

THE ROLE OF ACADEMIC LIS IN PRODUCING WPL GRADUATES

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OUTLINE

Introduction

Purpose and scope of the research

Contextualising workplace literacy

Workplace literacy in the hospitality and tourism industry

Research methodology

Key findings

Further discussions



INTRODUCTION

01

Global competitiveness
of economies

Organisations are
under increased
pressure to employ
employees that are
work place ready

02

WPL Skills and
attributes will help
students to thrive in
today's knowledge-
based, digitally and
connected world of
work

03

The role of academic
LIS:

Are we involved?

Are we pro-active ?





BACKGROUND

- Durban University of Technology
- The Independent Institute of Education
- Both offer diploma, certificate and degree courses in Hospitality
- Hospitality and tourism – 9.3 % SA employment
- Are we ready for 4IR?



PURPOSE AND SCOPE OF THE RESEARCH

- Pilot study to explore WPL in the hospitality and tourism industry
 - Determine the opinion of an employer in the industry on workplace literacy
 - Framework – NLS 1980; Dede, 2009; ACRL, MacKey and Jacobson, 2011
 - Tested findings - triangulating against practice
 - Need for more in-depth research
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METHODOLOGY AND DATA COLLECTION OF PILOT STUDY

Interpretivist paradigm: subjective meaning of viewpoints and experiences of participants.

Open ended online, with explanations of definitions questionnaires sent to all 3star (42) general managers

Key question categories:

- What are the skills required WPL of entry-level employees in a changing world?
- Can HE better prepare students for the world of work? How?

All ethical principles observed; WEF definitions of 21st century learning and 4IR as introduction to questionnaire

Coding was used to organise and capture the data for further interpretation and reporting – analysed in 3Ls

2 FINDINGS STAND OUT FROM PILOT STUDY

1. Industry laments that they have to retrain extensively on entry level WPL

2. Responsible application of technology in world of work is problematic

WHAT DO EMPLOYERS EXPECT OF ENTRY LEVEL GRADUATES?

Key workplace skills identified	Percentage of participants mentioning the workplace skill
Service orientation	86%
Information security	81%
Information privacy	81%
Problem solving	80%
Business communication skills	76%
Ethical and professional conduct	75%
Web navigation	64%
Netiquette	63%
Self-determined and adaptive learning	60%
Networking and connectedness	50%
Professional conduct	40%
Conflict handling	40%
Health and safety	20%

