

# COURSE GUIDE

## LIS 214

### LITERATURE AND LIBRARY SERVICES FOR YOUNG PEOPLE

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## **WHAT YOU WILL LEARN IN THIS COURSE**

This course will introduce you to the concept of young people or young adult and information resources they need to excel in their educational career. The course contains information that will help students identify young people, in their various different categories, appraise their information needs, develop processes and policy to which library will reference to in the course of performing its primary roles of ensuring information availability, storage, accessibility and dissemination in the right way. The students will also be able to appreciate the nature, type, characteristics and form of information materials specifically written for young people. Students will learn how to develop library that is young people-centered with the necessary structure and equipment. After successfully completing this course, students will be equipped with the knowledge about the literature and information literacy required by young people, in the right proportion.

## **COURSE AIM**

This course aims to equip students with the knowledge and skills that will help them guide young people in their quest to access information resources that matter to them.

## **CONTENT**

LIS: 214 Literature and Library Services for Young People is a two unit elective course consisting of four (4) modules and fourteen (14) units designed to provide a self-study material to students of Library and Information Science discipline. It is adopted from NUC-BMAS to prepare students for the award of Bachelor of Library and Information Science degree (BLS) of the National Open University of Nigeria.

## **COURSE PREREQUISITE**

Students are expected to read through this module with keen interest and seriousness. No part or segment of this module or units therein should be jumped over under the pretense of having known everything regarding the course. Attempt should be made to consult references for further reading to fully take advantage of any explanation that require further attention. However, repetitive reading will expose you to the benefits of earning full marks for both assignment and examination.

## **STUDY UNITS**

The study units in this course consist of:

### **MODULE I: THE CONCEPT OF YOUNG PEOPLE**

Unit 1: Definition and Concept of Young People

Unit 2: Categorization and Classification of Young People

### **MODULE II: LIBRARY SERVICES TO YOUNG PEOPLE**

Unit 1: Philosophy and Objective of Library services to young people

Unit 2: Characteristics of young people and their Information Needs/ Seeking Behaviour

Unit 3: Library services for young people

Unit 4: Types of Literature for Young People

### **MODULE 3: READING CULTURE AND INFORMATION LITERACY FOR YOUNG PEOPLE**

Unit 1: Definition and Concept of Reading Culture and Information Literacy

Unit 2: Promoting Good Reading Culture

Unit 3: Developing Good Reading Habits/Skills

Unit 4: Challenges Militating Against the Promotion of Good Reading Culture

Unit 5: Information Literacy for young People

### **MODULE 4: INTERNET AND ICT USE BY YOUNG PEOPLE**

Unit 1: Internet Services for Young People

Unit 2: Definition and Importance of ICT

Unit 3: Multimedia Use by Young People

Unit 4: Ethical issues with Internet, e-Resources and Social Media

## **PREAMBLE**

Library plays unprecedented roles in both societies and institutions of learning. Such roles benefit the young, adult and old people that are vested with interest to read or required reading for their educational, business and leisure purposes. Notably, library assumes responsibility of providing resources for leisure and guides to access information sources and resources in various format and categories. Researchers have shown that illiteracy is common among young people in society—or to better put it, young people are faced with information needs necessary for their dare development—being the situation that can best describe their inability to read properly or write as well. Undoubtedly, these young people whose ages fall within the bracket between six (6) through to twenty four (24) years have pressing information needs. This category of people requires more flexible and quick access to information resources because of their educational upbringing requirements. Therefore, librarians need to understand their basic information needs and information seeking behaviour in order to prevent them from falling prey of illiteracy syndrome.

In order to achieve the above goal, this course is centered on exposing students and researchers to information regarding benchmark for setting up library for young people, developing standards and guidelines for developing young peoples' library services that will meet their recreational and information needs, support the development of their reading habits, culture and skills, encourage lifelong learning pattern for young people and be enriched with skills required of librarians for guiding young people in the long-run. Furthermore, this course will place more emphases on effective library services for children (0 – 12 years of age) and young adults (13 – 18 years of age), which are driven by values of inclusion, fun, challenge, self-awareness and learning.

## **COURSE OBJECTIVES**

This course will lead to the achievement of series of objectives. After successful completion of this Module, students will be able to:

1. Identify and describe a wide range of information needs of young people;
2. Apply the terms young people, adolescent, and teen in identifying group of library patrons
3. Discuss the literature relating to information needs of young people;
4. Describe ways in which young people themselves speak of their needs;
5. Describe historical and contemporary characteristics of resources for young people.
6. Describe how to recognize and facilitate information seeking behavior of young people;
7. Define developmental tasks of young people and how these relate to their information needs;
8. Name characteristics, representative titles, and well-known authors of specific genres and topics in young people literature;

9. Identify social issues and how they are portrayed in information resources for young people;
10. Discuss how to combat censorship and promote intellectual freedom in meeting information needs of young people;
11. Locate, analyze and evaluate information resources for young people from a variety of points of views, including literary and artistic merit, popularity, social and personal usefulness;
12. Describe how to implement strategies to facilitate the young peoples' access to information resources;
13. Articulate a personal strategy for keeping up with the information needs of young people and the resources to meet their needs;
14. Discuss key issues in the information needs of and resources for young people.

## **MODULE I: THE CONCEPT OF YOUNG PEOPLE**

Unit 1: Definition and Concept of Young People

Unit 2: Categorization and Classification of Young People

## **MODULE II: LIBRARY SERVICES FOR YOUNG PEOPLE**

Unit 1: Philosophy and Objective of Library services to young people

Unit 2: Characteristics of young people and their Information Needs/ Seeking Behaviour

Unit 3: Library services for young people

Unit 4: Types of Literature for Young People

## **MODULE 3: READING CULTURE AND INFORMATION LITERACY FOR YOUNG PEOPLE**

Unit 1: Definition and Concept of Reading Culture and Information Literacy

Unit 2: Promoting Good Reading Culture

Unit 3: Developing Good Reading Habit/Skills

Unit 4: Challenges Militating Against the Promotion of Good Reading Culture

Unit 5: Information Literacy for young People

## **MODULE 4: INTERNET AND ICT USE BY YOUNG PEOPLE**

Unit 1: Internet Services for Young People

Unit 2: Definition and Importance of ICT

Unit 3: Multimedia Use by Young People

Unit 4: Ethical issues with Internet, e-Resources and Social Media

### **Assessment**

Assessment method will be two-folds: Continuous assessment known as tutor-marked assignment (TMA) and written examination. The course materials are prepared to assist you to do your TMA(s) which is computer based. You are expected to utilize the information and knowledge from the recommended texts at the end of each unit. The TMA (s) will carry 30% of the total marks while the final examination of about two hours duration will be written at the end of the course and this will carry 70%.

