Transportation data

This includes determining the location and size of the community; it will help to envisage or to expand the location that would be suitable and accessible to the members of the community, especially if migration is expected or an influx of people is expected. This will also help to determine if more than one center for the library will be needed.

3. Historical data

This provides information on how the community came to be, what the community looks like and what the community is likely to be in the future. This will help to ensure that proper planning is in place to systematically build information resources that will grow with the community. For example, if a school started out with a primary school, the library builds a collection that supports the teaching and learning of the primary school students. But if a secondary section may be added in future, this means the library should expand to take care of the prospective secondary school students.

4. Economic data

This is a very important data. It provides information on the source of funding for the library because without the needed funds, the library cannot function. This is different from the types of library.

5. Legal data

This ensures that the library does not violate the law in the community, with regards to the resources and services. The specified areas of collection development must be specified and the types of resources allowed should be defined. So, that pirated materials are not brought into the library. This information also helps to know who holds authority in the community, to know where to go in times of need.

6. Political data

Here, answers to the following questions will provide the types of information needed. *Pause for a moment to consider these questions;*

      a. Is the library a political issue?

      b. Are there differences in the attitudes of political parties towards library and information services?

      c. What is the distribution of party affiliation in the community?

      d. Which individuals influence final decisions?

      e. What politics surrounds the allocation of collection development fund?

- Fola was fortunate to witness a scene of a group of researchers conducting Community Analysis. When the community members asked the researchers for the purpose of their visit, they were made to know that they needed to get information to support the provision a standard Library for them in the community. Fola still couldn't believe why these people needed to go through these rigorous processes in setting up a Library. How do you intend to clarify this to him?

o A quick review of items presented in section 3.1.1 will help you shed more light on this to Fola.

One question to note at this point is having gone through the process of data collection` who are those that will conduct the community analysis? To answer this, follow along as we go through this section.

3.1.2. Who will Conduct the Community Analysis?

Once the types of data to be collected have been defined, the library will determine who will carry out the community analysis. This can be conducted by:

1. *Outside consultants:* These are professionals who are skilled in the art of research methodology. They have no vested interest; therefore, they provide objectivity in the community analysis. The use of outside consultants will allow the library staff to devote their time to the routines in the library. However, it should be noted that the use of outside consultants can be very costly.

2. *Volunteers from the community***:** The use of volunteers has some advantages as it may cost nothing or very little if the library decides to give stipends to those who volunteered their time. However, volunteers can present biased interpretation of what the community needs are; they may not be skilled in conducting research. So, it is very important to properly screen the volunteers to choose those with the requisite skills and willingness to devote their time out of love and not greed.

3. *Library staff:* The use of library staff is less expensive than hiring outside consultants. The disadvantages are that many library staff are inexperienced in research methods and do not have the time to conduct a community analysis in addition to their routines in the

library. If it becomes necessary to employ the use of in-house personnel in the analysis, it is essential to offer adequate compensation in terms of reducing the staff member's other work responsibilities.

It is advisable to weigh the pros and cons for each and decide what will be the most effective approach for the library. Budget is often the major factor which restricts choices.

Box 3.1.1. Persons involved in the conduct of Community Analysis

Community analysis can be conducted by;

1. Outside consultants

2. Volunteers from the community and;

3. Library staff

3.2. Balanced Collection

The whole essence of community analysis is to ensure that the collection of the library is balanced. A **balanced collection** is one which adequately caters for all the categories of users in the community of the library, in relation to their number and proportion. If the collection of the library is not balanced, it means that some category of users will be taken care of at the expense of another. This category of users is discouraged from using the library because the library has neglected it in terms of provision or does not adequately consider it. The library must therefore, be careful and diligently undertake community analysis to ensure that all the needs of each category of users in the community are considered and included in the collection development policy, selection and acquisition process.

Summary of Session 3

In this session, you have learned that;

1. In the process of analyzing the community, many types of data are required from the community, this includes: demographic, geographical, legal, transportation, historical, legal and political data etc.

2. Many individuals are employed in the process of collecting these data such as; outside consultants, volunteers from the community; and library staff. It must be noted that all these are targeted at a single point, which is, ensuring that the collection that the library has built or is building is balanced**.**

Self-Assessment Questions (SAQs) for Session 3

Now that you have completed this study session, you can assess how well you have achieved its Learning Outcomes by answering these questions. You can check your answers with the Notes on the Self-Assessment Questions at the end of this courseware.

SAQ 3.1. (tests learning outcomes 3.1. and 3.4.)

Patrick, a user of a state Library has decided to vent his anger to the Librarian, expressing his dissatisfaction over his inability to get needed materials for his Educational courses, whereas his friends studying Law are always having different texts to consult when studying. With respect to what you have learnt, what do you think the Librarian can do?

SAQ 3.2. (tests learning outcome 3.2.)

To produce an effective and efficient Community Analysis, identify the data needed to do this.

SAQ 3.3. (tests learning outcome 3.3.)

In conducting a Community Analysis, who are the set of people that can be consulted so as get a good result?

References

Aina, L.O. 2004. Library and Information Science Text for Africa. Ibadan: Third World Information Services Limited.

Rowley, J.E. and Farrow, J. 2000. Organizing Knowledge: An Introduction to managing Access to Information. 3rd edition. London: Gower, 404p.

Study Session Four: Community Analysis II; Sources and Methods of Community Information

Expected duration: 1 week or 2 contact hours Introduction

Introduction

In this lecture, we shall continue from where we stopped in the last lecture. Recall that the last lecture discussed the needed data and the individuals that can assist in Community Analysis. This lecture is however following the same trend as it considers Sources and Methods of Community Information. At this point, let me remind you that libraries generate their information from several sources; these include the key informant, community forum, examining the unique features of the community to determine their needs and the survey method. Information can also be gotten via face-to-face encounters, interviews, observations, online resources and using questionnaires. The different sources and methods will form the anchor of this lecture as I have mentioned earlier.

Learning Outcomes for Study Session 4

At the end of this lecture, it is expected that you will be able to;

4.1. Identify sources of data about the community; and **(SAQ 4.1.)**

4.2. Describe the methods used in collecting data **(SAQ 4.2.)**

To start with, let us examine the sources of community information in Community Analysis

4.1. Sources and Methods of Community Information

4.1.1. Sources of Community Information

In Community Analysis, information can be generated through the following sources available in Fig 4.1

Key Informants { •Gate keepers, Educators, Managers, Directors, Clergy etc.

Community Forums { •Town hall meeting
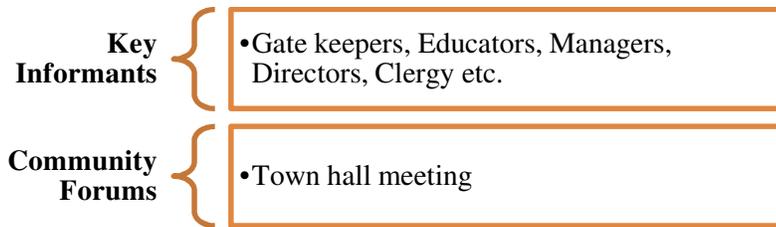
Fig 4.1. Sources of Community Information used in Community Analysis

Let us discuss these sources one after the other

1. Key Informants

They are known as gatekeepers, people who hold responsible social positions, such as educators, public officials, managers, directors, clergy, leaders of social associations etc. These people are opinion shapers who are very knowledgeable when it comes to the needs of the community. By interviewing key informants, the library can get a better understanding of their impressions of the needs of the community. Information can be retrieved from them mainly through interviews and with the use of an interview schedule (prepared list of questions). Obtaining information through this method has its advantages and disadvantages.

Some of the Advantages and disadvantages are stated below;

Advantages

a. It provides information directly from knowledgeable people.

b. It is easy to prepare and implement.

c. It is inexpensive and simple to conduct.

d. It provides flexibility to explore new ideas and issues not anticipated previously.

e. It helps in sensitizing community leaders about the library problems.

Disadvantages

a. One informant cannot be said to be really representative of the community.

b. One informant cannot be aware of the needs of various segments of the community.

c. Information is likely to be biased.

d. Information obtained is always subjective.

e. Information may be difficult to organize and quantify.

f. It takes time to select good informants and build trust with them.

g. The relationship with the informant may influence the information provided.

h. It must be used with other methods of data collection

2. Community Forum

This is a town hall meeting in which members of the community are invited to participate in a meeting and to express their opinions about the type of library services they want or how the service can be improved. To be successful in using this method, permission must be granted from the authorities and a lot of publicity must be done through the mass media such as newspapers, radio, television and the electronic media like the social networking sites like Facebook, twitter and the like. The meeting should be well coordinated and timed. The attendance at the meeting will justify if more meetings should be held.

The advantages and disadvantages of these sources are also presented below;

Advantages

a. Those who are interested in the library will come.

b. It is not a selective approach like the key informant method.

c. It is relatively easy to arrange.

d. It guarantees interaction.

Disadvantages

a. Some sections of the community (usually non-library users) may not attend the meeting.

b. Data collected may be mainly impressionistic and therefore subjective.

c. Data collected will be difficult to analyze.

d. Some people may dominate the discussion if not well coordinated.

e. Some people may not want to express their views in public.

f. Some people may not have the opportunity to contribute due to time constraints.

In-text Question

- An International Organisation is planning on constructing a Library for Kubwa Community. In determining the sources to be used in getting community Information that will guide them in setting up the Library, identify the sources through which they can get a reliable source of information needed about the community needs?

o   There are 2 sources of community information. You can see section 4.1.1 for details.

As we proceed in the lecture, let us examine the methods of getting community information when conducting Community Analysis

4.1.2. Methods of Getting Community Information

When conducting Community Analysis, the methods presented in Fig 4.2. can help you on how to navigate through the activity.
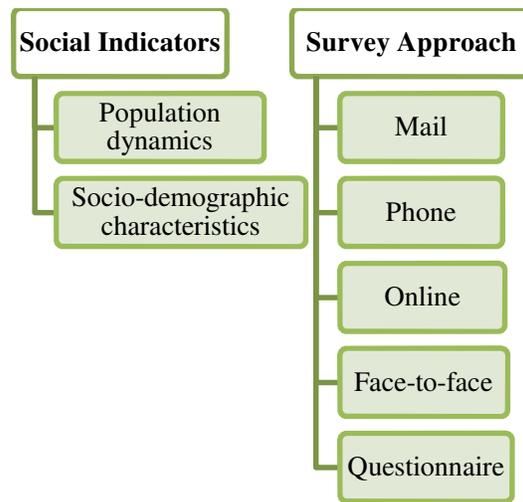
Fig 4.2. Methods of getting Community Information in Community Analysis

Let us take time to analyse the methods presented in Fig 4.2

1. *Social Indicators*

This approach involves using certain characteristics of a community to determine the needs of specific members of the community. Examples of social indicators are population dynamics like distribution, density, mobility and migration. Others are socio-demographic characteristics such as age, sex, income, ethnicity, education etc. Health records and geographic features are also examples. These social indicators can be obtained by searching existing sources such as public records/reports, for example, census. Social, cultural and recreational organizations as well as libraries and media houses are also good sources of information.

2. *Survey Approach*

Survey is the process of collecting data from a sample or the entire population of people living in a community. Surveys are conducted using questionnaires, telephone methods, and person-to-person interview or through the mailing of the questionnaire either through post office or through e-mail as presented in Fig 4.2. Opinion polls can also be conducted via the website of the library. The following are the advantages and disadvantages of survey methods as presented on table 4.1.

Table 4.1. Advantages and Disadvantages of Survey Approaches in getting Community Information

1.	Mail	
	Advantages	*Disadvantages*
	It is easy and cost efficient.	Response rate is usually low.
	Respondents may be willing to share information, as no interviewer is present.	It is inappropriate for low literacy audiences.
		Respondents cannot be probed.
2.	**Phone**	
	It enjoys large scale accessibility in many countries	There is a lack of visual materials.
	It facilitates rapid and immediate data collection.	Call screening is common.
	Also, it facilitates anonymity	Limited questions can be asked because of time and finance.
	It is flexible	It encourages wariness/suspicion
		There may be inattentiveness on the part of the audience.
3.	**Online**	
	The cost is low.	Sampling is limited and respondents are not readily available.
	There is real time access.	There are usually possible technical disruptions.
	Less time is needed.	
	There is convenience for respondents.	

	Information may be shared easily.	
4.	**Face to Face**	
	There is a good response rate.	It is expensive.
	Longer interviews are likely to be tolerated.	It is time-consuming.
	Respondents' attitude can be observed.	It may produce a non-representative sample.

Box 4.1. Methods of getting Community Information

- This approach involves using certain characteristics of a community to determine the needs of specific members of the community.

- Survey is the process of collecting data from a sample or the entire population of people living in a community. Surveys are conducted using questionnaires, telephone methods, and person-to-person interview or through the mailing of the questionnaire either through post office or through e-mail

---

Another approach that we have under the survey is discussed below.

- *Questionnaire*

This is another method of getting Community Information in a Survey. This includes structured or unstructured questions for community people to answer in relation to their information needs. The copies of the questionnaires are administered to be filled individually by people in the community, as such, there is secrecy in the responses given. The questionnaire method gives the individual respondent time to think, and they are also provided with options they can choose from. This method is fast and most suitable for a large population. It is however disadvantageous because it is difficult to retrieve all the copies of questionnaires administered and respondents may not be sincere enough in the answers.

Once the required information has been gotten from any of the methods mentioned above, analysis would take place and the results would be interpreted. The results will help to reflect whether the current goals of the library are really in line with what was stated in its policy. All this will appear in the report that will be prepared. The report should include the following. *You can pause to consider these things*

    a. Objectives of the community survey

    b. Methodology used to collect the data

c. List of challenges and constraints identified by the respondents, and

d. List of realistic, feasible and economical recommendations.

Copies of the report will be made available to the various units of the library for implementation and action. The study can also be published in both local and international journals so that other libraries in similar circumstances can benefit from it.

Activity 4.1.

Take a good look at your community and identify certain individuals that can serve as key informants in providing your community information.

Activity 4.1. Feedback

These can be the community heads, elites, community chiefs, political figures etc. *You can add yours as it pertains to your community.*

Summary of Session 4

In this session, you have learned that;

1. Information about a community can be gotten via sources like key informants and community forum.

2. To be successful in using this method, permission must be granted from the authorities and a lot of publicity must be done through the mass media such as newspapers, radio, television and the electronic media like the social networking sites like Facebook, twitter and the like.

3. The two major approaches for getting community Information are through social indicators or survey approach via methods like face-to-face encounter, interview, questionnaire etc.

4. In using questionnaire, the copies of the questionnaires are administered to be filled individually by people in the community, as such, there is secrecy in the responses given.

5. A thorough analysis is carried out after community information has been gathered to aid the process of collection development.

Self-Assessment Questions (SAQs) for Session 4

Now that you have completed this study session, you can assess how well you have achieved its Learning Outcomes by answering these questions. You can check your answers with the Notes on the Self-Assessment Questions at the end of this courseware.

SAQ 4.1. (tests learning outcome 4.1.)

Flash black at case study 2.2., you will recall that Happy Foundation, an International NGO advocating Education collected some data to ascertain the Community needs of Agbowo Community. Using the knowledge gained here, outline some of the sources that assisted them in getting information useful in implementing their project.

SAQ 4.2. (tests learning outcome 4.2.)

With reference to the same case study 2.2, state some of the methods that can be responsible for the successful gathering of their community information.

References

Aina, L.O. 2004. Library and Information Science Text for Africa. Ibadan: Third World Information Services Limited.

Rowley, J.E. and Farrow, J. 2000. Organizing Knowledge: An Introduction to managing Access to Information. 3rd edition. London: Gower, 404p.

Study Session Five: Collection Development Policies

Expected duration: 1 week or 2 contact hours Introduction

Introduction

At this point, I want to believe that you have been exposed to all the elements of Collection Development. Our last two study sessions dealt extensively on Community Analysis. This session will therefore address development of policies in collection development. Collection development policy is a written document that sets out the guidelines for systematically building up a library's book-stock (Ifidon, 2006). Collection development policy explains how the elements of collection development, that is, community analysis, selection, acquisition, weeding and evaluation are to be carried out, who will carry them out and the library budget allocation for each. As usual I enjoin you to pay careful attention to the discussions in this session.

Learning Outcomes for Study Session 5

At the end of this lecture, it is expected that you will be able to;

    1.1. Define and use correctly keyword printed in **bold. (SAQ 5.1.)**

    1.2. State the advantages of written collection development policy and; **(SAQ 5.2.)**

    1.3. Explain the necessary contents of the collection development policy. **(SAQ 5.3.)**

Key word; **collection development policy.**

5.1. Meaning, Importance, and Contents of Collection Development Policies

5.1.1. Meaning of Collection Development Policies

Collection development policy can be defined as a written statement or document representing the plan of action and information that is used to guide the thinking and decision-making of the staff in collection development. The policy gives a set of directions for the orderly selection, acquisition and management of information resources. Some libraries however do have a written

library policy. Tucker and Torrence (2004) see the policy as part of a collection development process.