WPL IN CONTEXT OF 21ST CENTURY SKILLS

Dede (2009): share, think, co-
create

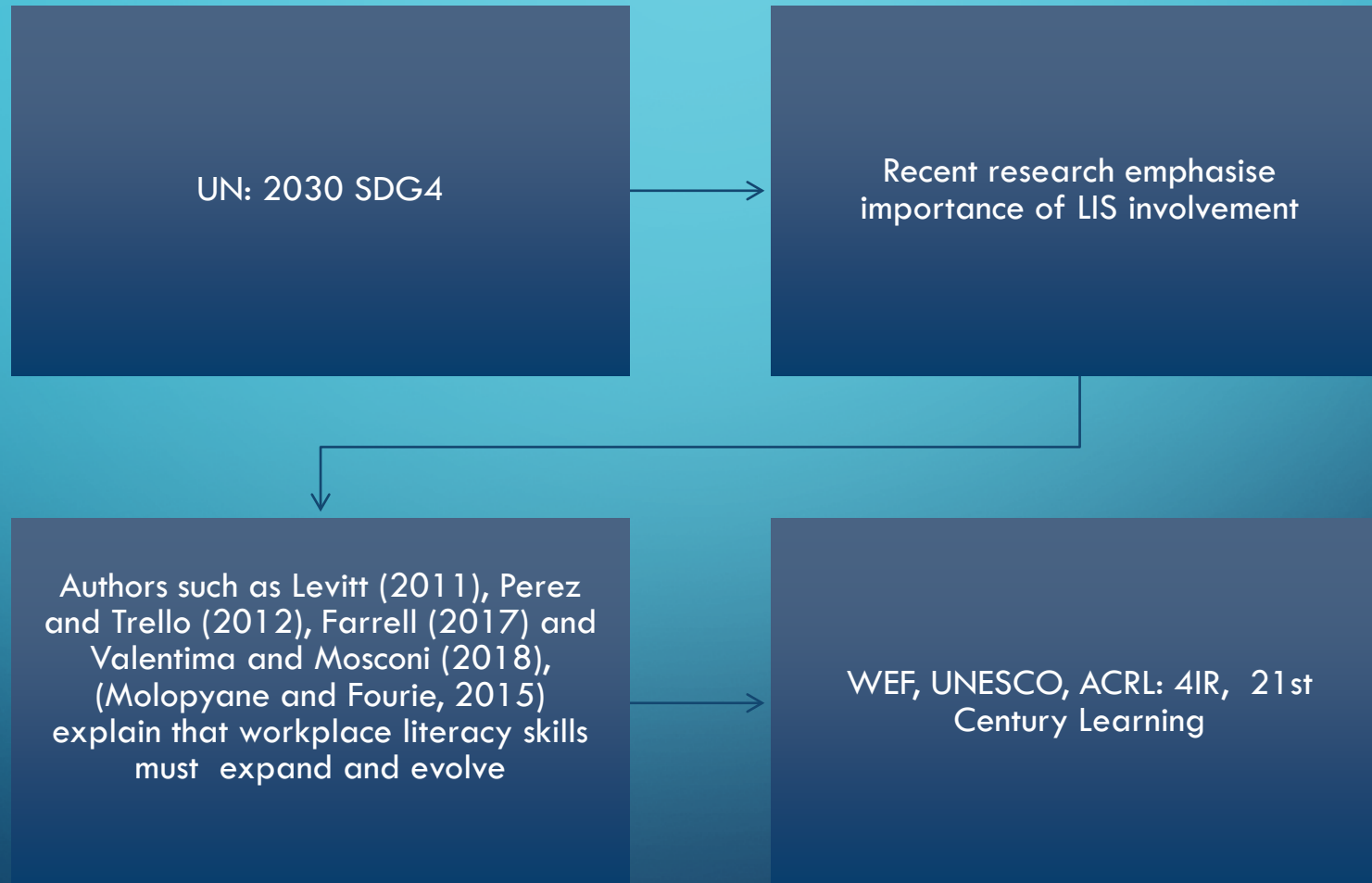
LIS needs to become familiar
and informed about 21st
century learning trends and
skills

21ST CENTURY SKILLS
HOW TODAY'S STUDENTS CAN STAY COMPETITIVE IN A CHANGING JOB MARKET

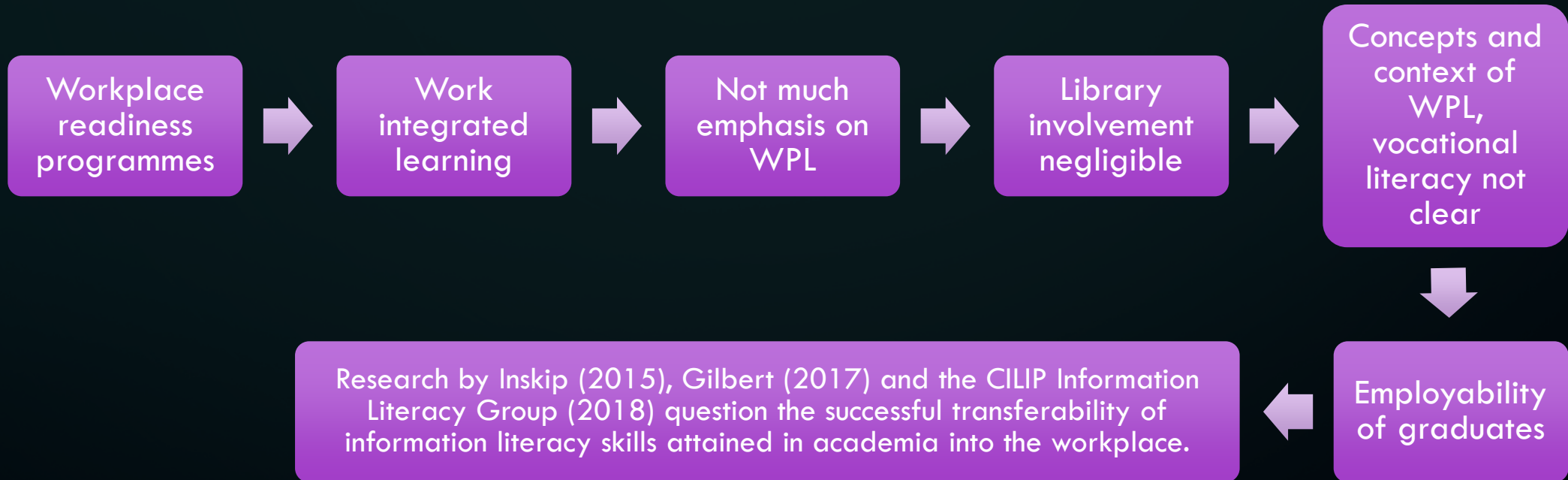
Learning Skills	Literacy Skills	Life Skills
Critical Thinking	Information	Flexibility
Creativity	Media	Leadership
Collaboration	Technology	Initiative
Communication		Productivity
		Social