## **MODULE I: THE CONCEPT OF YOUNG PEOPLE**

The term “young people” is generally used and we know that every parent still see their children as young no matter their age. In this unit we shall be looking at the definition and concept of young people and their different groups/categories

Unit 1: Definition and Concept of Young People

Unit 2: Categorization and Classification of Young People

Unit 1: Definition and Concept of Young People

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3.0 Main Content

3.1 Concept of Young People / Young Adult / Youth

3.2 Sociological Perspective of Young People

4.0 Conclusion

5.0 Summary

6.0 Self-Assessment Exercise(s)

7.0 References/Further Reading

### **1.0 INTRODUCTION**

In this unit, we shall be discussing the concept and definition of young people.

### **2.0 OBJECTIVES**

After the completion of this Unit on the concept of *Young People*, student should be able to:

- Conceptualise Young-people by definitions
- Identify the age range of young people
- Explain the factors that determine the range of Young-people in relation to their information needs
- Distinguish Young-people from Adult

### **3.0 MAIN CONTENT**

#### **3.1 Concept of Young people / Young Adult / Youth**

The term “Young-people” shall be interchangeably used with “Young Adult” or “Youth” to mean ages between 6-12 or 12-16 or 16-24. The concept of “Young-people” is a socially constructed intermediary phase that stands between childhood and adulthood. More importantly, it can neither be conceptualized chronologically as a stage that can be tied to specific age ranges, nor can its endpoint be linked to specific activities, like taking up paid work or demonstrating sexual relations. Young-people is a broader phenomenon that should not be likened or synonymous to adolescence, which relates to specific developmental phases, beginning with puberty and ending with physiological and emotional maturity. Fundamentally, young people tend to cover a more prolonged time span.

## **Definition of Young People**

Young-people can be conceptualized as a heterogeneous group, whose most common denominator is their age. Based on age-wise, such group is characterized by differences in their age from 6 years through to 24. Besides age, other factors that can set young people apart are their gender, and whether they were born in their home country or abroad, if they have a disability and whether they live in a city or a rural area.

Young-people can be defined either as a phase of life or as a social category. Phase of life refers to the period between childhood and adulthood. The transition to adulthood can be marked by being fully grown, finding one's own identity, being able to support oneself or forming a family of one's own. Social category see young people as a group of people with common needs, interests and characteristics that encounter similar structures and are affected by the same societal institutions and rules.

### **3.2 Sociological Perspective of Young People**

The sociological perspective of young people places stringent emphasis on the way in which experience (*which obviously vary across time and space and between social groups*) are central to their definitions as they are linked to patterns of dependence. Although young people can be tied reasonably accurately to a specific age range and to the completion of a set of developmental tasks, however it is not certain whether or not these are explicitly linked to the physical structure of the brain thereby making "Young-people" difficult to conceptualize. It is essentially a period of semi-dependence that falls between the full dependency that characterizes childhood and the independence of adulthood. Based on these definitions, it is vivid that young-people is constructed differently across time and between societies. In some societies, Young-people become independent at a relatively younger age, while in others dependency can last well into their second decade of life, and even beyond.

## **4.0 Conclusion**

The concept of Young-people is controversial and reflects different age ranges. They refer to a group of people between the age of 6 years 12years or 12 years to 24 years, depending on cultural norms, legal definition or educational benchmark.

## **5.0 Summary**

In this unit, we discussed young people as the age between childhood and adulthood (6-24years). We have also looked at the sociological perspective, whereby the definition of young people is tied to experiences across time, space, and social groups.

## **6.0 Self-assessment**

- a. Define the concept of Young-people?

- b. Explain the major problems relating to the definition of Young-people?

### **7.0 References/ Further Reading**

**Alleen, P. N. and Kenneth, L. D.** (2009): Literature for today's young adults: (8<sup>th</sup> Edition); Pearson Education, Inc; New York.. [www.pearsonhighered.com](http://www.pearsonhighered.com).

Ughonna, M.U. (2010): The Nature, principle and Concepts of Literature and Library Services for children. In E.C Madu and C.N. Eaari (eds) Modern Library and Information Service for Information Professionals in Africa. Pp. 79-92, Ibadan, Textbook Publishers

## Unit 2: Categorization and Classification of Young People

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6.1 Classes of Young People

6.2 Factors for Categorization of Young People

4.0 Conclusion

5.0 Summary

6.0 Self-Assessment Exercise(s)

8.0 References/Further Reading

### **3.0 INTRODUCTION**

This Unit portrays different ways young people are grouped

### **4.0 OBJECTIVES**

After completing this Unit, students will be able to:

- Understand classes of Young-people
- Identify factors leading to categorization of Young-people
- Use definition to classify Young-people

### **3.0 MAIN CONTENT**

#### 3.1 Classes of Young people

The grouping or classification of young people depends on many factors and considerations. For a number of reasons, timelines on young adulthood cannot be defined with precision. In most cases, the reasons that interplay results from different mix of overlapping indices such as legal or constitutional, maturational, occupational, sexual, emotional, cultural as well as employment, developmental, and socialization perspective.