Having learnt what collection development policy is, let us consider the benefits here

5.1.2. Importance and Benefits of Written Collection Development Policies
Written Collection Development Policies can be useful in the following ways;
1. These policies help to guard against spontaneous/ad-hoc actions in decision-making, especially in selection, acquisition, weeding and evaluation.
2. They assist in building a balanced collection.
3. They also help to achieve consistency in the collection.
4. Confusion is avoided in the minds of selectors and patrons as to what the collection is and is not.
5. The policies help to introduce change in case there is a need for it, everybody will see it written in the policy that at this point this is the rate of, for instance, print versus electronic resources to acquire.
6. They serve as a communication tool between the librarians and the users in case of queries; these queries can then be referred to the policy.
7. They serve as a training manual for new staff members.
8. They present the scope of the library's collection.
9. They help to justify budgets.

5.1.2. Contents of a Policy
A typical policy should include the following as presented in Fig 5.1.
1. Introduction
2. Overview
3. Detailed Description
4. Miscellaneous

INTRODUCTION

OVERVIEW **CD POLICY** DETAILED DESCRIPTION **SUBJECT AREA**

DESCRIPTION OF COMMUNITY

FORMAT

IDENTIFICATION OF USERS

USERS (SPECIFIC)

SUBJECT FIELD TO BE COVERED

HOW AND WHO WILL SELECT

MISCELLANEOUS ITEMS

TYPES OF PROGRAMS GIFTS WEEDING REPLACEMENT EVALUATION COST Ownershi
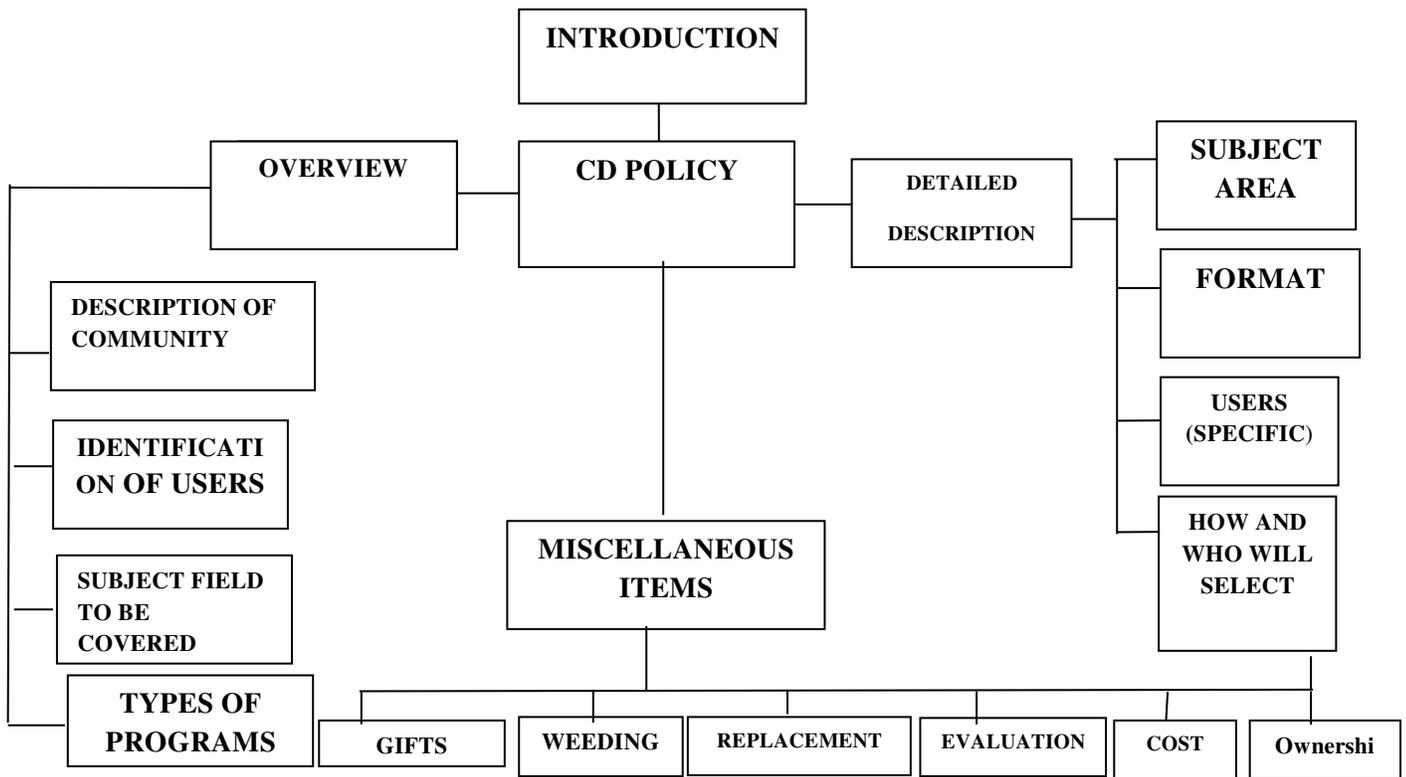
Fig 5.1. Contents of a Policy

We will use fig 5.1. to discuss the contents of a policy

1. **Introduction**: This presents the purpose of the collection development policy in the light of the goals and objectives of the organization.

2. **Overview:** It describes the community briefly, it specifically identifies the users; it makes general statement on the subject fields the collection would cover, and presents the programs that will be supported by the information resources.

3. **Detailed Description**: this will provide detailed information on:

   • **Subject Areas:** This will be determined by the type of library. A special library will define its subjects in line with the mandates of the organization it serves, while the university library will have a wide subject area to take care of all the disciplines being offered in the university.

   • **Formats:** The policy will specify the format of information resources that the library utilizes. Formats could be books, microforms, audio-visual resources, graphic

materials, electronic resources etc. Criteria for selecting each format should be clearly itemized in the policy.

- **Patrons:** Users of the library will also be specified by the policy. Users also vary according to the type of library. Users in the library could be adults, students, children, lecturers, researchers, undergraduates, postgraduates, handicapped, inmates etc.

- Selection details also will be defined by the policy as regards who shall select? Will the patrons be allowed? Or the librarians (subject or service) alone or in collaboration with a few staff members will do the selection. How they shall be selected will also be explained, maybe independently, at the committee level, or through the vendors, etc.

The last content of a policy is

4. **Miscellaneous Issues**: the policy must also make pronouncement on issues such as gifts (will the library accept gifts?), what should be done with weeded materials; once a material is lost, will it be replaced? How many duplicates of a material should be purchased? How will evaluation be done? What is the range of money that should be expended on print and electronic resources? Will the library physically own all resources or it provides access? The policy should also give information on when and how it shall be reviewed and updated.

Box 5.1. Contents of a Policy

1. Introduction: this presents the purpose of the collection development policy in the light of the goals and objectives of the organization.

2. Overview: it describes the community briefly; it specifically identifies the users; it makes general statement on the subject fields the collection would cover and present programs.

3. Detailed description provides information on subject areas; formats; patron; and selection details.

4. Miscellaneous Issues: the policy must also make pronouncement on issues such as gifts (will the library accept gifts?), what should be done with weeded materials etc.

Summary of Session 5

In this session, you have learned that;

1. Collection development policies are necessary working tools in the development of library collections as they help in the development of a balanced stock.

2. The policy guides in the whole process of collection development. It involves all areas and necessary requirements for all activities.

3. By clarifying procedures, the policy helps to reduce miscommunication, misunderstanding, stress, and the time spent in handling complaints and training.

4. The contents of a policy are; introduction; overview, detailed description; and miscellaneous.

Self-Assessment Questions (SAQs) for Session 5

Now that you have completed this study session, you can assess how well you have achieved its Learning Outcomes by answering these questions. You can check your answers with the Notes on the Self-Assessment Questions at the end of this courseware.

SAQ 5.1. (tests learning outcome 5.1.)

Based on what you have learnt in this lecture, what do you understand by collection development policy?

SAQ 5.2. (tests learning outcome 5.2.)

Identify at least 4 ways by which collection development policies can benefit collection development.

SAQ 5.3. (tests learning outcome 5.3.)

Using Fig 5.1, describe the content of Collection development policy.

References

Adekanmbi, A.R. 2007. Availability and Use of Collection Development Policies in Colleges of Education Libraries, Botswana. *African Journal of Library, Archival and Information Science 17.1: 45-52*

Olanlokun, S.O and Adekanye, E.A. 2005. Collection Development in an Unstable Economy: A Case Study of University of Lagos Library. *African Journal of Library, Archival and Information Science 15.2: 141-148*

Study Session Six: Selection in Collection Development

Expected duration: 1 week or 2 contact hours Introduction

Introduction

This is study session 6 of the course LSE 304. Remember that we are still examining the elements in Collection development. Another vital element that we need to consider for an effective collective development in Libraries is Selection. It is choosing from a number of things, which will adequately satisfy the data gathered from the community analysis. In a library, the mirage of information resources on a particular subject and field, the resources (fund) of the library and the need to get information materials that will adequately satisfy users all need necessitated selection. Selection of materials is done using several tools and criteria. Hence, this lecture has been tailored to examine these tools and criteria for selection.

Learning Outcomes for Study Session 6

At the end of this lecture, it is expected that you will be able to;

6.1. Define and use correctly keyword printed in **bold. (SAQ 6.1.)**

6.2. State at least 4 reasons why selection is necessary; **(SAQ 6.2.)**

6.3. Enumerate the tools/aids used in selection; and **(SAQ 6.3.)**

6.4. Highlight the various criteria considered in the selection of information materials. **(SAQ 6.4.)**

Key word; **selection**

6.1. Meaning, Team, Importance, and Principles of Selection

6.1.1. Meaning of Selection

Selection is the act or process of choosing, deciding on or opting for certain information resources in preference to others. It is a decision-making process that is undertaken very carefully by those or the person saddled with the responsibility. Selection involves identifying

and understanding clearly the information needs of the users; this of course would have been done by the community analysis process and after that the onus rests with the librarian or librarians to choose information resources that would meet the information needs of the users.

Having discussed what selection entails, let us have a quick review of selection team/committee

6.1.2. Selection Team/Committee
Different categories of persons may be considered for selecting information resources. These are:

1. Librarians
2. Subject specialists/teachers
3. Booksellers/vendors
4. Authorities (members of library committee)
5. Others (users, students etc.)

6.1.3. Importance of Selection
Selection is very important because it ensures that:

1. Relevant information resources are added to the library's collection to uphold the laws of librarianship.
2. Scarce library funds are used judiciously.
3. Users' inputs are allowed.
4. The library works within the confines of the policy.
5. Without selection routines like cataloguing, classification will not be done, and there would be no resources to circulate or used as reference resources.

In-text Question

- As part of activities to enhance the Library Collection development, Mr. Bakkey, the Librarian of a state Library has passed a memo to other principal staff in the library about a selection activity that will hold soonest. In preparation for the selection activity, he has prepared a community analysis report and other supporting documents for that activity. Considering the formalities attached to this activity, of what relevance do you think selection is?

o You will remember that without selection routines like cataloguing, classification will not be done, and there would be no resources to circulate or used as reference resources. You can revisit section 6.1.3. to learn more on the relevance of selection.

You need to understand that selection is not done anyhow, there are some principles that must be adhered to in doing this. Let us consider these principles

6.1.4. Principles of Selection

The principles of selection are;

1. The community information needs must be well-identified.
2. The resources to be selected are not just for immediate purposes, but for prospective users also.
3. Adequate attention must be paid to the quality of resources to be selected.
4. Personal bias should be relegated and information needs of users should be elevated.
5. Thorough knowledge of the publishing industry (print and electronic) should be available.
6. Thorough knowledge of the existing collection in the library should be made available.
7. Librarians should be knowledgeable about the use of ICT devices for selection.
8. Selection should be continuous.

As we proceed in this lecture, you also need to know that we have many approaches in selecting information resources in the library. Some of these approaches will be discussed in this section.

6.2. Approaches, Criteria, and Tools in Selecting Information Resources

6.2.1. Approaches in Selecting Information Resources

Box 6.1. Approaches in Selecting Information Resources

Some of the approaches in selecting information resource as will be discussed shortly are;

1. Vendors

2. Group selection

3. One- person selection

4. Ad-hoc selection

Let us consider them one after the other. We have;

1. **Vendors:** These are companies or private individuals who supply books to libraries on order.

The Advantages of using vendors are;

   a. There is a possibility of negotiating sales discounts on purchases.
   b. Library has one contact person.
   c. Vendors act as intermediaries between the library and the publisher.
   d. There are new title announcements in a variety of formats.
   e. There are also approval schemes where you arrange for automatic supply of all publications in predetermined areas.
   f. Profiling services where you ask a vendor to provide information regarding publications in predetermined areas are permissible.
   g. There is an access to vendor databases for selection.
   h. Table of contents information is available.
   i. In cases of electronic journals, there is an access to electronic format via aggregating services.

On the other hand, the Disadvantages of using a vendor are;

   a. Vendors can convince libraries to select books that they do not need.
   b. They can constitute a nuisance through their constant visit to the library.

2. **Group selection**: This is the process of selecting information resources as a team or using a committee.
3. **One-person selection**: This method involves only the librarian carrying out the selection. Even though this is not common practice, neither is it ideal either. But it is an approach that a small library can utilize.
4. **Ad-hoc selection**: Selection can be done in an impromptu manner. Librarians can select when they visit bookshops, exhibitions, book launchings, publishing houses, or while surfing the internet. Even though this approach could be convenient, it is not advisable as the library can be exposed to frivolous spending.

- In carrying out the selection activity planned by Mr Bakkey in the in-text question provided earlier, what are some of the principles that will guide the team in doing this?
  - o The team must strictly adhere to the principles provided in section 6.1.4. starting from the identification of community information needs.

So, what do you think are the criteria involved in selection of information resources? The answer to this will be provided shortly.

6.2.2. Criteria for the Selection of Information Resources

Information resources have different features; as such the criteria that will be used to select them must be different. The criteria for books, CD-ROM, websites and electronic resources will be outlined.

1. For Book Selection

You need to take note of the following;

a. Purpose: why the book was written

b. Authority: who wrote the book? Is he intellectually qualified?

c. Reputation of the publisher

d. Language of writing

e. Scope: subject coverage

f. Date of publication

g. Format: logical arrangement of points, hard or soft cover, readability of printed words etc.

h. Audience: targeted audience, old, young, educated etc.

i. Accuracy of facts and information presented

j. Cost

k. Special features: illustration, index, bibliography etc.

2. For CD-ROM selection

You must consider the following;

a. Accuracy and reliability of information

b. Ease of searching, including clear and easy-to-read screens

c. Database content and coverage

d. Currency and frequency of updates

e. Useful life

f. Technical quality including users' manual

g. System requirements

h. Presentation of information and accompanying graphics

Activity 6.1.

Select at least 2 Biology textbooks for students preparing for WASSCE, putting into consideration their learning needs.

Activity 6.1. Feedback

In making this selection, you need to consider some of the following; Purpose, Authority, Reputation of the publisher, Language of writing, Scope, Audience, Accuracy of facts and information presented, Cost, and Special features: illustration, index, bibliography etc.

As we continue our discussion on selection criteria, let us examine more;

3. For Websites Selection

You must look out for the following before selection;

   a. Authority: who manages the website? Can their contact address be found?

   b. Purpose: some websites are meant to inform, persuade, state an opinion, entertain etc.

   c. Accuracy

   d. Accessibility: some websites cannot be accessed without passwords etc.

   e. Arrangement of web content

   f. Archiving: are published materials archived? Or are deleted after some time?

   g. Readability of information

   h. Quality of links to other sites

   i. Accessibility via search engines

   j. Uniqueness of information

4. Electronic Resources Selection

For electronic resource selection, you must consider;

   a. Content: coverage, scope, currency, links and uniqueness

b. Cost: subscription, maintenance and technical cost

c. Users' support and ease of access

d. Archiving: accessibility of old volumes

e. Availability in a multiplicity of formats: pdf, html etc.

Before we end this study session, let us discuss selection tools and aid.

6.2.3. Selection Tools/Aids

Selection aids are tools used to select library resources. They give information on materials available to select from. Selection tools existed in printed form but the advent of the internet has made it possible for numerous selection aids to be available online. Examples include:

1. **Bibliographies:** these are lists of publications. Examples include national bibliographies, trade bibliographies, subject bibliographies, reading lists and bibliographies in books.

2. **Publishers' catalogue**: list of publications published by a publishing house. This list is sent to libraries that are on the mailing list of the publishers. This can also be sent electronically through email attachments. Most publishers' catalogues now exist online like Amazon.com, Routledge, Springer, Wiley etc. These catalogues can also be accessed on their websites. Even some even include reviews and price.

3. **Book Reviews**. These provide an evaluative assessment of the book through proper critic. The review brings out the benefit and scope of the book, with this information a decision can be made. Reviews are published in newspapers. They now exist online, examples include; Booklist (www.ala.org/booklist), Bookwire (www.bookwire.com) and Foreign book reviews (www.schoenhofs.com/app/publications).