Applied
educational systems

WPL: WHAT DOES LITERATURE SAY?



THE STATE OF WPL IN SA UNIVERSITIES



ROLE OF LIS IN HIGHER EDUCATION

NEERPUTH, (2014);
MOLOPYANE AND
FOURIE (2015)

Explicit facilitator of
progressive, reflexive,
critical, transformative
learning

To engender graduate
skills and attributes for 21st
Century connected place
of work.

T & L to include basic
knowledge of industry and
opportunities to develop
skills and attributes related
to commitment, innovation
and entrepreneurship

Curricula to be revised to
compensate for workplace
collaboration and
reflection towards 4IR

Need CoPs: WIL must
include LIS to enhance
preparedness for the
world of work (Academic
integration, Neerputh,
2014)

T & L practices to include a
heutagogic, metaliteracy
and connectivism approach

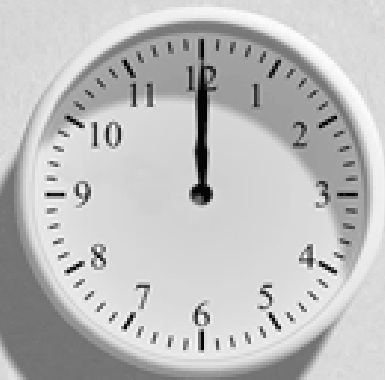


DO WE FULFIL OUR ROLE IN TRANSFERRING WPL?

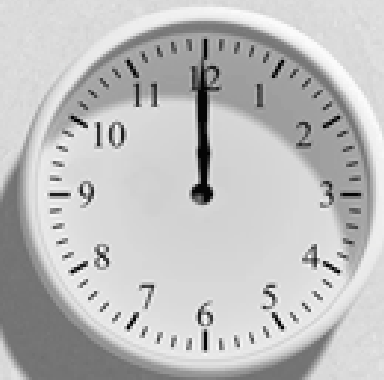
- **Are we involved? - Do we prepare students sufficiently to function in the world of work?**
- **Do universities know what the industry needs are in terms of WPL, meta literacy and information skill requirements?**

ANALYSING FINDINGS – RE-LOOKING WHAT WE DO

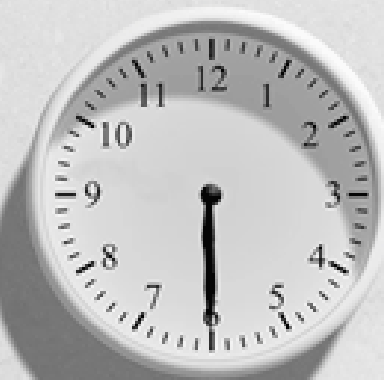




INFORMATION



TIME



KNOWLEDGE



THERE WAS A TIME WHEN THE MICROFICHE READER WAS STATE OF THE ART TECHNOLOGY

- LIS use state of the art technology in library administration BUT....
- LIS hesitate to expose patrons to the use of new technologies
LIS, at best, still focus on “paper behind glass”
- Bring in VR and mixed reality in LIS programmes
- Make new and immersive technologies part of library equipment and experience

LIS MUST VENTURE INTO NEW TECHNOLOGIES IN LITERACY TRAINING TO REMAIN RELEVANT

- LIS hesitate to use new technologies
- LIS still focus on “paper behind glass” technologies offered
- Open up and bring in VR and mixed reality in LIS programmes
- LIS - “hands-off” - often leave WPL and new technologies to others
- Need to make new technologies part of library services and equipment
- LIS lack confidence in new technology innovation and application



LIS ONLY FOCUS ON LITERACY TRAINING

LIS MUST PREPARE STUDENTS
TO WORK IN A DISRUPTIVE
TECHNOLOGIES
ENVIRONMENT

(Fisk, 2017)

RECOMMENDATIONS - HOW CAN LIS IMPROVE WPL PROGRAMMES?