### 3.2 Factors for categorization of young people

Young people are not regarded by different people or school of thought the same way. Depending on the views, culture, situation, region, education and years from date of birth, organizations and individuals have used factors peculiar to them as basis for classifying young people. Therefore, the categorization of young people takes into consideration several factors including legal, socialization perspective among others. Some of the examples are provided below:

- UN Secretariat/UNESCO/ILO regard young adult or people falling between the range of 15 to 24 years
- UN Habitat (Youth Fund) prescribe age of young adult to between 15 to 32 years;
- UNICEF/WHO/UNFPA Adolescent: 10-19, Young People: 10-24, Youth: 15-24;
- UNICEF /The Convention on Rights of the Child stated that child until 18 years of age are said to be young adult or people;
- The African Youth Charter portrayed that Youth or young or people fall within 15 to 35 years.

### 4.0 Conclusion

Young people are categorized by most people based on age range and also it boils down to certain factors advanced by individuals, organization and governments

### 5.0 Summary

In this unit, we saw that the grouping and categorization of Young people is subject to different factors, some of which are legal, cultural, sociological and regional. Some classes of young people are based on age range or educational status-quo.

### 6.0 Self-assessment

- Explain the factors for the categorization of young people identified in this course?

### 7.0 References/Further Reading

- Alleen, P. N. and Kenneth, L. D. (2009): Literature for today's young adults: (8<sup>th</sup> Edition); Pearson Education, Inc; New York.. [www.pearsonhighered.com](http://www.pearsonhighered.com).
- Ughonna, M.U. (2010): The Nature, principle and Concepts of Literature and Library Services for children. In E.C Madu and C.N. Eaari (eds) Modern Library and

Information Service for Information Professionals in Africa. Pp. 79-92, Ibadan,  
Textbook Publishers

## **MODULE II: LIBRARY SERVICES TO YOUNG PEOPLE**

It is good to know that young people have peculiar characteristics and based on this; library services and programmes for them are planned putting into consideration, their peculiar traits, unique information needs and information seeking behavior.

Unit 1: Philosophy and Objective of Library services to young people

Unit 2: Characteristics of young people and their Information Needs/ Seeking Behaviour

Unit 3: Library services for young people

Unit 4: Types of Literature for Young People

Unit 1: Philosophy and Objective of Library services to young people

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3.1 Philosophy of Library Services to Young People

3.2 Objectives of Library Services to Young People

4.0 Conclusion

5.0 Summary

6.0 Self-Assessment Exercise(s)

7.0 References/Further Reading

## **1.0 INTRODUCTION**

In this unit you will learn the philosophy guiding the establishment of library for the young. Also the objectives of library services to the young will be discussed

## **2.0 OBJECTIVES**

At the end of this unit students should be able to:

- Explain the philosophy of libraries designated to serve young people
- Identify the objectives that guide the operation of library for young people

## **3.0 MAIN CONTENT**

### **3.1 Philosophy of Library services to young people**

Libraries are established to ensure that their patrons are able to access information resources of various kinds that could help the patrons in times of needs. The most central function of any library is to support users' accessibility to its resources, beginning with users' information literacy and providing the guidance for quick access.

As a matter of necessity, library's operation should be built on a clear, straightforward and specific philosophy, to avoid misdirection in the course of serving their patrons and as well be delimited to the achievement of its objectives.

### **3.2 Objectives of Library services to young people**

More importantly, libraries should vividly identify their specific and broaden objectives. Conventionally, most libraries form a statement for their Philosophy and list out their objectives, and library for young people, is not an exception. In most cases, the following objectives fall within the purview of library services for Young people. However, some libraries may condense their objectives while others may simply expand theirs. The following objectives are reflection of what most libraries envisage for young people.

- Providing reference information to support educational achievement and personal development.
- Conducting library tours that support self-sufficiency and comfort level in using the library.
- Training for literacy and information finding skills, using both print and electronic resources.
- Offering readers advisory services for individuals and groups
- Encouraging the use of the collection in all formats
- Providing finding aids and other supporting materials
- Facilitating access to resources outside the collection when necessary, such as referrals and inter-library loans.
- Promoting services to young adults within the community

- Co-operating with other information and service providers in the community
- Providing services to special groups such as young adults with disabilities, teen parents, and teens who may be incarcerated or unable to come to the library for a variety of reasons.
- Free access to the Internet

Some libraries may have inclusive philosophy and avoid lengthy or numerous objectives, while others may decide to distinctively outline their goals, objectives, mission, vision and philosophy in a more specifically short-phrased form. No standard or a specific format for a presentation of philosophy or objectives for a typical library. The rule of thumb is that, a philosophy and objectives for any library should holistically reflect the main purpose for which the library was setup.

#### **4.0 Conclusion**

Every library is expected to formulate a philosophy and objectives as embodiment of goal for which the library is established. Philosophy helps library in retaining its prestige by focusing on the achievement of its objectives.

#### **5.0 Summary**

You have looked at the philosophy and objectives of library services for young people. You have seen that these objectives must reflect the main purpose for which the library is set up. The objectives of the host institution of the library must be put into consideration as you map out the library's own objectives.

#### **6.0 Self-assessment**

- i. Formulate three philosophical statements for library services for young people?
- ii. Outline five objectives of library services for young people other than the ones contained in this Unit?

#### **7.0 References/ Further Reading**

Ughonna, M.U. (2010): The Nature, principle and Concepts of Literature and Library Services for children. In E.C Madu and C.N. Eaari (eds) Modern Library and Information Service for Information Professionals in Africa. Pp. 79-92, Ibadan, Textbook Publishers

## Unit 2: Characteristics of young people and their Information Needs/ Seeking Behaviour

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1.0 Introduction

2.0 Objectives

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3.1 Characteristics of young people

3.2 Information needs and seeking behaviour of young people

4.0 Conclusion

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6.0 Self-Assessment Exercise(s)

7.0 References/Further Reading

### **1.0 INTRODUCTION**

In this unit, you shall learn the characteristics of young people, their information needs and information seeking behaviour.