4. **Indexes and Abstracts**: these are important tools used in selection. Indexes in this sense refer to compilation of information resources in a particular subject or field of knowledge. Abstracts add value to the indexes as the articles in the information sources are abstracted. The skeletal representation of the important content will be provided and reference given in case the full article may be consulted. Indexes also exist online; an example is Science Citation Index.

5. **Other library catalogues**: the areas of subject strength of other libraries can be accessed to select the deficient materials. The catalogues can also be accessed online. For example; Library Catalogues Worldwide (www.libdex.com), Library of Congress (www.loc.gov) and Hollis (Harvard University) www.lib.harvard.edu. Others includes:

6. Bookshops

7. Daily newspapers

8. Brochure or flyers

9. Advertisement/announcement

10. Book fair and exhibition

11. Databases

12. Marketers and sales agents

13. Conferences and seminars

14. blurbs

Summary of Session 6

In this session, you have learned that;

1. Selection is one of the major elements in collection development process. Selection is not only carried out on print information materials but also in choosing electronic information materials.

2. In some libraries, there exists a committee that is involved in the selection while some libraries make use of individual librarians.

3. Different categories of persons may be considered for selecting information resources. These are; Librarians; subject specialists/teachers; booksellers/vendors; authorities (members of library committee); and others (users, students etc.)

4. Selection is very important because it ensures that; relevant information resources are added to the library's collection to uphold the laws of librarianship; scarce library funds are used judiciously; users' inputs are allowed etc.

5. Selection helps to prevent wastage and ensure the acquisition of quality materials. Selection is carried out with the use of aids/tools and considering some criteria.

Self-Assessment Questions (SAQs) for Session 6

Now that you have completed this study session, you can assess how well you have achieved its Learning Outcomes by answering these questions. You can check your answers with the Notes on the Self-Assessment Questions at the end of this courseware.

SAQ 6.1. (tests learning outcome 6.1.)

Using the knowledge gained in this lecture, how will you describe selection?

SAQ 6.2. (tests learning outcome 6.2.)

Selection is very important in collection development based on certain reasons. Identify at least 4 of these reasons.

SAQ 6.3. (tests learning outcome 6.3.)

Selection aids are tools used to select library resources. They give information on materials available to select from. Make a list of some of these tools.

SAQ 6.4. (tests learning outcome 6.4.)

As a Librarian, you have been saddled with the task of selecting electronic resource for your library. In doing this, what are some of the criteria you must consider.

Reference

Nwalo, K.I.N. 2003. Fundamental of Library Practice: A Manual on Library Routines. Ibadan: Stirling Hordings Pub.

Study Session Seven: Acquisition in Collection Development

Expected duration: 1 week or 2 contact hours Introduction

Introduction

You are welcome back to our series of study on Collection development. Remember that so far we have been discussing elements in collection development. Can you recall the elements discussed so far? They are community Analysis, Collection Development and selection. The next element that comes after Selection is Acquisition. It explains the processes involved in the physical ownership of materials; if the selected information materials are not acquired and available for use by the users of the library, the objectives of the library and of collection development will be rendered futile. Even for electronic resources, it is required that the library possesses the right to access (subscription access for online journals, password and user name for databases) such information to make it available for library users. There are different methods and processes involved in the acquisition of information materials. These and more will be examined in this study session.

Learning Outcomes for Study Session 7

At the end of this lecture, it is expected that you will be able to;

7.1. Define and use correctly keyword printed in **bold. (SAQ 7.1.)**

7.2. Discuss different methods of acquisition; **(SAQ 7.2.)**

7.3. Highlight acquisition procedures; and **(SAQ 7.3.)**

7.4. Enumerate the functions of acquisition department. **(SAQ 7.4.)**

Key word; **acquisition.**

7.1. Meaning, Duties, Budget, and Procedures of Acquisition

7.1.1. Meaning of Acquisition

Acquisition is the process of adding information resources to the collection of the library. This is the physical ownership or possession of materials that has been selected. Acquisition can be through physical ownership or through having an authority or right of access to information. Acquisition is important because it:

1. Helps to fulfill the goals and objectives of the library.
2. Assists in the systematic building of library resources.
3. Provides the opportunity for users to have their information needs met.
4. Helps to justify the library's budget.
5. Facilitates other activities in the library.

7.1.2. The Duties of an Acquisition Department

The duties of an acquisition department include:

1. Maintaining the tools used in ordering such as bibliographies, publisher's catalogues etc.
2. Maintaining order files.
3. Performing pre-order bibliographical searching.
4. Selecting the appropriate methods of acquisition.
5. Receiving new resources.
6. Approving invoices.
7. Accessioning new books.
8. Supervising subscription, standing order etc.

7.1.3. Acquisition Budget

This is very important because the library eventually acquires materials based on its budget. This is usually prepared once a year. The budget must cover:

a. Maintenance of existing resources.
b. Anticipated growth in the collection.
c. New programs that will require resources.

7.1.4. Acquisition Procedure of Purchased Books

1. Collation of order and requests
2. Carding of collated items
3. Bibliographic searching/verification: This involves verification of the bibliographic details of selected items to be purchased and ensuring that the items to be ordered have not already been ordered, are not already in the collection or undergoing processing.
4. Typing of order
5. Mailing of order
6. Receipt of books
7. Checking the consignment and
8. Processing (stamping and accessioning).

Box 7.1.1. Acquisition Budget

The budget must cover:

1. Maintenance of existing resources.

2. Anticipated growth in the collection.

3. New programs that will require resources.

In-text Question

- Tola who is currently doing her internship at a Library has been assigned with a task of acquisition procedure of purchased books by the Librarian. To enable her carry out this task effectively, highlight what she must do.
    - Section 7.1.4 of this study session treats acquisition procedure. First Tola should collate order and requests if you are unsure Look again at section 7.1.4.

Having discussed the meaning of acquisition , acquisition budget and procedure,., let us proceed to the methods of acquisition.

7.2. Methods of Acquisition

The methods of acquisition are;

1. **Purchase**: This is the major source of acquiring information materials in the library. In fact, ninety percent or more of resources in a library are generally acquired through purchase. Information resources can be purchased:
   - Directly from the publisher/author
   - Using agents/vendors/intermediaries
   - By buying directly from bookshops/workshops/conferences/book fares.

2. **Gifts and Donations**: Some libraries acquire materials through gifts from individuals, publishers, institutions/organizations, which are unsolicited. While some acquire through donations which are solicited. It is very important to be weary of gifts, as some may not be in line with the subject areas of the library and may even be given with strings. Such gifts should be rejected politely. Of course, the types of gifts the library would collect should have been specified in the CD policy.

3. **Legal Deposit**: This is a requirement that stipulates that certain copies of books published in the country be deposited with a designated library. Not all libraries have the privilege of acquiring materials through this means; in many countries, the national libraries are designated libraries. In Nigeria, the National Library receives copies, which ranges from 2-25 copies.

4. **Internal Generation**: libraries like school libraries can generate their own materials internally. Posters, drawings, and models can be made by librarians to instruct children. While parents' organization can provide information resources like conference proceedings, inaugural lectures, faculty lectures and the like. Even indexes and bibliographies can be made by librarians.

5. **Inter-library cooperation/library networking/consortium building**: this helps to strengthen the areas of weakness as regards information resources; it also helps libraries to have access to information resources that are very expensive like electronic databases. Libraries can subscribe to a database and granted access to this database.

6. **Exchange**: libraries can exchange publications of parent organizations like annual reports; copies of lectures given etc. this can be done if the libraries involved have similar areas of interest.

7. **Downloading from the internet**

8. **Bequeath**

In-text Question

- As part of activities provided by Macmillan publishers in marking their 20yrs publishing experience, they have started distributing free books to selected Libraries in which Hallmark Library is one of the beneficiaries. What method of acquisition do you think is displayed in this scenario?
  - Section 7.2. clearly explains this. You can confirm your answer by looking it up.

Summary of Session 7

In this session, you have learned that;

1. Acquisition is used to connote physical ownership of selected materials into the library. Selection is not complete if what was selected did not reach the library.

2. By acquisition, the library possesses the selected materials, which can then be used by users of the library.

3. Acquisition is important because it; helps to fulfill the goals and objectives of the library; assists in the systematic building of library resources; and provides the opportunity for users to have their information needs met.

4. The duties of an acquisition department include; maintaining the tools used in ordering such as bibliographies, publisher's catalogues etc.; maintaining order files; performing pre-order bibliographical searching; and selecting the appropriate methods of acquisition.

5. Materials are acquired through direct purchase, exchange, gifts, legal deposit, donations etc. Acquisition involves typing of order list, sending of order list, receipt of order and processing of order.

Now that you have completed this study session, you can assess how well you have achieved its Learning Outcomes by answering these questions. You can check your answers with the Notes on the Self-Assessment Questions at the end of this courseware.

SAQ 7.1. (tests learning outcome 7.1.)

Based on your understanding of this lecture, define acquisition in collection development.

SAQ 7.2. (tests learning outcome 7.2.)

You have learnt in this lecture that a library has many methods of acquisition. Highlight some of these methods.

SAQ 7.3. (tests learning outcome 7.3.)

In acquiring books for a library, there is a laid down procedures that must be followed. Make a list of these procedures.

SAQ 7.4. (tests learning outcome 7.4.)

There is a department in the Library called the acquisition department. What do you think this department does?

Reference

Nwalo, K.I.N. 2003. Fundamental of Library Practice: A Manual on Library Routines. Ibadan:
         Stirling Hordings Pub.

Study Session Eight: Weeding/Deselection of Information Resources

Expected duration: 1 week or 2 contact hours Introduction

Introduction

Remember that so far we have been discussing elements of collection development. Our last lesson in study session 7 we looked at Acquisition. Today, we will discuss the number 5 element of collection development which is weeding. Weeding is another important element of collection development. When you hear the word weeding what is likely to come to mind is unwanted plants in a garden or a on a farmland. Well, it will be surprising to know that it is a similar principle that applies in weeding as it applies to collection development because what was selected and acquired may after a while be weeded out. Weeding is the taking out of information materials totally from the library or from its active shelves. Weeding is done to ensure that only useful materials are on the active shelf, it is also a way of saving users' time in retrieving materials of their choice. A material can be weeded if it is physically unfit to be on the shelf or when its duplicate copies are many. It can also be weeded out when it is outdated or not used frequently enough etc. This study session has been designed to acquaint you with the criteria for weeding and why some libraries do not weed.

Learning Outcomes for Study Session 8

At the end of this lecture, it is expected that you will be able to;

8.1.Define and use correctly keyword printed in **bold. (SAQ 8.1.)**

8.2.Ascertain why the library weeds; **(SAQ 8.2.)**

8.3.Identify the criteria for weeding; and **(SAQ 8.3.)**

8.4.Explain why some libraries/librarians do not weed. **(SAQ 8.4.)**

Key word; **weeding**

8.1. Meaning, Importance, and Criteria of Weeding

8.1.1. Meaning of Weeding

Weeding is the process of removing unwanted materials from the collections of the library based on some criteria. Weeding is an important element that ensures that library resources are useful, not occupying library space alone and easily accessible to information seekers. Weeding is not restricted to a particular type of library, it is an activity done in all libraries. Weeding can either be a total removal of information material from the library or the relegation of such material into a less active or hidden shelf in the library.

8.1.2. Why Weeding is Important

Weeding is important for the following reasons;

1. Weeding ensures that there is space for more valuable resources.
2. Weeding assists the library to meet its stated objectives and satisfy the users.
3. Weeding facilitates the search process to finding relevant materials in the library.
4. It helps to provide reliable information.
5. It encourages users to handle materials carefully since they appear to have been so treated.
6. Weeding saves cost as there would be no need to construct new shelves to accommodate new materials, since space will be available due to the weeding of some materials.
7. It improves the physical appearance of the shelves as old, worn-out, defaced books will no more be on the shelves.
8. It also helps to remove the illusion of a well-rounded, well stocked collection.

Having understood the importance of weeding, The next question is what must happen for weeding to take place?

8.1.3. Criteria for Weeding

Before weeding is done, it must satisfy the following conditions;

1. **Unused materials:** library statistics can help in this regard. The book card can be viewed to check the borrow history and the likes.
2. **Poor physical shape and condition:** especially if the book is badly torn and the colors are faded.

3. **Out-datedness:** this criterion cannot be applied to all publications. Especially books from the humanities, the older they get, the more valuable they become. But for science books, the date of publication could be a criterion for weeding as science is not static.

4. **Change in program:** in a situation where the focus or program of library changes, information resources used for such program can be weeded.

5. The need to create space

6. In a situation of many duplicate copies

7. When there are superseded edition

8. When Unsolicited and unwanted gifts are received.

- On one of Bayo's visit to the Library, he observed that some staff of the Library were going through the shelves to remove some books. As a result of this, Bayo has been anxious to know what warranted such removal. Explain to Bayo why this activity is very important.
    - As a clue to anwering this question, liken this process to the removal of weeds in a garden. Read through section 8.1.3 again to help in your explanation.

In spite of the importance of weeding we have identified, it is amazing to note that some libraries do not weed. What could their reason be? The following section addresses this.

8.2. Why some Librarians do not Weed

Weeding should be carried out in the library on regular basis; it is shocking to know that some libraries and librarian do not carry out weeding because:

1. Librarians feel that weeding can be time-consuming;

2. Some librarians cannot bear to throw away information items;

3. Someone may get upset if some books are gotten rid of;

4. It could be uncomfortable to get rid of public property;

5. Of the challenge of getting the resources to replace the weeded ones;

6. The library will not have enough books afterwards;

7. Valuable items will be thrown away;

8. Weeding means admitting to mistakes;

9. Weeding is not an interesting activity; hence there is the tendency to continue to postpone it.

Box 8.1. Importance of Weeding

Weeding is needed for the following;

1. Weeding ensures that there is space for more valuable resources.

2. Weeding assists the library to meet its stated objectives and satisfy the users.

3. Weeding facilitates the search process to finding relevant materials in the library.

4. It helps to provide reliable information.

5. It encourages users to handle materials carefully since they appear to have been so treated.

6. Weeding saves cost

7. It improves the physical appearance of the shelves

This Study session, will be incomplete without examining the weeding process.

8.3. How to Weed (The Weeding Process)

The following describes the weeding process in a library. We have;

1. Establish the criteria that would be used to weed.
2. Select few staff that are diligent, efficient, industrious and thorough, these people should be educated on the significance of weeding. They must be trained on what to consider. They should be trained to remove shabby, outdated materials off the shelves. They should also be taught that worn out and torn materials should be set aside for mending. They should also know that they need to keep the statistics of the weeded materials.
3. Once the selection and training of the staff have been concluded, the next thing is to select a day for the weeding. The date should not be during the opening hours of the library as disruptions may not be avoided, and users may be prevented from making use of the library.
4. Final preparations and discussions with those involved are necessary to get the staff in high spirit and to be motivated to perform the task.
5. Actual weeding then takes place at the appointed time.
6. Remove the materials and place in the right place.

After weeding of unwanted materials in a library, the question is what happens to the weeded materials?

What to do with weeded materials

1. They could be sold.
2. These materials may be given out to other libraries.
3. The weeded materials may be moved to remote storage facility offsite.
4. The could be recycled, digitized or destroyed totally.

Summary of Session 8

In this session, you have learned that;

1. Weeding in a library is necessary; it is a regular and conscious removal of information materials from the library, based on their poor physical state, need for space creation, out-datedness, presence of many copies of a material, change in the library focus or program and often to make the library beautiful.
2. Materials weeded may be totally removed from the library or kept off the active shelf to a less active one. It is noteworthy that most librarians do not see reasons to weed; this may be due to the cumbersomeness of the task**.**
3. Some of the criteria for weeding are; unused materials; poor physical shape and condition; out-datedness; change in program; the need to create space etc.
5. The weeded materials can be sold, given out to other libraries, moved to remote storage facility offsite and could be recycled, digitized or destroyed totally.

Self-Assessment Questions (SAQs) for Session 8

Now that you have completed this study session, you can assess how well you have achieved its Learning Outcomes by answering these questions. You can check your answers with the Notes on the Self-Assessment Questions at the end of this courseware.

SAQ 8.1. (tests learning outcome 8.1.)

Explain weeding in line with what you have learnt in this lecture.

SAQ 8.2. (tests learning outcome 8.2.)

Weeding is another important element of collection development; it will be surprising to know that what was selected and acquired may after a while be weeded out. Why do you think some libraries adopt this?

SAQ 8.3. (tests learning outcome 8.3.)

If you flash black at case study 2.1., you will recall that the Librarian of the Library set up by Happy Foundation requested the organization for replacement of some items after examining items in the library and determining their current value to a library's collection. What criteria do you think assisted him in doing this?

SAQ 8.4. (tests learning outcome 8.4.)

You learnt in this lecture that weeding should be carried out in the library on regular basis; it is shocking to know that some libraries and librarian do not carry out weeding. What are some of the reasons responsible for this?