- Focus must be expanded from information literacy workshops
- More collaboration to break academic silos
- Take note of Industry standards – discipline-specific workshops/sessions needed

In our support services, we must work and plan towards:

- Support development of adaptive and self-determined students and graduates
- More emphasis on digital citizenship
- Metacognitive approach
- Real-life exposure through technology
- Better coordination and planning of WIL
- Continued relationship - SLPs

By watching

By imitating

practising ('trial and error')

They need feedback

Through conversation

teaching and helping

real world problem solving

inquiry

listening, transcribing and remembering

drafting and sketching

being coached

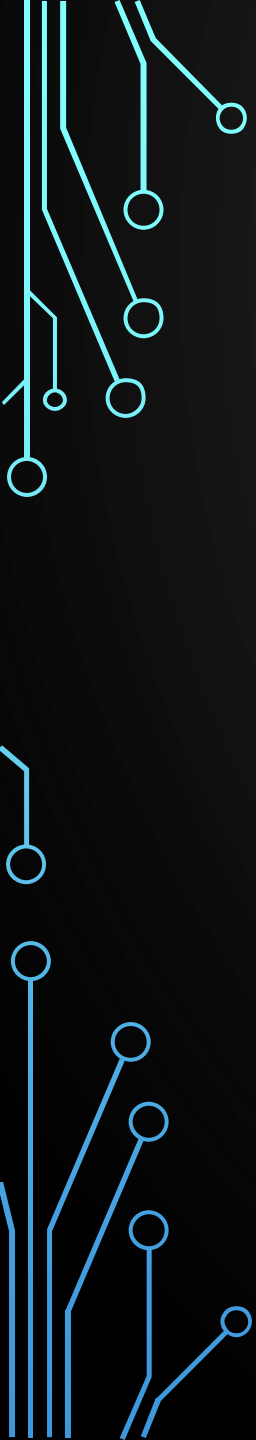
competing

virtual environments


simulation and role play

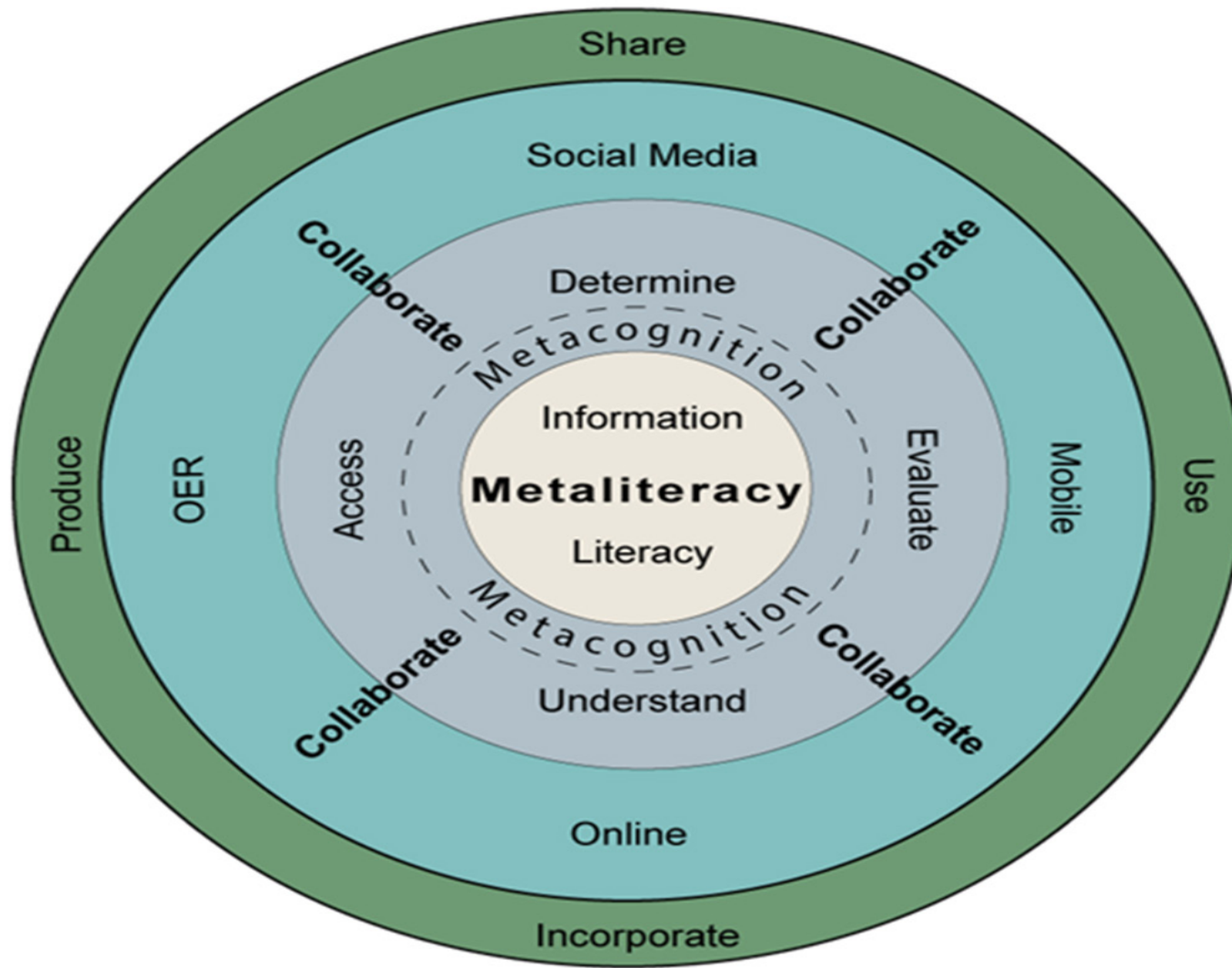
games

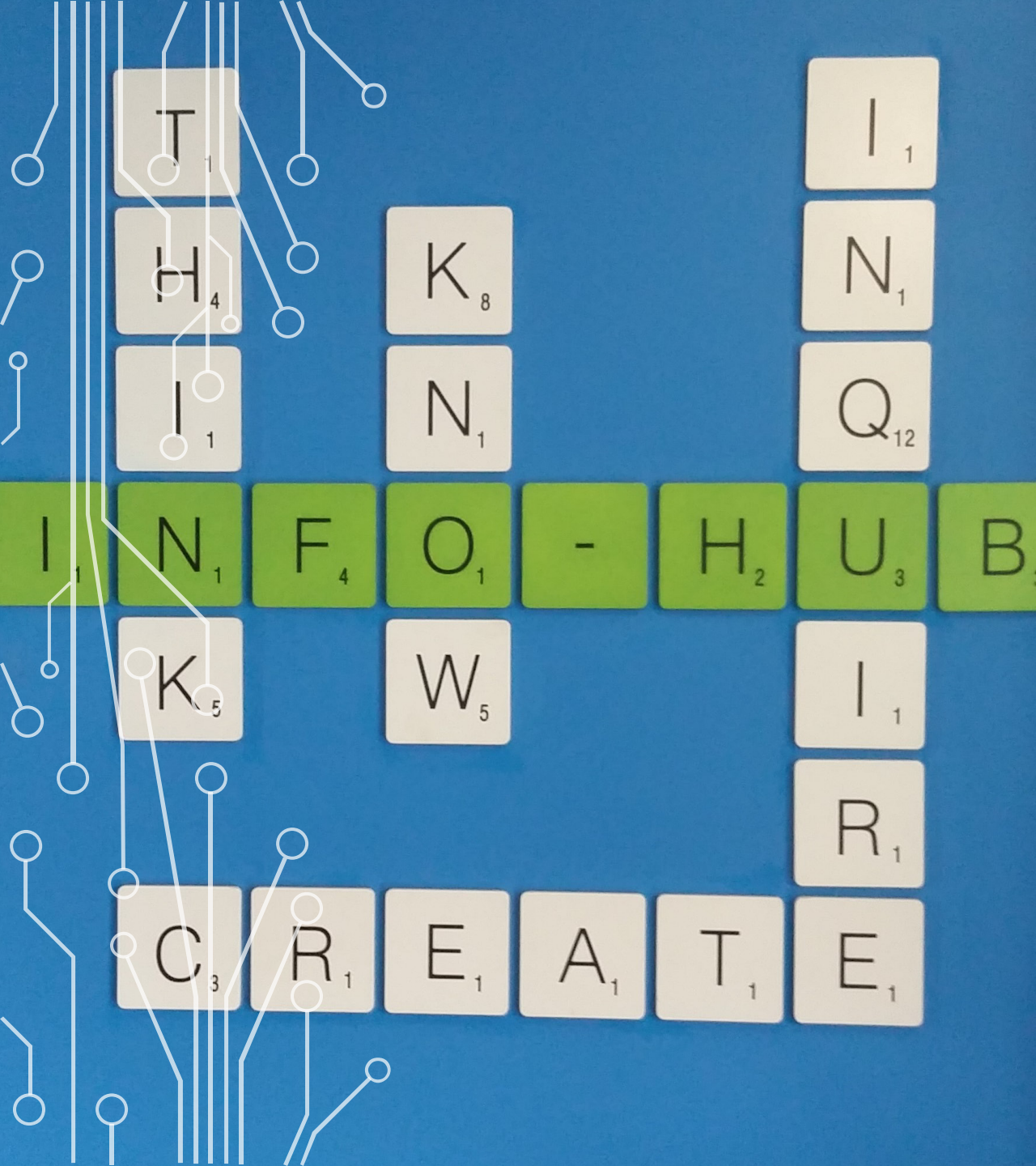
LIS PRESENTATION AND INSTRUCTIONAL SKILLS DO NOT ALIGN WITH 21ST CENTURY LEARNING - LIS NEED TO KNOW MORE ABOUT PEDAGOGIES, LEARNING STYLES, INSTRUCTIONAL DESIGN FOR ACTIVE LEARNING