### **2.0 OBJECTIVES**

At the end of this unit students should be able to:

- Identify the characteristic of young people
- Explain young peoples' information needs
- List and explain the characteristics vis-à-vis the information needs of young people

### **3.0 MAIN CONTENT**

#### 3.1 Characteristics of young people

Young people are known to be at their growing stages. This explains why their characteristics and information needs are given priority. The knowledge, wisdom and skills they acquire along their path of development have direct bearing on their educational careers' development. It is these unique features or characteristics of young people that should shape how their needs could be met by libraries. Identifying the characteristics and behavior of young people could empower libraries and parents to

match their efforts and squarely embrace their magnanimous roles in supporting young people, with respect to their information needs.

Some notable characteristics of young people are:

- Self-concept
- Experience
- Readiness to Learn:
- A Problem-Centered learning curve:
- Orientation
- Activities
- Sensitivity
- Learning style
- Self-Perception

■ Self-Concept:

Young people always see themselves as having the capability of self-direction and want other people to regard them as such. It can be said that self-directing is a manifestation of graduating into maturity by young people. To be fully self-directing, more knowledge and wisdom is required. Young people are expected to be exposed to different information resources and services in order for them to learn faster. This makes the information needs of Young people an important affair for consideration by libraries

■ Experience:

Experience covers knowledge or ideas and skills acquired through all sense organs, including outcome of inward thinking and imagination, which is confirmed by outward results visible or understandable by oneself or people. Young people are inclined to regarding experience as something that has happened to them. Young people do not have enough experience that may make them capable of shouldering responsibilities that may befall them. Therefore, they tend to be occupied with sense of wanting to learn more or acquiring needed skills so as to become worthwhile.

■ Readiness to Learn:

Young peoples' requirement for development is full of tasks that gradually shift from competence on social and occupational role. It implies shifting away from the tasks that are physically bound to a highly mind building tasks. Young people are prone to understanding that learning or studying is both a requirement and necessity. Their information needs are tense and growing.

■ A Problem-Centered learning curve:

Young people reflect on education as the buildup of knowledge for use immediately or in the future. Young people should understand that learning is a way to be more effective in problem solving by tending to expose themselves to learning opportunities. Young people dwell on relationship with information resources that help them face challenges usually posed by learning requirements.

#### ■ Orientation:

Young people need to be guided by more informed guardian or led to be acquainted with sources and resources that kindle their urge to learn and as well introduce them to learning patterns, processes and climate. Pertinently, young people believe in sources of information that are relevant to their needs and immediate applicability. Given that young people need to face challenges that confront them, they try to lean on information sources and resources that can empower them with good ideas, knowledge and skills.

#### ■ Activities:

Young people aspire to engage in activities that require the use of knowledge or wisdom, or skills in order to improve their knowledge base as they attend schools and other forms of learning activities. Activities such as responding to class works or assignment and reading for leisure are common among young people. To carry out such activities, young people desire to have information resources that can satisfy their needs.

#### ■ Sensitivity:

Young people are known to be extremely sensitive to failure in learning situation. Tension and stress usually dominate their feelings both in classrooms and outside their schools environment. The ease of access to information resources that are written mainly and specifically for them in a way that challenges they are exposed to can be handled with little push or guidance help them quickly build confidence and dependency on themselves.

#### ■ Learning style:

Young people learn best and faster when they are active participants in the learning scenarios or process. Cooperative learning, collaborative studying or participatory learning improves speedy learning, because both the teacher and learner imbibe friendly relationship. This form of learning style is formidable among young people. Therefore, collection development of information resources for young people should reflect their style of learning.

#### ■ Self-Perception:

The power of self-discovery is a noticeable trait among young people. As they find out more about themselves with respect to their ability to reasons, learn, think, visualize, relate and identify what field of study they wish to dwell in, they literarily settle to embrace realities of reading and learning. But, young people face barriers to learning, such as unlearning, unrealistic goals, poor self-image, and past failures.

Young-people are unique group of people in any society. Libraries' role in their self-development is paramount. The information seeking behaviour can be identified and appreciated by knowing characteristics that are peculiar to them such as Experience, Readiness to Learn, Problem-Centered learning curve, Orientation, Activities, Sensitivity, Learning style and self-Perception.

Other characteristics of children and adolescents at this stage of physical, social and cognitive changes may also include the following:

- Children are neither adolescent nor adults because they are completely dependent, seclude adolescent are neither children nor adult because at this period they are service-independent
- Children can cry at times for attention while an adolescent hardly cry but have difficulty facing adverse situation or challenges
- Both group are often inquisitive, rebellious, turban and noisy
- Both group take so much interest in their physical appearance
- Peer-group approval is highly rated.

### 3.2 Information needs and seeking behaviour of young people

The school library is established to cater for young people's needs in most aspects of their development. The school library media resources centers are equipped with various resources to meet the various interests of the young people. However, certain factors influence their reading and information needs. These are:

- Environment – the environment in which they find themselves play significant roles in their reading habit, needs and interest.
- Intelligence: Level of a child intelligent also affect how easily he /she assimilate information and use it
- Availability of reading materials – materials in the library have to be adequate and tailored to the needs and interest of the young people in order to be used effectively
- Time available to read-children shall be encouraged to read and there should be time allocation specifically either in the school or at home to make time out to read.

## 4.0 Conclusion

The information needs and information seeking behavior of the young people depend on their environment, the child's brain power (intelligence), availability of reading material and time available to read.

## 5.0 Summary

This unit discussed the characteristics of young people in respect to: Self-concept, Experience, Readiness to Learn, A Problem-Centered learning curve, Orientation, Activities, Sensitivity, Learning style and Self-Perception. Also factors affecting their information needs and seeking behaviour such as environment, intelligence, availability of reading materials and time allocated to reading were discussed.

## 6.0 Self-Assessment Exercise(s)

- List and explain the five types of characteristics of Young-people

- Explain in two paragraph the relationship between information seeking behaviour and characteristics of Young-people
- Identify three challenges that libraries may face for not properly appraising characteristics of Young-people.