References

Burgett, J; Haar, J and Phillips, L.L. 2009. Collaborative Collection Development; A Practical Guide for your library. India: Ess Ess Publications.

Evans, G.E and Saponaro, M.Z. 2005. Developing library and Information Centre Collection, 5th ed. USA: Greenwood Publishing Group, Inc.

Nwalo, K.I.N. 2003. Fundamental of Library Practice: A Manual on Library Routines. Ibadan: Stirling Hordings Pub.

Study Session Nine: Collection Evaluation or Assessment

Expected duration: 1 week or 2 contact hours Introduction

Introduction

Recall Fig 2.2? You can go back to look through. The last element presented in the Collection Development Lifecyle is Evaluation. Evaluation is done to assess the strength and weakness of the library collection. Evaluation also enables the library to know if it is achieving its objectives or not. Evaluation is the feedback stage of collection development. The collection that was developed needs to be evaluated in relation to library objectives. Evaluation helps to determine the scope, depth and usefulness of the collection. This study session shall discuss evaluation, its process and its usefulness.

Learning Outcomes for Study Session 9

At the end of this lecture, it is expected that you will be able to;

    9.1.Define and use correctly keywords printed in **bold. (SAQ 9.1.)**

    9.2.Describe the process of evaluation; **(SAQ 9.2.)**

    9.3.Suggest tips on how to carry out a good evaluation; and **(SAQ 9.3.)**

    9.4.Describe the various methods of evaluation and their advantages. **(SAQ 9.4.)**

Key words; **Collection evaluation, checklist, and survey.**

9.1. Meaning, Process, and things to Consider in Evaluation

9.1.1. Meaning of Collection Evaluation

Collection evaluation can be defined as the systematic assessment of the quality of a library's collection, to determine the extent to which the collection meets the library's mission and the information needs of the clienteles. This is an analysis of how well the resources in the library are currently meeting the information needs of the users and how the collection will continue to

meet the needs of prospective users. Even though a perfect collection cannot be maintained, there are benchmarks, and models of an ideal collection.

Collection evaluation is very important in the entire process of collection development. What then is the process involved in evaluation? Fig 9.1 shows the process of evaluation.

9.1.2. Process of Evaluation
Evaluation should follow the following process presented in Fig 9.1.
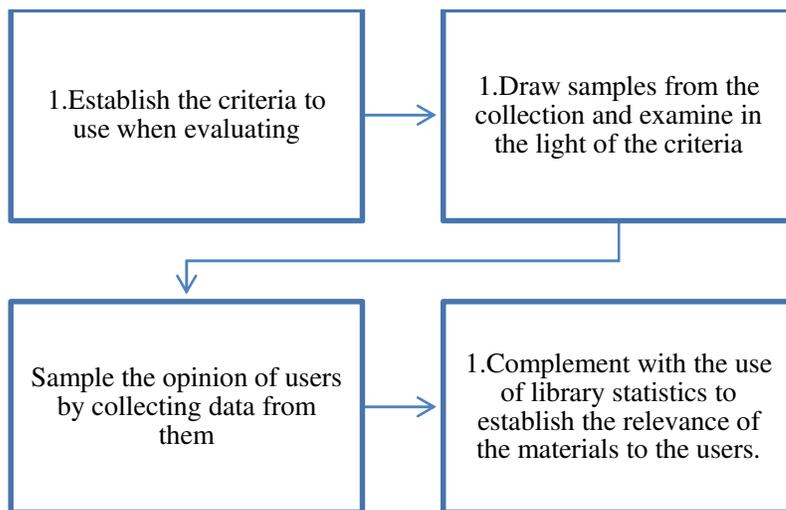
Fig 9.1. The process of Evaluation

Fig 9.1 shows the first stage in evaluation process is to establish the criteria to use when evaluating. After that has been designed, samples can now be drawn from the collection and examined in the light of the criteria. After doing this, the opinion of the users is sampled by collecting data from them and lastly it is complemented with the use of library statistics to establish the relevance of materials to the users.

When carrying out an evaluation, there are things that we must consider, Section 9.1.3 highlights these things

9.1.3. Things to Consider in the Evaluation Process

To carry out a good evaluation programme, you need to answer the following questions;

1. Is the collection varied, broad, authoritative and up-to-date?

2. Are weeded books replaced by more relevant, current books?

3. Are enough new items added to collection all year round to keep up with the pace of knowledge?

4. Is the collection sufficient for each field?

5. Are efforts being made to supplement the collection through consortium-building and the like

In-text Question

- One of the Library attendants on his way out of the library overheard some users of the Library lamenting over the poor quality of service delivery in the Library. To ameliorate this, the attendant has suggested to the Librarian on the need to carry out an evaluation of the Library services. In doing this, what are some of the questions that must be answered in the process?
    - First, you need to ascertain if the Library collection is varied, broad, authoritative and up-to-date. You can check more details in section 9.1.3.

9.2. Criteria, and Methods for Choosing a Method of Evaluation

9.2.1. Criteria for Choosing a Method of Evaluation

To completely evaluate the collection of a library may not be feasible at once. To make evaluation easy and thorough, the section by section approach will be better. The collection would have to be divided into sections, the subject or discipline of the section would need to be considered. It is important to examine the subject that has been denied expansion and those that have enjoyed expansion. Box 9.1 outlines the method for evaluation

Box 9.1. Methods of Collection Evaluation

The methods available for collection evaluation are;

1. Checklist

2. Compilation of statistics

3. Observation method

4. Survey

5. Expert opinion

9.2.2. The methods of evaluation outlined in Box 9.1 is explained in section 9.2.2 Methods of Evaluation

The methods that can be deployed in collection evaluation are;

1. *Checklist*: This is one of the most frequently used methods of evaluation. It has to do with the comparison of the library's holding against an authoritative list. Often, the checklist is either the holdings of a highly regarded specialized library, such as Harvard University's Law Library, or the checklist is a recommended list of holdings prepared by experts such as the library association and the like.

Table 9.1. Advantages and Disadvantages of Checklist

Advantages	*Disadvantages*
It is easy to use.	Situations are the same.
It is very authoritative.	There is usually arbitrariness (based on random choice).
	It is finite (limited).

2. *Compilation of statistics*: statistics will reveal the quantity of information resources that has been added to the collection, while the quality of the materials will be revealed by the circulation statistics. With these, evaluation will be done.

3. *Observation method*: if the librarian is observant enough, he/she can determine the resources that are mostly and rarely used by the users. Even when just walking round the shelves, materials that have not been withdrawn from the shelves in a long time will be revealed.

4. *Survey*: a survey of users can be carried out to find out their opinion about library collection and services. Users can be asked how available (in the library catalogue) and accessible (on the shelf list or in a database) information is to them. It is important to determine not only availability but also accessibility.

5. *Expert opinion*: personal expertise is needed for this method of evaluation; this method involves evaluating library collection in relation to library's policy and purposes. This method is basically displayed in a situation of library accreditation when the accreditation team goes around the collection of the library to make comments and observations about the collection. The problem of this method is that it is subjected to the opinion of the individual.

In-text Question

- If you flash back at case study 2.1., you will realise that as part of activities to improve the functionality of the Library set up by Happy Foundation, a systematic assessment of the quality of the library's collection was done against a standard to evaluate the Library. Can you suggest the process involved in doing this?
    - o To do this, you need to establish the criteria to use when evaluating amongst other things as provided in section 9.1.2.

At this point, let us examine the advantages of evaluation

9.2.3. Advantages of Evaluation

Some of the advantages of evaluation are;

1. Evaluation provides information on how well a collection is done.
2. It helps to identify the strengths and weaknesses of a library.
3. It shows how well-suited the collection of a library is to her clientele.
4. It provides justification for the need to increase library funds.
5. Evaluation helps the staff to get familiar with the collection.
6. It allows the library to know in what areas it can cooperate with other libraries.
7. Evaluation allows the library to compare itself with other similar libraries.

9.3. Who will Conduct Collection Evaluation?

The experts that can conduct collection evaluation are discussed below;

1. **Outside consultants**: the outside consultants which are to be employed must have expertise on how to conduct collection evaluation. They provide objectivity in collection measures by offering an outsider's perspective. Since consultants are experienced at performing researches, this option makes better use of the librarian's limited time. The primary disadvantage of using outside consultants is the cost.

2. **Accrediting body**: the body can be appointed by the supervising agency of the library, such as the Ministry of Education. An accrediting team can be set up by a professional organization such as Nigerian Medical Association (NMA) and the Nigerian Bar Association (NBA).

3. **Library Staff**: librarians can also perform collection evaluation. Although, library staff are less expensive than hiring outside consultants, many library staff are inexperienced in research methods and do not have the time to carry out collection evaluation on top of their regular responsibilities. If library staff members are to be used as evaluators, they should be adequately compensated in terms of reducing the staff member's other work responsibilities.

4. **Users**: the users of a particular library can also be involved in the evaluation process, users' perception can be sought to know their opinion about the library. If there is high percentage of users' negative response to the usefulness of the collection of a library, this will tell a lot about the strength and weakness of such collection.

Activity 9.1.

Download a checklist showing recommended list of holdings prepared by Nigerian experts such as the library association and the like online for a particular subject. After doing this, visit your Library where you are registered for comparison of the library's holding against an authoritative list.

Activity 9.1. Feedback

Note the feedback from your evaluation process.

Summary of Session 9

In this session, you have learned that;

1. Collection evaluation can be defined as the systematic assessment of the quality of a library's collection, to determine the extent to which the collection meets the library's mission and the information needs of the clienteles.

2. Collection evaluation is an analysis of how well the resources in the library are currently meeting the information needs of the users and how the collection will continue to meet the needs of even prospective users.

3. Some methods in collection evaluation are checklist, compilation of statistics, observation methods, survey, expert opinion etc.

4. Experts that can conduct collection evaluation are; outside consultants, accrediting body, library staff, users, etc.

Self-Assessment Questions (SAQs) for Session 9

Now that you have completed this study session, you can assess how well you have achieved its Learning Outcomes by answering these questions. You can check your answers with the Notes on the Self-Assessment Questions at the end of this courseware.

SAQ 9.1. (tests learning outcome 9.1.)

In the list of items provided below, fill in the blanks with the most appropriate keyword

a. _____ is one of the most frequently used methods of evaluation. It has to do with the comparison of the library's holding against an authoritative list.

b. _____ can be defined as the systematic assessment of the quality of a library's collection, to determine the extent to which the collection meets the library's mission and the information needs of the clienteles.

c. A _____of users can be carried out to find out their opinion about library collection and services.

SAQ 9.2. (tests learning outcome 9.2.)

Using Fig 9.1., briefly discuss the process of evaluation.

SAQ 9.3. (tests learning outcome 9.3.)

As part of your inputs in the evaluation process of a Library, the Librarian has requested you to make a list of certain things they need to look out for in their forthcoming evaluation exercise. How do you intend to do this?

SAQ 9.4. (tests learning outcome 9.4.)

In conducting a collection evaluation, identify at least 3 methods that can be used and at the same time point out the advantages and disadvantages of such methods.

References

Burgett, J; Haar, J and Phillips, L.L. 2009. Collaborative Collection Development; A Practical Guide for your library. India: Ess Ess Publications.

Evans, G.E and Saponaro, M.Z. 2005. Developing library and Information Centre Collection, 5th ed. USA: Greenwood Publishing Group, Inc.

Study Session Ten: Collection Development Budget, Conservation and Preservation of Information Resources

Expected duration: 1 week or 2 contact hours Introduction

Introduction

Imagine a library or an information management center where there are no strategies put in place to manage the shelf life of information resources. An important aspect of collection development is the conservation and preservation of library materials. Conservation and preservation of information is necessary to guarantee continuous access. Information resources can easily be damaged by environmental or biological factors and as a result there is need for preservation. Preservation of information resources involves every activity (like budgeting, security, maintenance, management, training etc.) which is undertaken to ensure that the useful life of information resources is prolonged, while **conservation** deals with the use of physical and chemical methods to restore and curb the damage of information resources. This lecture shall treat issues on collection development budget, conservation and preservation of library information resources, including various agents of deterioration like; physical, environmental, chemical, natural and human activities. The lecture will also suggest ways and methods of preventing damage and deterioration of information materials in the library.

Learning Outcomes for Study Session 10

At the end of this lecture, it is expected that you will be able to;

10.1. Define and use correctly keywords printed in **bold. (SAQ 10.1.)**

10.2. Differentiate clearly between conservation and preservation; **(SAQ 10.1.)**

10.3. Identify the agents of deterioration; and **(SAQ 10.2.)**

10.4. Highlight at least 5 ways to prevent deterioration. **(SAQ 10.4.)**

Key words; **collection development budget, conservation, and preservation.**

10.1. Meaning of Collection Development Budget, Conservation and Preservation of Information Resources

10.1.1. Meaning of Collection Development Budget

Collection development budget is derived from the main budget of the library. In preparing the budget, each section of the library will prepare individual budgets; these will be collated to form the budget for the library and presented to the management of the organization. It should be emphasized that not all amounts in the budget may be approved by the management, this calls for adjustments when the approved budget is released. If it is realized that the proposed budget for collection development has been reduced, the activities of collection development should likewise be re-visited in order for the budget to be useful and functional. This calls for juxtaposition between the budget and the targeted activities to be achieved.

The collection development librarian therefore must be very prudent in managing resources; the reality is that finance may continue to be a recurring issue in library management. So, the meager finance given must be judiciously expended by the collection development librarian. This is also important as the money allocated at the end of the day must be justified, failure to properly justify how monies were spent may initiate a circle of reduced funding for the library. The collection development librarian should also make sure that the budget takes care of print resources, especially if the library is a university library, the budget will include subscriptions to electronic resources that must be renewed. The librarian must therefore be very observant to take note of the subscription that is about to expire, so as to be quick to initiate a renewal. The collection development librarian should lay emphasis on electronic resources.

At this point, let us consider how information resource can be preserved in the Library

10.1.2. Conservation and Preservation of Information Resources

An important aspect of collection development is the conservation and preservation of library materials. Conservation and preservation of information is necessary to guarantee continuous access. **Preservation** of information resources involves every activity (like budgeting, security, maintenance, management, training etc.) which is undertaken to ensure that the useful life of information resources is prolonged, while **conservation** deals with the use of physical and chemical methods to restore and curb the damage of information resources.

10.2. Causes of Deterioration of Library Resources

Deterioration is the change of any material from its original state; this is usually caused by its interaction with factors of destruction. The different types of deterioration of paper-based materials are reflected in wear and tear, shrinkage, cracks, brittleness, warping, bio-infestation, discoloration, abrasion, hole, dust and dirt accumulation etc. Generally, library materials are susceptible to deterioration by the following factors presented in Fig 10.1.

Let us consider each of these factors afterwards using Fig 10.1.

Environemntal Factors	• Light, heat, humidity and moisture,dust, dirt and water.
Biological Factors	• Microorganisms, insects and rodents.
Chemical Factors	• Alum, rosin, oxides of carbon, sulphur, nitrogen and hydrogen sulphides.
Human Factors	• Mishandle, deface, tear and mutilate information materials.
Disasters	• Fire, floods, high winds, cyclones, earth quakes are also agents of deterioration for the library collections.

Fig 10.1. Causes of Deterioration of Library Resources

10.2.1. Environmental Factors:

1. **Light:** Exposure of paper to either natural or artificial light can cause damage to it. Sunlight has a serious damaging effect on paper because of its ultraviolet radiation; this is responsible for photochemical degradation of paper which takes place rapidly when paper is exposed to sunlight in presence of air (oxygen). When some portion of cellulose is oxidized to oxycellulose, the long cellulose chains are broken and the paper becomes weak and brittle. Fading of ink and dye of the coloured paper and yellowing of white paper also takes place due to the formation of oxycellulose. Artificial light like fluorescent tube light also radiates a high percentage of ultraviolet rays which causes deterioration by yellowing the paper. However, the amount of damage by light depends on the following factors.

a. **Intensity of light:** as the intensity of light increases, the rate of deterioration of the paper also increases.

b. **Duration of exposure:** the duration of exposure of paper to light is directly proportional to its deterioration.

c. **Distance from the source of light:** the more the distance, the lesser the damage.

2. **Heat:** Usually, the source of heat is high atmospheric temperature. Heat is measured in terms temperature either in Centigrade scale or Fahrenheit scale. High heat with low humidity causes dehydration of cellulose fibers and the paper becomes brittle. It loses its flexibility to the extent that it tends to crumble on touch. On the other hand, high temperature with high humidity creates the condition for the growth of moulds. If electric bulbs are used for lighting purpose, they increase room temperature as high powerful bulbs generate more heat. Besides, extreme variation in temperature (say 50c in winter and 450c in summer) affects the physical condition of the library materials.