LIS MUST BE SKILLED IN NEW LITERACY FRAMEWORKS, METALITERACIES, METACOGNITIVE FRAMEWORKS, PEDAGOGIES AND TECHNOLOGIES

- Traditional information literacy frameworks must be expanded
 - ACRL Information Literacy Framework for Higher Education(2015)
 - Metaliteracy vs multiliteracy
 - Information literacy vs information fluency
 - Student as creator of knowledge
 - Metacognition – move beyond format, complementary literacies
 - Reflective
 - Collaborative
 - Metacognition is a vital component of critical thinking and learning
- 





SIX LENSES (MACKAY & JACOBSON, 2011)

1. AUTHORITY IS CONSTRUCTED AND CONTEXTUAL
2. INFORMATION CREATION AS A PROCESS
3. INFORMATION HAS VALUE
4. RESEARCH AS INQUIRY
5. SCHOLARSHIP AS CONVERSATION
6. SEARCHING AS STRATEGIC EXPLORATION

PLUS

6 C'S OF 21ST CENTURY LEARNING

[HTTPS://EDUCIRCLES.ORG/21ST-CENTURY-LEARNING-SKILLS-EXPLORING-THE-6CS-OF-EDUCATION/](https://educircles.org/21st-century-learning-skills-exploring-the-6cs-of-education/)

GUIDING LIS IN THE CHANGE



ACADEMIC
PARTNER



PROACTIVE



INFORMED
PRESENCE



CONNECTED AND
NETWORKED

HOW LIS MUST BE INVOLVED IN WPL AND
VOCATIONAL LITERACIES

Findings: Target group feels HE does not offer WPL graduates, not integrated.