### **7.0 References/ Further Reading**

Ughonna, M.U. (2010): The Nature, principle and Concepts of Literature and Library Services for children. In E.C Madu and C.N. Eaari (eds) Modern Library and Information Service for Information Professionals in Africa. Pp. 79-92, Ibadan, Textbook Publishers

## Unit 3: Library Services for Young People

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- 3.2 Types of Libraries for young people
- 3.3 Services Provided in Libraries for Young People
- 3.4 Library Facilities for Young People

### 4.0 Conclusion

### 5.0 Summary

### 6.0 Self-Assessment Exercise(s)

### 7.0 References/Further Reading

## **1.0 INTRODUCTION**

The school library is specifically meant for young people. In this unit, you will learn the various services of a school library and a media centre for children. Also you will learn about the available programmes for young people and factors that determine services/ programmes rendered.

## **2.0 OBJECTIVES**

At the end of this unit students should be able to:

- Identify the types of information services to Young-people
- Explain the nature of library services to young people
- Explain the connection between library and information services and facilities needed to smoothen the services

## **3.0 MAIN CONTENT**

### **3.1 The Concept of Library Services for Young People**

Libraries, especially school libraries or media resources centers, are established to build the minds and skills of young people via the provision of information resources and proper guidance. A wide range of programmes and services should be offered to support the library's important role in lifelong learning of the Young people. Tailored programmes should be offered regularly by the libraries, while taking care of the

interests and developmental needs of young people. When planning such programmes and services, parent or the Young-people should be included as partner in progress.

Library services to children and adolescent are based on the provision and use of special collections of books, such as picture books, folklore, fairy tales, as well as information books for general information needs.

In organizing such services for children and young adults, certain factors to consider will include:

- Books and other materials for children from pre-school to adolescent age
- Provide various services that would encourage a profitable use of children's time
- To create the habit of reading
- To provide an opportunity for both genders to interact for desirable social attitude
- To provide an avenue for the child to become habitual use of the library
- To help children to become selective on their use of library materials

### 3.2 Types of Libraries for Young People

A library can be defined as a collection of information resources in both print and non-print forms selected, acquired and organized for dissemination.

A school library has been variously defined as a media resources center, learning resource centers, instructional material center etc. This has revealed the evolvement of the school library as an integral part of the school as a whole. It is that part of the school where collection of books, periodicals, magazines and newspapers, films, video-tapes, recording of all types, slides, computers, study kits, realia, and other information bearing the teachers for teaching, and learning and recreational activities.

The school library importance is also emphasized in IFLA/UNESCO school library Manifesto (1999) in which it stated that

The school library provides information and ideas that are fundamental to functioning successfully in today's information and knowledge based society. The school library equips students with life-long learning skills and develops the imagination, enabling them to live as responsible citizens.

### 3.3 Services Provided in Libraries for Young People

Programmes and services needed for young people should be engaging and capable of enhancing civic well-being and participation in community life. In order to ensure that young people form interest in regular reading, it is important to provide activities that can support multiple literacy skills acquisition. Age-appropriate programmes and services may include:

- regular storytelling and rhyme/ baby bounce sessions
- under 5's activities that encourage enjoyment of books, rhyme, song and music
- structured school and class visits
- holiday programmes and activities such as reading clubs and competitions
- displays and activities to support special events
- homework help programmes
- library orientation services and training in library and Internet usage
- themed parties and events reflecting popular culture and current trends
- workshops, debates and discussions on topics of popular and current interest
- Cross-generational activities.

Any type of library and information services for young people should be all inclusive and flexible. An undeniable fact regarding such services is that, the library facilities are seriously a motivational factor. No matter the quality of information resources, an enabling environment is an unforgettable prerequisite for good library services provision.

### 3.4 Library Facilities for Young People

Library facilities for young people should encourage learning and engagement. Library environment should be age-appropriate and well defined wherever possible. In planning the location of young peoples' sections within the library, consideration should be given to traffic flow, noise, visibility, security and appeal to the target groups. Such sections should be attractively decorated, with good design, furnishings, colour schemes and equipment. Signage should be prominent, clear and age-appropriate. Furniture should be safe, sturdy and comfortable. The height and design of library shelving should relate to the size of the users and should be able to be moved and re-configured easily.

As a matter of guideline, facilities for young people should include where possible,

- Part for storytelling
- Floor play, safe for crawling babies and toddlers, and with easy access for prams
- An activities area, ideally suited to "wet" activities such as painting
- Plenty of display shelving and picture book boxes
- Age-appropriate furniture and seating
- Multimedia facilities
- A service desk with appropriate height access, if considered appropriate

- Baby feeding and change facilities.
- Comfortable casual seating suitable for lounging and/or study

## **4.0 CONCLUSION**

It is important for libraries to encourage Young-people to visit and read library resources as regularly as possible. A high quality library and information services can entice library patrons (Young-people) to love to read as many materials as are available to them.

## **5.0 Summary**

In this unit you have learnt the importance of a school library and the factors to consider when planning school library services and programmes. Also the available library facilities for young people were discussed.

## **6.0 Self-assessment**

- Draw five ways through which library and information services are connected to library facilities?
- Identify library services for young people?
- Young-people may keep returning to the library due to the quality of library and information services. Explain?

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## Unit 4: Types of Literature for Young People

### **CONTENTS**

1.0 Introduction

2.0 Objectives

3.0 Main Content

3.1 Definition of Literature for Young People

3.2 Categories of Literature for Young People

3.3 Criteria for Categorization

4.0 Conclusion

5.0 Summary

6.0 Self-Assessment Exercise(s)

7.0 References/Further Reading

### **1.0 INTRODUCTION**

In this unit you will learn the definition and concept of literature for young people. Also it will discuss the different categories of literature for young people and the criteria for their categorization.

### **2.0 OBJECTIVES**

At the end of this unit students should be able to:

- Identify the different categories of literature for young people
- Explain the need for different literature for young people
- Discuss the rationale for selecting specific literature for young people

### **3.0 MAIN CONTENT**

#### 3.1 Definition of Literature for Young People

In retrospect, we conceptualized young people as those who think they are too old to be children but who others think are too young to be adults. Therefore, their information needs are unique. Literature that need to be provided for use by Young-people require appraisal.