3. **Humidity and Moisture:** Humidity is the amount of moisture in the atmospheric air. The moisture is measured in terms of relative humidity. All organic objects absorb water to varying degrees and the water goes inside the object through the surrounding air. Because of this absorbency property, the paper absorbs more moisture when there is high humidity. Certain amount of humidity is necessary for the flexibility of paper but in prolonged high humid condition, paper becomes soggy and the moisture weakens the fibers of paper. Moisture is the root cause of various types of physical, chemical and biological deterioration of library materials. It weakens the adhesive and makes the book binding loose. It also weakens the sizing elements of paper and causes spreading of ink. Moist pages of books often stick together; it also accelerates various types of chemical deterioration as a result of which paper becomes yellow and stained. Moisture also promotes the growth of fungus, which causes damage to paper and book binding materials.

4. **Dust and Dirt:** Fine, dry particles of any matter present in the air are known as dust. Dust is highly dangerous for the library and archival collection; it is composed of soil, tar, metallic substances, fungus spores and moisture among other things. Since dust is air borne, it settles down on any surface of the object. Dust is hygroscopic in nature and when it is mixed with high humidity, it is transformed into dirt and if this dirt sticks to the surface of the books, it becomes difficult to remove. Dust acts as a nucleus around which moisture collects and this moisture provides the necessary humidity for the growth of fungus and for chemical reaction, which lead to the formation of acids. Since dust and dirt are solid particles of varying size and hardness they exert abrasion on the surface of the books.

5. **Water:** Water occurs in all the normal state of matter – solid, liquid and gas. It acts as a physical agent of deterioration by causing hygroscopic materials to undergo dimensional changes. Water, which is harmful for the library collection, may come from sources like natural calamities, human negligence, leaking roofs, defective plumbing and open windows at the time of raining. Excessive water brings about biological attack on paper, which is usually manifested as the growth of fungus or mildew. The effects of water are stained paper, rotted leather, smeared ink, weakened adhesive, sustained fungi etc. Water also does injury to the steel furniture due to rusting.

In-text Question

- Mr. Badru a University Librarian is posed with the challenge of drafting a collection development budget for the Library because he has never worked as a University Librarian. Thus, he is contemplating on the type of resource that needed to be given priority in his budget. Based on what you have learnt so far. What is your advice for him?
    - o Mr. Badru must be very prudent in managing resources. You can revisit section 10.1.1. to guide you in the advice you will give to him.

At this point, let us move on to the biological factors

10.2.2. Biological Factors

The deterioration caused by biological agents such as micro-organisms, insects and rodents is generally known as bio-deterioration. Almost all book components, be it paper, leather, textiles or straw board used for binding are prone to attacks by these biological agents. The problem of bio-deterioration is a matter of considerable significance of tropical hot and humid climates as found in India. The climatic condition accelerates the growth and multiplication of living organisms. There is perhaps no library which has not suffered the ravages of these agents of bio-deterioration. These biological agents can be subdivided into:

- **Micro-organisms**
  a. **Fungus:** Fungus represents a large heterogeneous group of plant organisms. The fungal spores are present in the earth, water and air and remain in a dormant state for long periods. These spores sprout and grow when they have the required moisture and heat. Generally, fungi grow in a relative humidity range of 63-100% and temperature range of 15-350c. In libraries, fungal growth is known as mold or mildew and they appear as brown/black vegetative growth on paper, leather and textiles. Fungus consumes cellulose and also thrives on nutrients in leather, glues, pastes, binding threads etc. They weaken and stain the paper and can cause discoloration.
  b. **Bacteria:** Besides fungus, bacteria also decompose cellulose in paper and binding textiles.

- **Insects**

Even though there are thousands of insects, only certain insects badly damage the archival library materials. They are silverfish, cockroaches, booklice, bookworms and termites.
  a. **Silverfish:** The main source of these insects is food materials like starch, glue and gelatin which are used in paper as sizing materials. Dust and dirt also attract these insects. They are found in dark places and are active in nights only. Silverfish do not have wings and are silvery or pearl gray in color and about 8 to 10 mm in length. They eat the surface of the paper and also eat gum from postage stamps, envelopes etc. They grow holes in paper, prints, photographs, catalogue cards and cardboard boxes. The dark spaces on the library racks, catalogue cabinets, and drawers are the places for their egg-laying.

b. **Cockroaches:** cockroaches are common all over the world which are brown or blackish brown in color. They eat paper leaves, bookbinding, fabrics and other organic materials. They are frequently found in libraries, archives and museums and are very active during the night. They live in corners which are damp, cleavages in walls and floors, behind shelves and in wooden cupboards. They excrete a dark brown liquid, which leave stains on the paper and become difficult to remove.

c. **Book worms or Book beetles:** Bookworms affect books and manuscripts very much. As the name itself suggests, they feed on paper and damage the paper extensively. In libraries, the bookworms lay their eggs on the edges of the books and on the surface of the bookbinding. They make tunnels on the pages and boards of the books.

d. **Book lice:** Dark dusty areas filled with unused books, dampness and warmth are essential requirements for the growth of booklice. They are gray or white in color. They injure the bindings of books by eating paste and glue and also eating the fungus formed in between the edges of inner cover of the books.

e. **Termites or White Ants:** In the tropical climate, the damages to the library materials due to termites are much. Wet or damp conditions are most suitable places for termites. They eat wood and paper and can attack any type of material containing cellulose. Once they start destroying the books they can do irreparable damage in no time. They leave mud encrustation on the attacked materials.

- **Rodents**

Rodents include mice, rats, squirrels and many other species. Mice and rats are mainly found in libraries and they find their way into buildings through dry drains and openings in doors and windows. In libraries, they eat and destroy materials made up of paper, cloth, leather, glue, etc. These animals are very swift to move and hide in dark corners.

Activity 10.1.

Solomon has observed that a large portion of books placed on the shelves of a Library are dusty and some are pages has already been eaten up by micro-organisms. Under which category will you classify these deteriorating factors.

Activity 10.1. Feedback

Kindly read through section 10.2. sources of deterioration of library resources to refresh your mind on this.

Another factor responsible for deterioration as will be discussed shortly is;

10.2.3. Chemical Factors

In the manufacturing of paper, sometimes, fibers are used with low cellulose contents and some chemical compounds like alum, rosin etc. are used for sizing paper which cause acidic effect and facilitate chemical deterioration of the paper with the passage of time. Besides, in the atmosphere, unwanted materials such as oxides of carbon, sulphur, nitrogen and hydrogen sulphides are also present. Because of the absorption of the chemicals by the moisture absorbed by the paper, the library materials get affected. The notable deleterious substances for the library materials are sulphur dioxides, oxides of nitrogen and ozone. Sulphur dioxide is hazardous to cellulose materials like paper and cloth. The most familiar effect in libraries is the brown and brittle edges of books caused by sulphur dioxide. Most of the nitrogen dioxide comes from automobile exhausts and when it combines with oxygen and water turns into nitric acid. This nitric acid has strong acidic effects and attacks the dyes in ink, cloth, paper and leather. Ozone acts as a powerful destroyer of organic materials. It makes the colors of fabric book covers to fade out and the book binding materials such as leather, gelatin, glue and paste are also susceptible to deterioration by ozone in humid atmosphere.

10.2.4. Human Factors

Apart from physical and chemical factors, a serious cause of deterioration is often the casual attitude of humans using the library. Librarians and users alike mishandle, deface, tear and mutilate information materials. Also, faulty repair, rough handling, deliberate abuse, folding the fore-edges of pages as a mark of reading, marking by ball pen, vandalism are all examples of deterioration of books by human beings.

10.2.5. Disasters

No library is exempted from the devastations that can occur as a result of natural or man-made disasters. Natural disasters like fire, floods, high winds, cyclones, earth quakes are also agents of deterioration for the library collections. A classic example of this can be seen in Fig 10.2

showing a fire outbreak that happened in University of Jos which led to the destruction of valuable information resources available in the Library.

Fig 10.2. A fire outbreak at University of Jos Main Library leading to loss of valuable information resources

Image source: http://bit.ly/2g27suT

Having discussed the factors that deteriorates the Library resource, there is a need for you to also learn on how the useful life of Information resources in the Library can be elongated.

10.3. Ways of Elongating the Useful Life of Information Resources

Box 10.2. Ways of Elongating the useful life a Library Material

Some of the ways for doing this as it will be discussed shortly are;

1. Environmental control

2. Good house-keeping practices

3. Careful handling of Library materials

4. User Education

5. Security

6. Proper storage of Information

7. Consciousness of possibility of disasters

Libraries are very strict with some rules every now and then they try to discourage eating and drinking in the libraries. They discourage bringing food items or any other item that may result in attracting rodents and pests. This is one way out of several to ensure an extended shelf life of all information resources in the library. As seen in Box 10.2 other ways of doing so is discussed as follows;

1. **Environmental Control:** Living organisms react when the environment is harsh, so do library materials. Library materials should be stored at a temperature that is comfortable to man. If the environment is not controlled, library materials will deteriorate fast, due to this, a temperature of 18-24 degree Celsius and a relative humidity of 45-50% should be maintained for paper-based materials. Air conditioners, thermometer, hydrometer should be used to create stable environment and also monitor fluctuations. Windows must be provided with colored curtains to prevent direct sunlight with ultraviolet rays falling on the materials. Fluorescent tubes should be used instead of incandescent bulbs and the fluorescent tubes should be filtered by covers. Control of the environment will slow down the rate of chemical reaction.

2. **Good House-keeping Practices:** Routines like regular sweeping, dusting and cleaning can go a long way in elongating the life span of library materials. Sweeping ensures that the floors are clean and as such remnants of edibles will not attract insects and pests; dusting makes sure that dust does not settle on these materials so that temperature and relative humidity do not capitalize on this to cause damage. Vacuum cleaner can be used because it sucks dust and does not allow dust to re-settle on surfaces and cleaning guarantees that insects, pests and micro-organisms do not have a place in the library by clearing the damp and dingy places.

3. **Careful Handling of Library Materials:** Library materials must be properly handled for them to last long. Staff of the library during their routines of shelving, cleaning, dusting and movement of information materials must ensure that good ethical practices are observed. Large documents like maps must not be folded or handled roughly, marks should not be inscribed on materials, large volumes or boxes should not be placed on a document, edibles must not be brought into the storage area, outsized materials should be carried individually or in a trolley, fingers must not be licked to aid turning of pages, book ends should be used to support books when shelves are not full, books should not be

shelved too tightly or loosely, fragile materials not be photocopied, and trolley should be used to move large number of books.

4. **User Education:** Library materials are not like museum materials that are just seen and not handled, library materials are meant to be used by clienteles. To prolong their life span, the users must be properly informed on appropriate ways of using library materials. They must know that materials should not be defaced, mutilated, dog-eared, leaned on or folded. They should know how to retrieve materials from the shelves, that is, not to pull from the head but through the spine and they must not be allowed to bring edibles to the storage areas. Proper user education will prolong the life span of these materials.

5. **Security:** Security is central to the continuous access of library materials. If the materials are not properly secured, their life span in the library will be cut short. All living organisms need a measure of security to flourish, library materials also need to be secured for their inherent values to be tapped. Security personnel should be available to check the bags of users when coming in and going out of the library, CCTV should be installed to monitor happenings in the library; the windows should be properly guided with wire mesh so that library materials are not thrown out through the windows.

6. **Proper storage of information materials:** The life span of library materials will be prolonged if the storage condition is bearable. The storage environment should be regulated to guard against high temperature and relative humidity that can lead to chemical reaction and mold infestation. Library materials that are supposed to be placed in containers should be housed there, A/V materials like microforms and CDs should be stored in boxes, cans and metal rays, pamphlets should be in enclosure or vertical file and they should not be placed in the basement where the temperature and RH cannot be guaranteed.

7. **Consciousness of Possibility of Disasters:** Even when no one prays for disasters to happen, they are sad realities that stare us in the face today. An adage says "to be forewarned is to be forearmed", the library management should not be caught unaware or claim ignorance of disasters that could happen. Exits for emergency should be put in place, fire extinguishers should be acquired, bushes should be cleared and proper drainage constructed to prevent disaster.

8. To further prolong the life span of library materials, some materials can be laminated or put in enclosures to protect them, while some fairly damaged ones can be repaired through binding to guarantee continuous access.

Summary of Session 10

In this session, you have learned that;

1. Collection development budget is derived from the main budget of the library. In preparing the budget, each section of the library will prepare individual budgets; these will be collated to form the budget for the library and presented to the management of the organization.

2. Preservation of information resources involves every activity (like budgeting, security, maintenance, management, training etc.) which is undertaken to ensure that the useful life of information resources is prolonged, while conservation deals with the use of physical and chemical methods to restore and curb the damage of information resources.

3. The factors responsible for the deterioration of Library items are; environmental factors, biological factors, chemical factors, Human factors and natural disasters.

4. Some of the ways of improving the useful life of Library resources are; environmental control; good house-keeping practices; careful handling of Library materials; user education; security; proper storage of Information; and consciousness of possibility of disasters.

Self-Assessment Questions (SAQs) for Session 10

Now that you have completed this study session, you can assess how well you have achieved its Learning Outcomes by answering these questions. You can check your answers with the Notes on the Self-Assessment Questions at the end of this courseware.

SAQ 10.1. (tests learning outcomes 10.1. and .10.2)

In the statements presented below, identify the TRUE/FALSE items

a. In preparing the budget, each section of the library will prepare individual budgets; these will be collated to form the budget for the library and presented to the management of the organization.

b. Preservation of information resources involves every activity present in weeding.

c. Conservation deals with the use of physical and chemical methods to restore and curb the damage of information resources.

SAQ 10.2. (tests learning outcome 10.3.)

Mr Abu was seen weeding some materials from the Library shelves based on his assessment that such materials are due for replacement. Can you can suggest some the factors that must have informed his decision to carryout this exercise in line with what you learnt in this lecture.

SAQ 10.3. (tests learning outcome 10.4.)

To safeguard Library information resources from the different factors that can lead to its deterioration, outline ways that can be used to elongate the useful life of these resources.

Study Session Eleven: Collection Development and Information Communication Technology (ICT)

Expected duration: 1 week or 2 contact hours Introduction

Introduction

As you proceed to study this session, together we will be focusing on the relevance of Information communication technology (ICT) to collection development. ICT has come to change our world and the way we live. It has touched every area of life and cannot be overemphasized that ICT has influenced how all activities in the library are carried out. The use of ICT has helped to transform routines that were cumbersome, uninteresting and long into less tasking, interesting and fast. In like manner, ICT is used in the process of collection development i.e. to gather information from the community of the library, to develop policy, select, acquire, weed, evaluate, preserve, conserve and manage library resources. This session will give you more reasons to better appreciate the relevance of ICT in collection development.

Learning Outcomes for Study Session 11

At the end of this lecture, it is expected that you will be able to;

11.1.Define and use correctly keyword printed in **bold. (SAQ 11.1.)**

11.2.Identify areas of ICT use for collection development. **(SAQ 11.2.)**

Key word; **information technology**.

11.1. Meaning and Application of ICT in Collection Development

11.1.1. Meaning of ICT

Information Technology (IT) can be defined as the application of computers and other technologies to the acquisition, organization, storage, retrieval and dissemination of information. Information technology can also be defined as the tools and techniques used in gathering and using information. Information technology can be categorized into two: hardware and software.

The hardware is the electro-mechanical part of information technology that can be seen and touched, while the software deals with the set of instructions that tell and instruct the hardware to carry out specific tasks. The hardware includes input hardware, output hardware, processing and memory hardware, storage hardware and telecommunication hardware. All these hardware have their corresponding software that facilitate and control their operations. Examples of IT tools, devices and services are: computer, internet, world wide web, telephone, scanners, optical discs, television, fax machine, video conferencing, satellite communication, email, LAN, WAN, barcode sensors, electronic boards, tablets, I-pad, projectors, photocopiers etc.

Having said this, let us consider the application of ICT to Collection Development

11.1.2. Application of ICT to Collection Development
As presented below in Fig 11.1, ICT is a valuable tool in all the activities listed.

Application of ICT to Collection Development					
Community Analysis	Collection development policy	Selection	Acquisition	Weeding	Evaluation

Fig 11.1 Application of ICT to Collection Development

So far in all our study sessions we have discussed various elements that make up collection development. How is It relevant too all these processes? We will discuss how ICT can be harnessed to enhance these elements.

1. **Community Analysis:** the ICT devices that can be used here include: I-pads, photocopiers, computer with internet connectivity, telephone etc. Data can be collected over the internet through the simple filling of a form, and the information gotten can be stored on the computer. I-pad can be used to record an interview with a key informant, the projector can be used during the community forum to showcase the library and the resources contained, computer connected to the internet can be used to access the public records available on the internet through the web and the photocopier can be used to duplicate copies of questionnaires to be filled by the respondents. The telephone can also be used to ask questions. These are just some of the applications of ICT to collection development.

2. **Collection development policy**: the internet can be used to access the collection development policies of other libraries which are available on the web. With this, a library that wants to prepare one can pattern its own after those retrieved from the internet.