HE to improve WIL strategies to be collaborative internally and industry

Information navigation is core - evolved role embedded librarian

SDG4, 4IR developments, disruptive technology – back to the drawing board

Inter- technology collaboration, no more silos

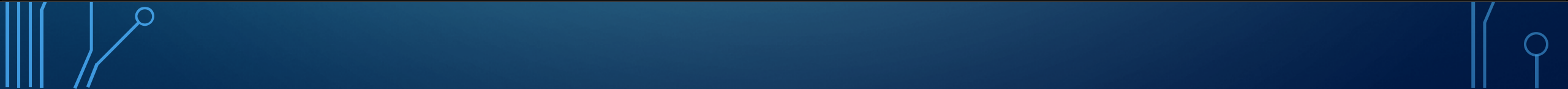
WPL must consider industry standards – no one- fits- all approach; expose students to new technologies

Further research needed:
New frameworks and paradigms; cross-discipline research :
metaliteracy framework

CONCLUSION

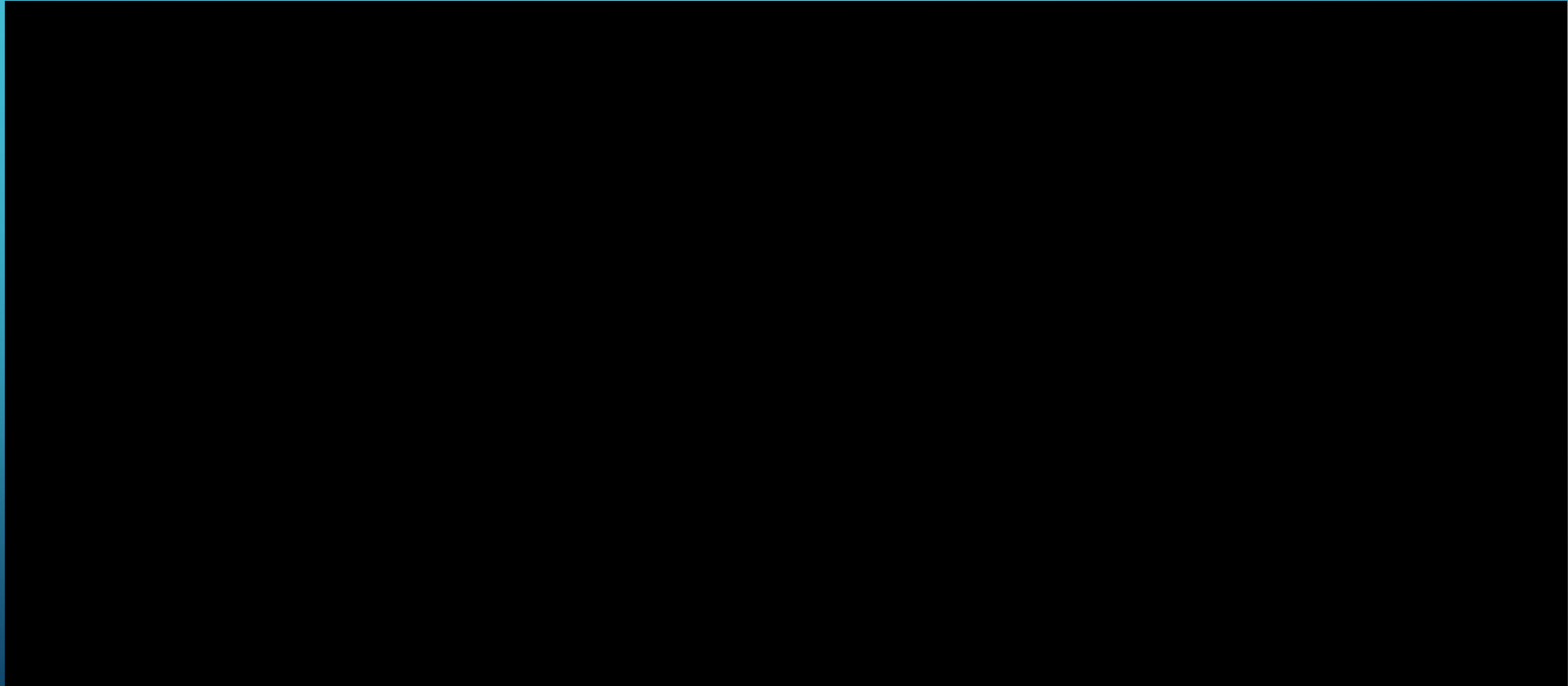


How Virtual Reality can
Enrich the Hospitality Industry



VIRTUAL REALITY – HOLO LENSES AS LIBRARY EQUIPMENT?

[HTTPS://YOUTU.BE/JHXM_QAWRKO](https://youtu.be/JHXM_QAWRKO)



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