Literature for *young people can be understood as* information resources meant for readers between the approximate ages of six through to twenty to fulfill their leisure requirement or to fill school assignments. Literature for Young-people should be extensive in coverage cutting across various spectrum of field of knowledge, which usually include, and may not be limited to contemporary realistic fiction or nonfiction spanning from tragedies to romances.

### 3.2 Categories of Literature for Young People

The level literature for Young-people may include but not limited to:

- Poetry, Drama, Humour, and New Media
- Adventure, Sports, Mysteries, and the Supernatural
- Fantasy, Science Fiction, Utopias, and Dystopias
- History and History Makers: Of People and Places
- Nonfiction: Information, Literary Nonfiction, Biographies, and Self-Help Books
- Information Books, Narrative or Storytelling in Nonfiction, Memoirs and Personal Experiences,
- Biographies, Autobiographies, Adventure Stories, Sports and the Game of Life

### 3.3 Criteria for Categorization

Libraries, during collection development, need to carefully evaluate and select the most loving and interesting literature putting into consideration the library's policy vis-à-vis censorship protocols. It is fascinating to appreciate the huge roles being placed before libraries to help Young people acquire information, skills and experience they actually deserve.

The literature for Young people are not like any other books because there are expected to properly guide, teach, exemplify and lead age-group through from the childhood to adult. In order to fully appreciate the challenges that showcases on the decision board of libraries as emotionally elaborated by Ellis, Donelson and Nilsen (1980), when they arguably described, in more succinct verbiage, the rationale behind the roles of libraries, communities and the Young-people:

*Of all passages, coming of age, or reaching adolescence is the purest, in that it is the loneliest. In birth one is not truly conscious; in marriage one has a partner, even death is faced with a life's experience by one's side. Going from boy or girl to man or woman is "a huge leap on the slimmest of information." The person who fails grows older without growing wiser and faces ostracism, insanity, or profound sorrow. Because such a debilitated or warped individual is a "drag on the community," the community bands together with the young person to see that the journey is accomplished. Life would go more smoothly if young people's aspirations were simply to step into the roles of their parents. The job of*

*growing up, however, is more demanding because, at the same time that young people are trying to become adults, they are also trying to show that they are different from their parents. This leaves each generation scrambling to find its own way to be unique, which is one of the reasons that literature for young adults tends to be a contemporary medium. Each generation wants its own stories.*

The roles of libraries and parents in guiding Young people to develop their minds, skills and/or careers can be compared with feeding a child as part of parental responsibility.

#### **4.0 Conclusion**

Young people deserve to have access to information resources that include:

- Print and non-print materials, fiction and non-fiction titles, reference and learning resources, comics, magazines, graphic novels, CDs, DVDs,
- Suitable software and online resources such as databases and computer games

All these resources should reflect wide-ranging contemporary interests, assist in learning, encourage the development of reading and library usage, and support the recreational interests of children. They should also reflect topical current interests, popular culture and present a variety of viewpoints, encouraging independent thinking and intellectual development. Consultations with young adults on resource development may be desirable, using methods such as focus groups, social networking, radio broadcast, television show and suggestion boxes.

#### **5.0 Summary**

In this unit you learnt the definition and concept of literature for young people. Also it discussed the different categories of literature for young people, highlighting the criteria for their categorization.

#### **6.0 Self-assessment**

- Explain the concept of literature for Young-people?
- Outline 10 subject areas that these literature cover?
- Explain in one sentence, what gave rise to variety of literature needed by Young-people according to Ellis, Donelson and Nilsen (1980)?
- Differentiate the literature for Young-people from adult literature in any typical library?

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## **MODULE 3: READING CULTURE AND INFORMATION LITERACY FOR YOUNG PEOPLE**

In this module you will be exposed to the concept of reading culture, the importance of a good reading culture and how to develop good reading culture in young people. Some of the programmes that promote good reading culture will be discussed in details. The roles of all stakeholders (in promoting reading culture) such as parents, libraries and teachers will be emphasized.

Unit 1: Definition and Concept of Reading Culture and Information Literacy

Unit 2: Promoting Good Reading Culture

Unit 3: Challenges Militating Against the Promotion of Good Reading Culture

Unit 1: Definition and Concept of Reading Culture and Information Literacy

### **CONTENTS**

1.0 Introduction

2.0 Objectives

3.0 Main Content

3.1 Definition and Concept of Reading and Reading Habit

3.2 The Importance of Reading

3.3 Issues in Reading Culture

4.0 Conclusion

5.0 Summary

6.0 Self-Assessment Exercise(s)

7.0 References/Further Reading

## **1.0 INTRODUCTION**

In this unit you will learn the definition and concept of reading and reading culture. You will also learn the importance of developing a good reading culture

## **2.0 OBJECTIVES**

After the completion of this Unit, students are expected to:

- Explain the concept of reading habit
- Explain the importance of good reading habit

## **3.0 MAIN CONTENT**

### **3.1 Definition and Concept of Reading and Reading Habit**

Read according to Igbokwe and Chukwu (2012) involves perusing and/ or pronouncing written materials; it embraces the ability to interpret a given passage, and effortlessly assign meaning to words. Reading as a literary skill was seen by Okebukola (2008) as the abilities to develop in order to communicate through language. All information stored in written texts is interpreted through reading. Regis-Onuoha (2003) sees reading as interactive and transactional. To this researcher, reading involves the use of verbal symbols in the construction and reconstruction of messages, ideas and concepts for the purpose of negotiating meaning. Reading as interaction and transaction involves the text, the author who shares his experiences and the reader who draws from his schemata to abstract meaning from his reading transactions, depending on the context. In other words, reading is said to be more than seeing words clearly, more than pronouncing them correctly, more than recognizing their meanings in isolation of other groups of words. Reading requires one to think, feel and imagine. In other words, reading is a complex phenomenon that goes beyond the mere understanding of the meaning of words and sentences, but deals with the understanding of ideas.