3. **Selection**: ICT devices that can be used here include: telephone and computer which are connected to the internet. The members of the selection committee can send their suggestions via the internet to the library, while the telephone can be used to facilitate the sending of the suggestions; vendors can also be reached. Computer with internet connectivity can be used to access the bibliographic databases of reputable libraries like the Library of Congress or bibliographic entities like the Online Computer Library Center (OCLC) with the intention of selecting information materials to acquire. In addition, publishers' catalogues, reviews, bibliographies, indexes and abstracts are all available online; all these sources can be used to select information resources that may be acquired. Furthermore, through the use of interactive social media like Facebook, Twitter, Linked-in etc., users of the library who are members of these social media in which the library is also a part of, can participate in the selection process by submitting their request online through these media, as long as they are friends of the library or invited by the library. Users can also send their suggestions to the email address of the library. Furthermore, the library can prepare selection forms through the use of the word processing software and printers of different types can be used to print out the form and photocopier can be used to duplicate and circulate to users for their suggestions.

In-text Question

- As part of the programmes slated for staff capacity building in the Library, you as a worker have been charged with the task of training other members of staff on the usage of ICT in community analysis and selection. To enable you do this, what are those things you need to put into your training?
  - o Remember that as a worker, you can use ICT in community analysis by collecting data over the internet and storing. Other ways you can use ICT in other elements can be found in section 11.1.1

Let us consider more applications of ICT in collection development

4. **Acquisition:** computers and printers can be used to respectively type and print the order form, while photocopier can be utilized to make copies. Through the computer connected to the internet, order form can be filled online and submitted through the same means. Through the internet, the order can be monitored. The telephone can also be used to call publishers and vendors in case of delay in the delivery of the information resources. The computer can also be used to keep the different records in the Acquisition Department.

5. **Weeding and Evaluation:** if the library is automated, through the library software installed on the computer, it would be easy to identify library resources books that are seldom borrowed by the users. This will trigger an evaluation process that may finally lead to the removal of such materials from the shelves. Library survey can also be conducted online through an opinion poll. The users will be asked to rate the resources and facilities in the library, the results will be collated and necessary actions will be taken thereafter. With the aid of a computer connected to the internet, catalogues of world class libraries can be accessed through their websites. These can be used as standards to evaluate the collection in the library.

Summary of Session 11

In this session, you have learned that;

Information communication technology (ICT) has influenced how all activities in the library are carried out. The use of ICT has helped to transform routines that were cumbersome, uninteresting and long into less tasking, interesting and fast. In like manner, ICT is used in the process of collection development i.e. to gather information from the community of the library, to develop policy, select, acquire, weed, evaluate, preserve, conserve and manage library resources.

Self-Assessment Questions (SAQs) for Session 11

Now that you have completed this study session, you can assess how well you have achieved its Learning Outcomes by answering these questions. You can check your answers with the Notes on the Self-Assessment Questions at the end of this courseware.

SAQ 11.1. (tests learning outcome 11.1.)

Using the knowledge gained in this lecture, briefly explain what you think ICT entails in Collection development.

SAQ 11.2. (tests learning outcome 11.2.)

Recall the discussion we had in this lecture and describe how ICT can be made to fast track the elements of collection development.

Reference

Nwalo, K.I.N. 2003. Fundamental of Library Practice: A Manual on Library Routines. Ibadan: Stirling Hordings Pub.

Study Session Twelve: Serial Subscription and Management

Expected duration: 1 week or 2 contact hours Introduction

Introduction

What are serials and why are they so important? Serials form an important part of library's collection because of their unique characteristics. They are publications produced in successive parts, issued at regular and irregular intervals with a production focus that is meant to continue indefinitely. Serials contain recent information, they are outcome of research and discoveries, and they are good tools for research, academics and entertainment because they contain information for leisure. Serials are mostly acquired through a subscription that is renewed if the library wants. Management of serials is important as they become voluminous and unbearable because of their continuous production. In this lecture, you will come across the concept, characteristics, and steps in serials publications.

Learning Outcomes for Study Session 12

At the end of this lecture, it is expected that you will be able to;

12.1. Define and use correctly keyword printed in **bold. (SAQ 12.1.)**

12.2. Identify at least 5 characteristics and types of serials; and **(SAQ 12.2.)**

12.3. Outline ways of subscribing for serials and its management. **(SAQ 12.3.)**

Key word; **serial.**

12.1. The Concept and Characteristics of Serials

12.1.1. The Concept of Serials

Serial can be defined as any publication produced in successive parts (each not complete on its own), issued at regular (daily, weekly, monthly, quarterly etc.) and irregular intervals (notice of urgency, security alert, updates etc.) with production that is predetermined to continue indefinitely. Serial production carries recent and new information; they are good for academic

and research purposes. They are also good information materials for relaxation. Serials, unlike books, are acquired mainly through subscription. Serials can be differentiated by types. Types of resources covered by definition are listed in the table 12.1:

Periodicals	Commercial STM publication/magazines
Annual reports/recurring reports of activities	Government publications
Newsletters	Pamphlet/bulletins
Statistical publications	Memos
Newspapers	Reports
Magazines	Brochure
Legal or official publications	Transactions of society
Monographic serials	Ephemeral
Journal / learner society publications	

Table 12.1 Types of Resources

12.1.2. Characteristics of serials
Some of the characteristics of serials are;

1. They are issued in successive parts.

2. They usually bear number or chronological designation (Vol. No.)

3. They have no predetermined conclusion.

4. They usually have International Standard Serial Number (ISSN).

5. They contain current and up-to-date information.

6. Serials do not have known authors.

7. Serials do not have formal titles like books.

8. They are acquired through subscription.

9. They come in volumes.

10. They are housed in the serial section of the library.

11. They are not to be taken out of the library.

12. They have contributors.

13. They are meant for consultation.

14. They are for serious academic use.

- You have come across a group of undergraduate students in your department trying to figure out how serials differ from the books that can be freely assessed in Libraries. Using your knowledge of this lecture, clarify the concept of serials to these students.
  - A quick review of section 12.1.1. will assist you in doing this.

12.2. Introduction and Steps of Subscription in Serial Publications

12.2.1. Introduction to Serial Subscription

We have established the importance of serial publications and why they are purchased. The library acquires serial publications as part of its information resources; serial publications are mainly acquired into the library through subscription. A library can have access to serials as a member of an organization; in rare occasions, they can be purchased directly from vendor and publishers, they can be donated or given as gifts to the library. Libraries with the same area of interest can even exchange serial publications. Subscription can be defined as the agreement backed up with payment for the supply of consecutive issues of a particular serial title covering a period of time (a year). Libraries regularly pay for subscription, this is renewed every year and this agreement remains until otherwise stated by the library. Discount may be given and a serial agent may be charged for its delivery, but the term of delivery must be clearly stated in the subscription agreement.

At this point, let us examine the steps to take in serial subscription

12.2.2. Steps taken before Serial Subscription

Four steps are to be taken before serial subscription. They are:

1. **Identification**: this is the first step; it involves the confirmation of the existence of the serial title. At this stage, several worthy questions are asked like where can the serial title be found, what is the assurance of continuity, what is the regularity of its publication i.e. regular or irregular intervals, what is the form of publication, i.e. paper or electronic, what is the process and requirement for subscription, how is it going to be delivered etc. To identify a serial title, the librarian uses tools, these include, using publishers' list, bibliographies, book reviews, indexes, abstracts, advertisements, conferences, seminars, etc.

2. **Evaluation**: at this step, the scope and coverage area of the serial title is considered in line with the focus of the library. Also, some selection criteria are also placed for the evaluation.

3. **Selection:** some criteria are used at this point to evaluate the serial title to be subscribed, these criteria include, publisher's reputation, editorial body, field treated, frequency of citation in indexes, language presentation, physical appearance, etc. (see book acquisition in chapter 7)

4. **Choosing vendor/publisher:** after selection has been diligently done, the next step is for the library to choose a trustworthy vendor that will handle the buying and delivery of the subscription. At this point, issues pertaining to time for subscription, mode of delivery and mode of payment are concluded.

It is one thing to subscribe to the purchase of serials but it is equally important to ensure they are managed and kept safe from damage by any of the factor we discussed in study session 10. You can refer to study session 10.2 again to see the causes of deterioration of library resources.

12.3. Management of Serials

Serials are expensive materials in the library because of their explosive growth, which if not curbed will grow beyond what the library can handle. Binding is still the most common method of managing serials because unbound copies of serials quickly get tattered and dirty. Depending on the library and its management policy, serial titles in a library at a period in time are bound to form a single hard book. The type of binding to be adopted for serials depends on the frequency of use. Another method of managing serials though expensive and really cumbersome is digitization of serials; through digitization, print serials are converted into electronic form to be stored in the computers in the library. Preservation and conservation of serials is also of paramount need for serial titles in the library. Agents of deterioration i.e. physical, environmental, man-made effects and biological must be taken care of by the library. Other ways to manage serials can be seen in study session 10 section 10.3.

Summary of Session 12

In this session, you have learned that;

1. Serial can be defined as any publication produced in successive parts (each not complete on its own), issued at regular (daily, weekly, monthly, quarterly etc.) and irregular intervals (notice of urgency, security alert, updates etc.)

2. Some of the characteristics of serials are; they are issued in successive parts; they usually bear number or chronological designation (Vol. No.); they have no predetermined conclusion; they usually have International Standard Serial Number (ISSN); and they contain current and up-to-date information.

3. The steps to be taken before serial subscription are; identification; evaluation; selection; and choosing vendor.

4. Binding is still the most common method of managing serials because unbound copies of serials quickly get tattered and dirty. Depending on the library and its management policy, serial titles in a library at a period in time are bound to form a single hard book.

Self-Assessment Questions (SAQs) for Session 12

Now that you have completed this study session, you can assess how well you have achieved its Learning Outcomes by answering these questions. You can check your answers with the Notes on the Self-Assessment Questions at the end of this courseware.

SAQ 12.1. (tests learning outcome 12.1.)

Based on the quick review you had in the in-text question provided in the course of this lecture. What were you able to find out on serials?

SAQ 12.2. (tests learning outcome 12.2.)

In this lecture, the characteristics and types of serials were mentioned. Kindly outline at least 5 each of the characteristics and types of serials.

SAQ 12.3. (tests learning outcome 12.3.)

Outline the steps a user will need to take in subscribing for serials and how serials can be effectively managed.

References

Nisonger, T.E. 1999. Management of serial in libraries. *Journal of Academic librarianship* 25.5: 412-413

Nwalo, K.I.N. 2003. Fundamental of Library Practice: A Manual on Library Routines. Ibadan: Stirling-Hordings Pub.

Opeke, Roseline. 2006. Serial librarianship: Ibadan Distance Learning Series. Ibadan, Distance Learning Center.

Study Session Thirteen: Consortium-Building

Expected duration: 1 week or 2 contact hours Introduction

Introduction

Consortium building as it applies in other disciplines also share the same principles in collection development. Consortium building which is likened to "partnership", "association" or "society" is known to be of great significance in collection development. In this age of information explosion, no library, however big it may be, can satisfy all the needs of its users due to various constraints. It is because of this phenomenon that the concept of library consortium has developed. Library cooperation has been used to explain resource sharing activities among libraries, this was mainly inter-library loan. However, with the advent of ICT and its application in library activities, new opportunities have opened for greater cooperation among libraries. Building of consortium has helped to foster library cooperation even without the limit of distance. A library consortium is a group of libraries who partner to coordinate activities, share resources, and combine expertise.

Learning Outcomes for Study Session 13

At the end of this lecture, it is expected that you will be able to;

13.1.   Define and use correctly keyword printed in **bold. (SAQ 13.1.)**

13.2.   Discuss the types and reasons for consortium; **(SAQ 13.2.)**

13.3.   Identify at least 5 possible barriers to consortium building**. (SAQ 13.3.)**

Key word; **consortia.**

13.1. Meaning, Issues, and Benefits of Building a Consortium

13.1.1. Meaning of a Consortium

Consortia can be said to mean the temporal coming together of groups, companies, institution etc., for a common purpose. It is an association of similar organizations, providing similar services for its users. Consortia in the library mean a group of libraries coming together with a common interest in mind to form an arrangement among them. The purpose of the consortia is for the libraries or institutions in cooperation to achieve together what they cannot achieve individually. What is formed after the library or institution come together is called a consortium. A consortium in a library can be defined as a cooperative arrangement among libraries, with non-profit-making intention, seeking to create and maintain a shared online catalogue and provide user services for both members and non-members (American Heritage Dictionary, 2000).

The advent of Information Communication Technology (ICT) has made it possible for libraries to come together to share their resources (electronic library resources) through a network or consortium. Unlike inter-library loan which was earlier used to share resources, consortium provides an opportunity for wider and more coordinated resource-sharing among cooperating libraries or institutions. It is quite impossible for a single library to keep up in its provision of information to users in this age of massive information explosion and production in print and non-print, therefore, the operation and formation of a consortium has become the most convenient and economically viable tool in optimum information acquisition.

Consortia are purposively formed to reach information goals and information needs through shared electronic library resources, to increase the purchasing power of the collaborating institutions, to expand resource availability, to ensure cooperative collection development, to develop offsite storage system, to offer automated services and other cooperative services to members and non-members. In library consortium, one of the libraries or institutions works as a coordinator for identifying libraries to be included in direct negotiation, legal matters and all other matters concerning the consortia.

Examples of library consortia include Colorado's CARL, Georgia's GALILEO, Illinois's IDAL, Maryland's SAILOR, Missouri's MIRACAL, New Zealand's CONZUL, CAUL, MetroNet,

North America's CRL, North Carolina's embryonic NCLive, Ohio's OhioLink, Pennsylvania's PALCI, Portland's PORTALS, Texas's TexShare, Virginia's VIVA, Washington's WRLC, CIC in South Asia, CURL in UK, CALIM in Manchester, Concord in Britain, Metroweb in NewYork and so forths.

13.1.2. Major Issues to Consider in Consortium-Building
Some of these issues are;

1. Selecting a coordinating agency to deal on behalf of the entire group of participants and executing and monitoring the work.

2. Source of funding to meet the subscription cost.

3. Identifying and negotiating the potential publishers/vendors or aggregators to provide access under consortia purchase.

4. Legal issues involved in contract and the use of materials within the consortium.

5. Identification of libraries interested in participating and agreeing on common terms and conditions.

6. Identifying the necessary infrastructure for electronic access to resources.

7. Issues relating to backup and archival of databases.

8. Documentation and training of staff.

At this point, let us examine the benefits of a consortium

13.1.3. Benefits of Building a Consortium
1. It brings about building a comprehensive collection.

2. It fosters communication among different libraries.

3. It prevents the duplication of core collections, especially of core journals.

4. It increases the scope of electronic archives.

5. It provides easy access to resources held by different libraries.

6. It reduces the cost of having access to information and is equally time-saving.

7. It helps in the provision of more professional services to the users.

8. It brings the opportunity of staff and technical support among libraries.

9. It reduces the space of storing resources.

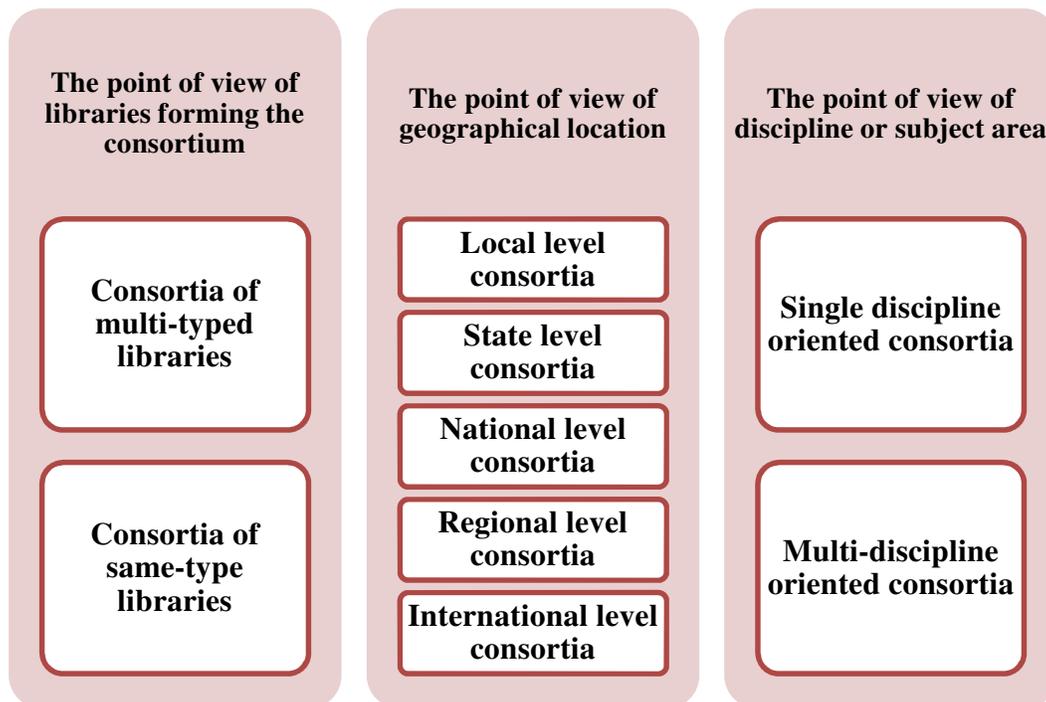10. It helps the libraries to share the risks.

- As a means of revamping the Federal Library, the monitoring bodies are planning on building a consortium to improve on the quality of services delivered to the clienteles. As a result of this development, what do you think the Library will gain from this move.
  - This will bring about building a comprehensive collection, fosters communication among different libraries etc. You can revisit section 13.1.1. and 13.1.3 for more information on this.

Some libraries are posed with barriers in consortium building. Let us examine this alongside the types of consortium building in Libraries.

13.2. Types and Barriers to Consortium Building in Libraries

13.2.1. Types of Consortium

Academic libraries are at the forefront of consortium-building because of the need for information to keep expanding such that no single academic library can keep up with the demand for it; this led to the rise of cooperation among academic libraries. Today, the scope of consortium has expanded to include both small and large libraries of different types whether they are private or government-owned. For this study, types of consortia shall be discussed from different points of view as presented in Fig 13.1.

The point of view of libraries forming the consortium	The point of view of geographical location	The point of view of discipline or subject area
Consortia of multi-typed libraries	Local level consortia	Single discipline oriented consortia
	State level consortia	
Consortia of same-type libraries	National level consortia	
	Regional level consortia	Multi-discipline oriented consortia
	International level consortia	

Fig 13.1 Different points of viewing Consortia

Let us discuss the information presented in Fig 13.1

A. The point of view of libraries forming the consortium can be divided into:

- **Consortia of multi-typed libraries:** in this form, many libraries that serve different users and houses different information materials come together to form this consortium. The purposes of this consortium are to provide strength for these libraries by other library in the consortium and to expand the scope of collaborating libraries in the areas of user satisfaction and reach. An example is the coming together of public, special, academic libraries to form a consortium.

- **Consortia of same-type libraries:** this involves library that serve the same type of users, have the same function, houses the same information materials and so on. This form of consortium aids cooperation and resource-sharing in terms of human resources, facilities, information technology tools and innovation among the cooperating libraries. Examples include: Consortia of Public libraries, Consortia of Academic libraries, FORSA Consortium, CSIR – Consortium, INDEST – consortium.

B. The point of view of geographical location. This can be viewed under

- **Local level consortia:** This consists of libraries situated in a particular city or town of district, e.g. BOSLA (Bombay Science Librarians' Association), which was possibly the first library consortium of the country.

- **State level consortia:** In such a consortium, libraries of one particular state participate. There is perhaps no such consortium in the country at present.

- **National level consortia:** Libraries belonging to a country are its members. INDEST is a national level consortium, but covering only libraries of scientific and technical institution.

- **Regional level consortia:** In such a consortium, libraries of a particular region participate.

- **International level consortia:** In this consortium, libraries belonging to different countries participate. This may be formed either by individual libraries, such as **OCLC**, or by bringing different national consortia under one umbrella. Such federation of consortia is known as Meta Consortia, such as International

Coalition of Library Consortia (**ICOLC**), which comprises of nearly 150 library consortia from around the world, **eIFL.net**.

- As part of the recommendations made at a conference held by Librarians in a region, they have decided to form a consortium irrespective of the nature of the library; public, special, and academic libraries. From what point can you view this type of consortium?
  - Recall that in this study session, many libraries that serve different users and houses different information materials can come together to form a consortium. You can read more in section 13.2.1

Another point for viewing library consortium is discussed afterwards

C. **The point of view of discipline or subject area.**

- **Single discipline oriented consortia:** In such a consortium, organizations dealing with the same or similar disciplines join hands, such as FORSA (Forum for Resource-Sharing in Astronomy and Astrophysics).

- **Multi-discipline oriented consortia:** Such a consortium deals with resources in multiple disciplines. UGC-sponsored INFONET is such a consortium, which deals with multiple subjects.

As we round up the lecture, let us consider the barriers to consortium building in Libraries.

13.2.2. Barriers to Consortium-Building in Libraries

Box 13.1. Barriers to Consortium building in Libraries

Some of the barriers to Consortium building in libraries as will be discussed in this lecture are;

1. Lack of awareness and understanding

2. Speed of decision making

3. Budget and funding

4. Lack of decision making and control

5. Fear from local identity

6. Consortia as a legal entity

7. Lack of complete automation

8. Lack of resource

9. Unavailability of web environment etc.

Let us consider each of these barriers

1. **Lack of awareness and understanding**: some librarians, especially in developing countries do not fully comprehend the concept of consortia-based subscription to electronic resources and are not very keen to go whole-heartedly for formation of consortia of libraries. Sometimes, they do not have good understanding about consortia benefits.

2. **Speed of decision-making**: There is the notion that, if belonging to a consortium, the speed of decision-making of individual libraries can slow down. Though, it depends on how centralized or decentralized the consortium is.

3. **Budget and funding**: These are always thorny issues. Belonging to a consortium means that part of library budget will be transferred and the issue of loss of control rises again. Lack of initial funds of libraries may be a barrier to starting a library consortium.

4. **Lack of decision-making and control**: There is a fear that if a library joins a consortium, local decision-making, autonomy, and control will be adversely affected.

5. **Fear from local identity**: Most of the libraries do not want to feel like they are losing their individual identity. They think, if they enter a consortium, they may lose their local identity.

6. **Consortia as a legal entity:** Consortia of libraries needs to have a legal entity with permission and authority to deal with institutions like banks and other institutions for collecting subscription amount on behalf of the participating libraries.

7. **Lack of complete automation:** A consortia without sharing the resources of the participating libraries is limited to online subscriptions made available from gateway portal. Many libraries are allowed to jump into the band wagon of consortia without considering its automation status. With the availability of some internet connectivity, this

allows such libraries to access the resources of other member libraries but their resource remains inaccessible till complete automation is done.

8. **Lack of resource:** The resources of all participating libraries need to be balanced to a certain extent. Without some form of parity of collection of each library, there is a risk of one library becoming a lending library while others remain borrowing libraries. A participating library with very few resources is a loss to the libraries which have lots to offer.

9. **Unavailability of web environment:** Unavailability of web environment among the libraries is one of the major problems for accessing in the university library consortium. Internet connectivity is still in primitive stages which make online consortia almost unfeasible. Other reasons include:

   - Conservative mentality of the library authorities about e-information resources, especially online resources
   - Unwillingness of some libraries to share their resources
   - Unwillingness of some libraries to share the burden of resource sharing i.e. serving users of libraries other than their own
   - Uneven development of libraries of different sectors and slow progress of library automation
   - Inability of many libraries in meeting the minimum commitment required to join a consortium due to financial and other infrastructural constraints
   - Lack of demand for resource sharing on the part of users
   - Poor bibliographical control of the holdings of the libraries
   - Lack of sufficient information resources to be shared.

Activity 13.1.

From the list of scenarios provided below, match each item with the appropriate barrier as discussed in this study session.

a. Lack of initial funds for XYZ library is impeding on its move to form a consortium.

b. The management of XYZ library believes if their library joins a consortium, local decision-making, autonomy, and control will be adversely affected.

c. The unbalanced resources of XYZ library is slowing down its move to build a consortium with other well-stocked Libraries.

d. As a result of inability of XYZ library to provide a reliable internet connectivity, it is making it difficult to make online consortia almost unfeasible.

Activity 13.1. Feedback

Some the barriers stated in the scenarios provided are; budget and funding, lack of resource, lack of decision-making and control, and unavailability of web environment. You can match as appropriate.

.

Summary of Session 13

In this session, you have learned that;

1. The need to provide up-to-date information to satisfy the varying needs of users, with the rise in electronic information has made it difficult for any library to satisfy the information needs of its users.

2. To satisfy the varied information needs of their users, libraries require availability and accessibility to a variety of information resources and in formats like digital full-text, sound, graphics, images, multimedia and hypertext, as well as print documents. Little wonder then why majority of the libraries in this world of technology have moved from organizational self-sufficiency to a collaborative survival mode as personified by the growth of library consortia.

3. Consortia can be said to mean the temporal coming together of groups, companies, institution etc., for a common purpose.

4. Some of the issues to be considered in consortium building are; selecting a coordinating agency to deal on behalf of the entire group of participants and executing and monitoring the work; source of funding to meet the subscription cost; identifying and negotiating the potential publishers/vendors or aggregators to provide access under consortia purchase etc.

5. Consortium building can benefit a library in the sense that; It brings about building a comprehensive collection; It fosters communication among different libraries; It prevents

the duplication of core collections, especially of core journals; It increases the scope of electronic archives, and provides easy access to resources held by different libraries.

6. The consortium can also be viewed from 3 points of view as presented in Fig 13.1.

7. Some of the barriers to Consortium building in libraries are; lack of awareness and understanding; speed of decision making; budget and funding; lack of decision making and control; fear from local identity; consortia as a legal entity; lack of complete automation; lack of resource and unavailability of web environment etc.

Self-Assessment Questions (SAQs) for Session 13

Now that you have completed this study session, you can assess how well you have achieved its Learning Outcomes by answering these questions. You can check your answers with the Notes on the Self-Assessment Questions at the end of this courseware.

SAQ 13.1. (tests learning outcome 13.1.)

Explain what consortia means in relation to collection development.

SAQ 13.2. (tests learning outcome 13.2.)

Using the knowledge gained in this lecture, explain the types and reasons for consortium.

SAQ 13.3. (tests learning outcome 13.3.)

Despite the opportunities that consortium building presents in collection development, some libraries are still posed with certain barriers in forming a consortium. Kindly identify at least 5 of these barriers.

References

Alemna. A.A. 2000. Libraries, Information and Society. Accra: Ghana Universities Press.

American History R. Dictionary of the English Language. 2000. 4th ed. Boston: Houghton Mifflin Company.

Arora, J. 2005. Managing electronic resources through consortia: An overview. In*: Library and Information Networking – NACLIN – 2005: Proceedings of the National Convention on Library Information networking, held at PES Institute of Technology, Bangalore, August 22 – 25, 2005*. Edited by Kaul, H.K and Sen, Gayathri. New Delhi: DELNET, pp.145-170.

KUMBAR, T.S. Library consortia: a conceptual overview. http://www.alibnet.org/Dr.T.S.Kumbhar.pdf (visited on 16.3.2007).

Study Session Fourteen: Open Access(OA)

Expected duration: 1 week or 2 contact hours Introduction

Introduction

You are welcome to the 14th study session in LSE 304. So far, we have had extensive discussions in this course, I want to believe that you have been duly exposed to the elements and nature of Collection Development which will help you in your chosen career path. In this lecture, we shall be examining open access in collection development. Access to information is imperative if research and academic work are to be enhanced. During the paper period, access to information was a problem but the introduction of ICT has ensured universal free access to scholarly information. Open access provides a way to unrestricted access to scholarly journal or publication on the World Wide Web to enhance further academic and scholarly research. Open access is provided on two levels i.e. gold open access and green open access. This lecture will however shed more light on these things with emphasis on censorship.

Learning Outcomes for Study Session 14

At the end of this lecture, it is expected that you will be able to;

14.1. Define and use correctly keywords printed in **bold. (SAQ 14.1.)**

14.2. Give a brief description of what Open Access entails **(SAQ 14.2.)**

14.3. Highlight the types of Open Access **(SAQ 14.2.)**

14.4. Give at least 5 reasons for Censorship **(SAQ 14.2.)**

Key words; **open access, and censorship.**

14.1. An Overview and Types of Open Access in Collection Development

14.1.1. An Overview of Open Access

Since the advent of modern printing and the creation of new disciplines, several thousands of peer-reviewed journals are published all over the world; so much that it is hard for a single individual and institution to keep track of information in his area of interest. Many institutions too do not have the resources to buy copies of online recourses or subscribe to these journals. In view of this, only few of these journals are subscribed for, which mean only few of these journals are accessible for use to potential users.

Many efforts have been made to enhance access to scholarly literature especially for scholars and to increase scholarship in developing countries to boost the academic and research work. This was not possible in the paper age but the discovery of the Web (WWW) provides a way to free web access to research journal articles. The Open Society Institute initiated the Budapest declaration in 2002, to support Open Access.

Open access can be defined as the provision of unrestricted access to scholarly journal or publication on the World Wide Web to enhance further academic and scholarly research. The motive of open access is to remove restrictions that exist on the access to articles and hindrances to world-wide scholarly community, particularly to those in developing countries. Open Access (OA) is the free, unrestricted access to electronic version of scholarly publications (Bjork et al, 2013).

Open access is gradually replacing the earlier method of setting journal subscriptions and restricting access to paying readers only, OA literature are digital, online, free of charge, and free of most copyright and licensing restrictions (Suber, 2012). Open access is hoped to enhance education and research opportunity and bring the world together.

Open access is benefited by the general-public without any restriction. The reason for this is premised on three assumptions: it is believed that increased availability of research result leads to a faster advancement of science, knowledge and commerce (Willnisky, 2005). Since science research is predominantly financed by the public, the result should be considered a public good. The scientific publishing and dissemination would reduce the global cost of the process compared to subscription model (Houghton et al, 2009).

- Chioma who happens to be your coursemate recently had a chat with you on how she couldn't imagine the stress she would need to pass through when doing her final year research work next year. She believed that no open access is available and she might need to source her materials from the primary source. Based on the exposure you have gained in this section; how do you intend to allay her fears with the availability of Open Access?
  - Remember that the motive of open access is to remove restrictions that exist on the access to articles and hindrances to world-wide scholarly community, particularly to those in developing countries. To guide her properly, you can see details in section 14.1.1

As we continue our discussion, let us examine the types of Open access

14.1.2. Types of Open Access (Variation in OA)
Some of the types of open access available are;

Green Open Access – This is when an author published his work in a non-OA journal but self-achieved it in an OA archive. The author can make his manuscript available on OA before final work. This is made available on other web locations other than the original publisher's website. This works are written on for research impact and not for royalty revenue. In this situation, a journal that is published elsewhere is made publicly available via private or institution repository to ensure maximum distribution of academic publications.

Gold Open Access – The accessibility is provided here on the cost from author or institution responsible to the article instead of end users – Author here pays per page or per article in addition to money from grant for the journal body to cover cost of production. Here, the journal provides OA to the article (either by changing the author – institution for refereeing/publishing outgoing article instead of changing the user-institution for accessing licensing article or by simply making their online subscription free.

14.1.3. Open Access and Quality Assurance
Publication made available on OA must be adjudged to be of quality and of informative value to the public. Specialists are assigned to judge the quality and information value of these publications. The quality of a publication lies in its factual correctness, its reproducibility and in how it relates to the specialist literature.

- Mr. Bello published his works in a non-OA journal but self-achieved it in an OA archive. Following that he made his manuscript available on OA before final work. What type of OA is this?
  - Remember that this works are written for research impact and not for royalty revenue. You can see details in section 14.1.2.

Before we round up this lecture, let us examine what censorship entails in Open Access

14.2. Censorship

Censorship is the suppression of ideas and information that certain persons – individual, groups or government officials find objectionable or dangerous. Censors try to use the power of the state to impose their view of what is truthful and appropriate, or offensive and objectionable, on everyone else. There are various reasons for censorship; sometimes information is censored because of political, social, economic, religious, philosophical, moral, ideological, military, corporate, and educational reasons, where people feel material offers are an attack on themselves and their personal values (Oboler, 1980). The focus and the degree of such censorship differ between countries. Censored works sometimes are subjected to age and parental consent as pass to them. In advanced countries, people of certain ages are not allowed into bars or club houses, some age bracket are not road-worthy. A library situation of censorship can come from the restrictions on the types or forms of materials to be acquired.

Other types of censorship are:

1. Meta-censorship

In this form of censorship, any information about existence of censorship and the legal basis of the censorship is censored, rules of censoring are classified, and removed texts or phrases are not marked. (http://en.wikipedia.org/wiki/Internet_censorship).

2. **Internet censorship**

Unlike censorship in other areas, Internet censorship is a relatively new phenomenon and remains seriously under-researched. Censored content varies widely based on country, culture

and context, and may range from child pornography to gambling as well as censorship of dissident content (Al-Saqaf, 2010).

Box 14.1. Assumptions of Open Access

Open access is benefited by the general-public without any restriction. The reason for this is premised on three assumptions: it is believed that increased availability of research result leads to a faster advancement of science, knowledge and commerce (Willnisky, 2005). Since science research is predominantly financed by the public, the result should be considered a public good. The scientific publishing and dissemination would reduce the global cost of the process compared to subscription model (Houghton et al, 2009).

Before we close this lecture, let us discuss the reasons for censorship.

Reasons for censorship

Although motivations for Internet censorship differ from country to country, Cohen (1997) identifies a number of concerns common to many countries that lead to censorship, namely:

1. National security (weapons-making, illegal drugs and protection from terrorism).
2. Protection of minors (abuse, forms of marketing, violence and pornography).
3. Protection of human dignity (incitement to racial hatred or discrimination).
4. Economic security (fraud, pirating of credit cards).
5. Information security (malicious hacking).
6. Protection of privacy (unauthorised communication of personalised data, electronic harassment, spamming).
7. Protection of reputation (defamation, unlawful comparative advertising).
8. Intellectual property (the unauthorised distribution of copyrighted works such as music, software, books, etc.)