Reading was once valued merely as a means of receiving an important message but, today scholars are regarding the act of reading, in itself, as a multi-level mental process which contributes greatly to the development of the intellect. In the process of reading, great demand is made on the brain by the process of transforming graphic symbols into intellectual concepts. Reading is a basic tool of education. Reading is known to be capable of influencing the extent and accuracy of information as well as the attitudes, moral beliefs, judgments and action of readers.

The reading habit is one of the powerful and lasting influences in the promotion of one's personal development in particular and social progress in general. Regular and systematic reading sharpens the intellect, refines the emotions, elevates tastes and provides perspectives for one's living; and thereby prepares him for an effective civilizing force tending to unite social groups through the dissemination of common experiences. Only in recent decades when technological and economic development makes continuous demands on the intellectual collaboration of a majority of people, has the question on how the "right to read" for young people had arisen. In retrospect, a new light on the significance of reading, not only with regard to the needs of society but also for the individual has become a routine. The "right to read" also means the right to develop one's intellectual and spiritual capacities, the right to learn and make progress.

### 3.2 The Importance of Reading

Reading helps to stimulate the brain and improves its capacity and memory. It improves one's analytical skills. It is in fact the necessary exercise the brain requires to function effectively. Reading has the capacity of catapulting one from his immediate environment to a make-belief environment thus helping to reduce stress as one begins to enjoy his newly found environment and gain inner peace through reading.

Knowledge is generally said to be power. Reading helps to widen a person's horizon, forming building blocks for further learning, increasing his intelligence and stimulating his creativity. Reading exposes one to new vocabularies which help to develop his speaking and writing skills. Acquisition of adequate vocabularies aids comprehension and makes reading much easier. Through reading, the child learns to be focused and concentrate on issues that matter. According to Fosudo (2010) reading promotes achievement in all subjects and not just in English language. He further stated that good readers tend to achieve better across all subjects.

There are other benefits of reading, for instance through reading one learns to empathize with others which is an aspect of human intelligence. Through reading children become more understanding, tolerant and less judgmental. Through reading one can identify and deal with some health/social issues. This process is known as bibliotherapy

### 3.3 Issues in Reading Culture

Reading culture evolves when an individual habitually and regularly reads books and other information materials that are not necessarily required for him to advance in his profession, career or academics ( Ogugua et al, 2015). Motivation for reading is seen as an important contributor to the amount and breadth of reading. Researchers have

found out that when young people believe they are competent and efficacious in reading, they tend to read more. In most cases however, even when young people are competent and efficacious, they may not in fact, engage in the reading task except they have a purpose for doing so.

Eccles et al in Okpala (2005) defined the different components of task (reading) values as interest value (defined as how much the child likes the reading activity); attainment value (defined as the importance of the reading task); and utility value (defined as the benefits the child derives from the reading task). The interest value has a significant influence on recall in reading. Young people could read literature above their grade level if they are adequately motivated or if they find the book interesting.

Language competences in young people vary from one degree to the other. The extent to which an individual gains success in reading depends on the extent of his competence in language. A person cannot learn anything unless it is tied to something already known. This is where the schema theory comes into play. This theory emphasizes the building of new connections and knowledge on existing experience. Prior knowledge facilitate text processing and comprehension by providing a framework to which the text content can be related, permitting generation of inferences, and serving as a basis for evaluation of the accuracy and importance of the text content (Starr & Lovett, 2000). Building schema is particularly important for young people who lack a wide experiential background. Scaffolding is the process of using pre-reading, during reading and post-reading activities to assist students to successfully comprehend learn from and enjoy a reading selection.

Young people who lack the necessary cultural and linguistic experience will find reading an impossible task. Even if they are able to read the surface structure level of the language, there is still the need to understand and appreciate the all-round meanings and implications of the writer's expressions. The frustration and eventual failure of bilinguals (and second language learners) in reading can be attributed to language problems arising from learners who are hurried into reading in a language they can neither understand well nor speak fluently.

The immediate goal is to have young people see reading as rewarding so that for them, reading becomes an end in itself rather than a means to an end. Young people should enjoy reading and see it as an important part of their recreational program. For greatest enjoyment, certain special skills, attitudes, and appreciation must first be developed. There are basically three levels at which young people read.

**Independent Level:** This level is said to be the highest level at which a reader can read with ease and fluency without assistance from any source.

**Instruction Level:** This is the level at which the reader can read satisfactorily with the instructor's assistance.

**Frustration Level:** At this level, the child's reading skills break down. Fluency disappears, with a fall in word recognition and comprehension.

Young people should target attaining the independent level of reading. However, the readability level of a material and not the individual's ability can determine the level at which young people read a given material.

The reading habit of Nigerian youths is still very low. According to Ibitola (2018), 30 million Nigerian school leavers have poor reading culture. She further stated that 40% of Nigerian adults never finish reading a fiction book from cover to cover after leaving school. In many universities, she said, most students don't read, the few that read do so only to pass examinations. The state of reading in Nigeria is a concern to all stakeholders and requires urgent attention.

#### **4.0 Conclusion**

Developing a good reading culture is important for lifelong education. Young people in particular need to have good reading habits for self development. A reading nation is a developed nation.

#### **5.0 Summary**

In this unit you learnt that reading is not passive but interactive. Also you saw that reading culture evolves when an individual habitually and regularly reads books and information materials that are not necessarily required for him to advance in his profession, career or academics. You also learnt that reading is important for both personal and national development and that the illiteracy rate in Africa is still very high particularly in Nigeria.

#### **6.0 Self-assessment**

- Explain the concept of reading and reading culture for Young-people?
- Outline 3 contemporary issues in reading culture?
- Explain the importance of reading?