Summary of Session 14

In this session, you have learned that;

1. Since the advent of modern printing and the creation of new disciplines, several thousands of peer-reviewed journals are published all over the world; so much that it is hard for a single individual and institution to keep track of information in his area of interest.
2. Open access can be defined as the provision of unrestricted access to scholarly journal or publication on the World Wide Web to enhance further academic and scholarly research.
3. Some of the types of open access available are; green OA and gold OA.
4. Censorship is the suppression of ideas and information that certain persons – individual, groups or government officials find objectionable or dangerous. Types of censorship are Meta and Internet censorship.
5. Some of the reasons for censorship are; national security; protection of minors; protection of human dignity; economic security; and information security (malicious hacking).

Self-Assessment Questions (SAQs) for Session 14

Now that you have completed this study session, you can assess how well you have achieved its Learning Outcomes by answering these questions. You can check your answers with the Notes on the Self-Assessment Questions at the end of this courseware.

SAQ 14.1. (tests learning outcome 14.1.)

In the list of statements provided below, fill the blanks with the most appropriate keyword.

a. _____ can be defined as the provision of unrestricted access to scholarly journal or publication on the World Wide Web to enhance further academic and scholarly research.
b. _____is the suppression of ideas and information that certain persons – individual, groups or government officials find objectionable or dangerous.

SAQ 14.2. (tests learning outcome 14.2.)

Many efforts have been made to enhance access to scholarly literature especially for scholars and to increase scholarship in developing countries to boost the academic and research work. Explain the relevance of Open Access in academic development.

SAQ 14.3. (tests learning outcome 14.3.)

Identify the types of Open Access that we have.

SAQ 14.4. (tests learning outcome 14.4.)

Based on what you have learnt in this lecture, identify at least 5 reasons for censorship.

References

Björk, B-C. 2012. The hybrid model for open access publication of scholarly articles: A failed experiment? J. Am. Soc. Inf. Sci., 63: 1496–1504. doi: 10.1002/asi.22709.

Bjork, Bo-Christer. 2013. Anatomy of Green Open Access. Journal of the American society for information science and technology.

Canessa, E & Zennaro, M. 2008. Source Dissemination using Open Access: A Compendium of selected literature on open access. ICTT – The Abdus Salam intention centre for theoretical physics. http://satu.icp.it/openaccess/book.html.

EVR 23459. 2008. Open access – opportunities and challenges. A handbook. Luxemborg: Office Official Publication of the European Countries.

Greenwood, H., et al. 2009. Economic implications of alternative scholarly publishing models: Exploring the costs and benefits. A report to the JointInformation Systems Committee (JISC), 256.

Houghton, J., Rasmussen, B., Sheehan, P., Oppenheim, C., Morris, A., Creaser, C.,

http://aaisp.net.uk/news-censorship.html

http://articles.businessinsider.com/2011-08-11/europe/29992150_1_burka-ban-social-mediarioters#comments

Kravity, Nancy. 2002. Censorship and school library medicine centre. USA: Libraries unlimited.

Willinsky, J. 2005. The Access Principle. MIT Press.

Study Session Fifteen: Grey Literature

Expected duration: 1 week or 2 contact hours Introduction

Introduction

What comes to your mind at the sight of grey literature as the topic of this study session? The word grey here as many would think does not apply to colour but it is used to describe any material that has not been formally published by a commercial publisher. In this study session, we are considering Grey literature. This falls under the primary source of information, it is characterized by its newness and current discovery reporting; it is rare and not produced commercially, that is it is not for profit-making, there is problem of accessing them because they are not easy to come by. As part of the need for library to house these materials, it is suggested that the library can get information on the available grey literature in cited references in journal articles, institutional repository, and conference proceedings, also, in published curriculum vitae of authors. You are advised to go over the previous study session again to facilitate your retention of concepts discussed so far.

Learning Outcomes for Study Session 15

At the end of this lecture, it is expected that you will be able to;

15.1. Define and use correctly keyword printed in **bold. (SAQ 15.1.)**

15.2. Outline the characteristics of grey literature; and **(SAQ 15.2.)**

15.3. Highlight at least 4 importance of grey literature**. (SAQ 15.3.)**

Key words; **Grey literature.**

15.1. Meaning, Characteristics, and Importance of Grey Literature

15.1.1. Meaning of Grey Literature

Grey is alternatively used for grey literature. **Grey literature** is any material that has not been formally published by a commercial publisher. GreyNet (1999) defines grey literature as that

which is produced in all levels of government, academic, business and industry both in print and electronic format, but which is not controlled by commercial publications. Many terms have been used to connote the term, these include "Quasi-printed report", "unpublished but circulated papers", "unpublished proceedings of conferences", "printed conference programme", "non-unique materials" etc. Grey literature constitutes the bulk of a library's manuscript collections. It is said that if you can buy it in a bookshop, it is probably not grey literature.

Grey literatures are printed work such as reports, preprints, internal document, PhD theses, masters' dissertations, conference proceedings, technical specifications and standards, commercial and official documentation, working paper, data sets and policy documentation, bibliographies, technical and commercial documentations, official documents etc. .Grey literature are publications without commercial purpose; they are articles and information published especially on the Internet without a commercial purpose or the mediation of a commercial publisher. Generally, they are materials which are not attainable through the conventional channels and not available through normal book-selling channels. Grey literature can be produced by organizations but most often are authored by government departments, NGOs, research centres, academic institutions and international organizations.

Having learnt the meaning of grey literature, now let us consider the characteristics of Grey Literature.

15.1.2. Characteristics of Grey Literature
These are;

1. Not primarily produced for commercial publications
2. Produced as a means of getting a message across rather than publishing as a commercial venture (for project or otherwise)
3. Difficult to acquire
4. Not part of a major distribution channel
5. Bibliographic controls e.g. lack of ISBN or ISSN
6. Not peer reviewed
7. Transient or ephemeral in nature

8. Difficult to find because historically, it is not included in commercial abstracting and indexing database

9 They contain original information.

Considering these characteristics, you also need to note that there are some benefits derived from Grey literature. These are discussed below;

15.1.3. Importance of Grey Literature

The following are some of the importance of grey literature publications as postulated by Soule and Ryan (1999).

1. It can provide information that is often unavailable in published open sources.
2. It is often available on timely basis than conventional literature. Conference papers, for example, are available long before any follow-up, published article will appear, yet the information content of the two versions may not differ significantly.
3. It can corroborate important assertions found in other sources, which is always paramount in intelligence analysis.
4. It may have a concise, focused, and detailed content. This is particularly true of technical reports and unofficial government documents, whose information content will be greatly reduced in the published form.
5. The literature is always free, relevant and unique.
6. It is becoming a common means of information exchange; particularly as personal publishing software improves and Internet access expands.

Grey literature is a very useful tool for academic purpose, it can be used by students, lecturers and researchers alike to further their research work, to support teaching and learning and also, to aid in the research exercise of students. Students can survey theses and dissertations submitted to the library to coin their project topics, to know the extent of work on a particular topic and also the get additional information for their project work.

Box 15.1. Meaning of Grey Literature

Grey literatures are printed work such as reports, preprints, internal document, PhD theses, masters' dissertations, conference proceedings, technical specifications and standards, commercial and official documentation, working paper, data sets and policy documentation, bibliographies, technical and commercial documentations, official documents etc. .Grey literature are publications without commercial purpose; they are articles and information published especially on the Internet without a commercial purpose or the mediation of a commercial publisher.

At this point, let us consider how Libraries acquire grey literature

15.2. How do Libraries Acquire Grey Literature?

As part of information material, the library should house, grey literature poses great problem to the library in the area of acquisition and access because they are not commercially produced. Also, the publication does give a clue to how they can be found because they have no clear bibliographic details; therefore, ordering and delivery cannot be made for them as it is for other print information materials. It is very hard for any library to locate, access, process and acquire grey materials. Another area of problem is the issue of funds to acquire them; library has not adequately covered the procurement of published materials let alone budgeting and expending on ephemerals like grey literature. Huffine, Richard, National Library Coordinator, US Geological survey, listed where grey literatures can be found, among these are:

- As cited in references of a journal;
- Within the library collection;
- In author's curriculum vita;
- Institutional repository;
- Conference proceedings;
- Contacting libraries, researchers, project workers and even librarians.

- Can the PhD theses and official documents be classified as grey materials? Give reasons for your answer.
  - As a gentle reminder, note that grey literature are materials yet to be published. You can refer to section 15.1.2. to guide you in the identification.

The last section to be treated in this course is the management and challenges of grey literature.

15.3. Management and Challenges of Grey Literature

Grey literature also undergoes the same process of management that the print format of library information resources undergoes, they are stamped, accessioned, registered, catalogued and classified and shelved. The major challenge however, is in their identification and access. Grey literature also pose problem in the area of bibliographic details captured as many grey literature does not have important bibliographic details, another challenge is that most of the available grey literature are in hard copy i.e. print copy, library has to undertake digitization process if they were to be made available electronically. Another challenge is in the cost of these literature; many may be expensive to acquire even after they have been located by the library. Another is in classifying the grey literature as a vast knowledge of subject area is required of the classifier. Preservation is another area to be considered, most grey materials are in loose leaf sheets, which means they are prone to wear and tear. The library has to procure a pamphlet box to preserve them and must be shelved in separate shelves to minimize access.

Summary of Session 15

In this session, you have learned that;

1. Grey literature is any material that has not been formally published by a commercial publisher. Many terms have been used to connote the term, these include "Quasi-printed report", "unpublished but circulated papers", "unpublished proceedings of conferences", "printed conference programme", "non-unique materials" etc.

2. Grey literatures are printed work such as reports, preprints, internal document, PhD theses, masters' dissertations, conference proceedings, technical specifications and

standards, commercial and official documentation, working paper, data sets and policy documentation etc.

3. Some characteristics of grey literature are that they are; not primarily produced for commercial publications; produced as a means of getting a message across rather than publishing as a commercial venture (for project or otherwise); difficult to acquire; not part of a major distribution channel; bibliographic controls e.g. lack of ISBN or ISSN etc.

4. Some importance of grey literature is that they can; provide information that is often unavailable in published open sources and it is often available on timely basis than conventional literature. Conference papers, for example, are available long before any follow-up, published article will appear, yet the information content of the two versions may not differ significantly.

5. Grey literature also pose problem in the area of bibliographic details captured as many grey literature does not have important bibliographic details, another challenge is that most of the available grey literature are in hard copy i.e. print copy, library has to undertake digitization process if they were to be made available electronically.

This brings us to the end of this course. I want to believe to believe you have been able to learn the essential skills and broadened your knowledge of Collection Development. I wish you all the best in your studies.

Self-Assessment Questions (SAQs) for Session 15

Now that you have completed this study session, you can assess how well you have achieved its Learning Outcomes by answering these questions. You can check your answers with the Notes on the Self-Assessment Questions at the end of this courseware.

SAQ 15.1. (tests learning outcome 15.1.)

As a result of the knowledge gained in this lecture, briefly explain what grey literature entails.

SAQ 15.2. (tests learning outcome 15.2.)

To test your knowledge of grey literature, identify 5 ways by which you can easily identify a grey literature.

SAQ 15.3. (tests learning outcome 15.3.)

State at least 5 things you think a Library can achieve from stocking grey literature.

References

Conference on Grey Literature, November 13-14, 1997, Luxembourg, (Amsterdam: GreyNet, 1998),

http://www.lshtm.ac.uk/library/guidance/lit_search/index.html.

Joan, R.M. 2004. Dictionary for Library and Information Science.

Osayande, O and Ukpebor, O.C. 2012. Grey Literature Acquisition and Management: Challenges in Academic Libraries in Africa, *Library Philosophy and Practice* 2012. http://unllib.unl.edu/LPP/

Richard, Huffine. 2010. Value of Grey Literature to Scholarly Research in the Digital Age National Library Coordinator U.S. Geological Survey.

APPENDIX

Notes to the Self- Assessment Questions (SAQs) for Session 1
SAQ 1.1

Collection development is the systematic building of a library collection based on meaningful data rather than subjective choice. It is the process of assessing the strength and weakness in a collection and then creating plans to correct the weakness and maintain the strength WHILE Collection management is a more comprehensive term covering resource allocation, technical processing, preservation, storage, weeding, discarding of stock, the monitoring and encouragement of collection use.

SAQ 1.2

Effective collection management in collection development can help to achieve the following;

1. Information explosion. Increased cost of acquisition of information resources (cost of electronic databases for example).
2. Low budgetary provision to the library.
3. Influence of internet and search engines (if not done, users might turn to other sources).
4. Staffing cost.
5. To ensure the attainment of library aims and objectives.

Notes to the Self- Assessment Questions (SAQs) for Session 2
SAQ 2.1.

gather data identifying the community the library would serve- **Community Analysis**

a policy was formulated- **Collection Development Policy**

choosing and deciding- **Selection**

claim the physical ownership of materials that were selected- **Acquisition**

replacement of some items after examining items in the library- **Weeding**

a systematic assessment of the quality of the library's collection- **Evaluation**

Notes to the Self- Assessment Questions (SAQs) for Session 3

SAQ 3.1.

To solve this, this Librarian is expected to introduce a balanced collection. You can read more in section 3.2

SAQ 3.2.

In the process of analyzing the community, many types of data are required from the community, this includes: demographic, geographical, legal, transportation, historical, legal and political data etc.

SAQ 3.3

Many individuals are employed in the process of collecting these data such as; outside consultants, volunteers from the community; and library staff

Notes to the Self- Assessment Questions (SAQs) for Session 4

SAQ 4.1.

These sources are; key informants and community forum. You can read more on that in section 4.1.1 of the text.

SAQ 4.2.

The two major methods for getting community Information are through social indicators or survey approach via methods like face-to-face encounter, interview, questionnaire etc.

Notes to the Self- Assessment Questions (SAQs) for Session 5

SAQ 5.1.

Collection development policy can be defined as a written statement or document representing the plan of action and information that is used to guide the thinking and decision-making of the staff in collection development.

SAQ 5.2.

1. These policies help to guard against spontaneous/ad-hoc actions in decision-making, especially in selection, acquisition, weeding and evaluation.
2. They assist in building a balanced collection.

3. They also help to achieve consistency in the collection.

4. Confusion is avoided in the minds of selectors and patrons as to what the collection is and is not.

SAQ 5.3.
Refer to section 5.1.2 for details

Notes to the Self- Assessment Questions (SAQs) for Session 6
SAQ 6.1.
See section 6.1.1

SAQ 6.2.
See section 6.1.3.

SAQ 6.3.
See section 6.2.2.

SAQ 6.4.
See section 6.2.3.

Notes to the Self- Assessment Questions (SAQs) for Session 7
SAQ 7.1.

Acquisition is the process of adding information resources to the collection of the library. This is the physical ownership or possession of materials that has been selected.

SAQ 7.2.

See section 7.2.

SAQ 7.3.

See section 7.1.4

SAQ 7.4.

See section 7.1.2.

Notes to the Self- Assessment Questions (SAQs) for Session 8

SAQ 8.1.

See section 8.1.1.

SAQ 8.2.

See section 8.1.2.

SAQ 8.3.

See section 8.1.3.

SAQ 8.4.

See section 8.2

Notes to the Self- Assessment Questions (SAQs) for Session 9

SAQ 9.1.

    a. Checklist

    b. Collection evaluation

    c. Survey

SAQ 9.2.

See section 9.1.2.

SAQ 9.3.

See section 9.1.3.

SAQ 9.4.

See section 9.2.2.

Notes to the Self- Assessment Questions (SAQs) for Session 10

SAQ 10.1.

    a. TRUE

    b. FALSE

    c. TRUE

SAQ 10.2.

See section 10.2.

SAQ 10.3

See section 10.3

Notes to the Self- Assessment Questions (SAQs) for Session 11
SAQ 11.1
See section 11.1.1

SAQ
See section 11.1.2.

Notes to the Self- Assessment Questions (SAQs) for Session 12
SAQ 12.1.

See section 12.1.1

SAQ 12.2.

See section 12.1.2 and 12.1.1

SAQ 12.3.

See section 12.2.2 and 12.3

Notes to the Self- Assessment Questions (SAQs) for Session 13
SAQ 13.1

Consortia can be said to mean the temporal coming together of groups, companies, institution

etc., for a common purpose. See details in section 13.1.1

SAQ 13.2

See section 13.1.3 and 13.2.1

SAQ 13.3

See section 13.2.2

Notes to the Self- Assessment Questions (SAQs) for Session 14

SAQ 14.1.

a. Open Access
b. Censorship

SAQ 14.2.
See section 14.1.1

SAQ 14.3.
See section 14.1.2

SAQ 14.4.
See section 14.2

Notes to the Self- Assessment Questions (SAQs) for Session 15

SAQ 15.1.
Grey literature is any material that has not been formally published by a commercial publisher.
See more in section 15.1.1

SAQ 15.2.
See section 15.1.2

SAQ 15.3.
See section 15.1.3