#### **7.0 References/ Further Reading**

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## Unit 2: Promoting Good Reading Culture

### **CONTENTS**

1.0 Introduction

2.0 Objectives

3.0 Main Content

3.1 Strategies for Improving Reading Culture

3.2 Library Services that Promote Reading Culture

3.3 Roles of parent and teachers in developing reading habit and skills

4.0 Conclusion

5.0 Summary

6.0 Self-Assessment Exercise(s)

7.0 References/Further Reading

### **1.0 INTRODUCTION**

In the previous unit, you learnt the definition and importance of a good reading culture. In this unit you will learn the strategies for improving reading culture, library services that promote reading culture and the roles of parents and teachers in developing reading habits and skills in young people.

## 2.0 OBJECTIVES

After the completion of this Unit, students are expected to:

- Explain the strategies for improving reading culture
- Identify library services that promote reading culture
- Identify ways parents and teachers can help develop good reading habits and skills in young people

## 3.0 MAIN CONTENT

### 3.1 Strategies for Improving Reading Culture

Listed below are suggested ways of improving reading culture especially amongst young people.

**Providing Access to Books:** Several research studies (Aina et al, 2011; Dike, 2004) had shown that young people develop love for reading when they have access to reading materials. According to Dike (2004), one of the cardinal ways that school libraries can engage in promoting free voluntary reading is by making reading materials accessible to students. He opined that when libraries provide access to interesting books, they help to motivate young people to read and also relieve the effect of poverty among young people whose parents are illiterates and poor and as such cannot afford to buy books.

**Reading Interest and Guidance:** Reading interest and guidance help to motivate reluctant readers. When librarians know their users and help to match the right books from the library's collection with the right person, even reluctant readers would be encouraged to read (Hicks and Willaume, 2002). Reading guidance can also be in form of conversation, book list and displays, book talks and reading experiences (Dike, 2004).

**Conference Reading:** The best way of getting young people to read is by associating reading with pleasure. When children read together, taking turns in reading and being read to, they get easily motivated and develop positive attitude towards reading. They gradually develop into voluntary readers. Parents should cultivate the habit of reading to their children from when they are still being carried in the womb.

**Reading Clubs:** Reading clubs enable young people to share their individual experiences. They should be established in all communities. Activities of a reading club for young people include storytelling, reading aloud to each other and sharing book experiences, debates, writing and illustrating stories. Literary events can also be organised such as exhibitions and book fairs with publishers. Awards for organised competitions can serve as reward for reading. This should be encouraged. Reading clubs should not be abandoned in the hands of interested individuals and NGOs, the federal government can lend support by helping to establish reading clubs in our communities.

### 3.2 Library Services that Promote Reading Culture

Libraries, as a matter of responsibilities, need to demonstrate to both young people and their parents that they are capable. Libraries should put in place all necessary equipment, conducive environment, convincing strategies, flexible procedures and processes with entrenched plan to develop the reading habit, reading culture and reading skills in young people. In order to entice young people to read always and to remain committed to visiting library for reading and recreational purposes, the various stages of young people's development deserve consideration as presented below:

#### ■ Picture book and nursery rhyme age

This phase of habit development is characterized with "integral personal, self-centred starting phase". The child makes little differentiation between the inner and outer world; he experiences his environment only in relationship to himself (age of magical mentality). The developmental task is to separate the ego from the environment. Picture books help if they present single objects from the childrens' environment by themselves. The next step is to put objects which belong together into groups and show the child in his relationship to various things in his environment. The young people are less interested in the action of the plot than in the individual scenes. Their first interest in factual knowledge is met by the simplest of non-fiction picture books.

#### ■ Fairy tale age

This stage of young peoples' development is preoccupied with "Reading age of magical realism" and primarily susceptible or connected to fantasy. At the beginning of this period the child especially loves fairy tales which come from an environment familiar to him. The more he grows away from identification with the fairy tale figures and enjoys fairy tales as games of fantasy, the more he favours figures and stories from a faraway world of wonders and rhyme and their love for poetry continue. At this phase of development the young people believe in truth and reality, which is embedded in their delight for rhythm. The information resources and environment for young people should be well furnished to match with reality and imbibe encouragement or motivation.

#### ■ Environmental story age and "factual" reading age

Construction of a realistic, rationally-ordered is the identifiable feature of this stage. In order for young people to imbibe the habit of reading, they orient themselves in the concrete and objective world. They become more curious and grasp things in their environment with passion, love and urge to be part of positive circumstance in the environment. They do this by inclining on liking stories, as living events. Interest in fairy tales and sagas become evident in this factually-oriented intermediate phase but the longing for the adventure also begins. Library need to take advantage of this fact and dwell heavily on making available the reading materials that are full of stories. The more the young people are connected to the story books, the likelihood it is that they will remain involved continuously in such book loving habits, accustoming with the culture of reading and hence developing permanently reading skills that may be difficult to be broken.

#### ■ Adventure story age

This phase can be regarded as adventurous realism or the sensationally-oriented reading phase. During the preadolescent developmental processes the young people gradually becomes conscious of their own personality; they loosen or undo previous bonds (the second age of independence and defiance). This is the age which displays toughness and gang forming. Reading habit can be developed primarily through plot, events, sensationalism. General interests in adventure books, sensational novels, travel books, trash and cheap sentimental stories can be brought closer to the young people to help lift them out of bondage created usually by this tough period in their age growing.

#### ■ The years of maturity-or the literary aesthetic sphere of reading development

The discovery of one's own inner world of critical self-centredness, development of a plan for life and development of various scales of values are trending events among young people. Besides pictures or photos, content are valued in reading material. Interest in the outside world is replaced or supplemented by participation in the inner world and the world of values. Reading interests about adventure with more intellectual content, travel books, historical novels, biographies, love stories, topical subjects, engaged literature, factual material which often has to do with vocational preferences can be provided to instill and sustain reading habits, culture and skills in young people.

### 3.3 Roles of parent and teachers in developing reading habit and skills

Quality education is paramount in the 21<sup>st</sup> century and cannot be over-emphasized. This is so because education is shifting from teacher-centered to student-centered learning. The students are also coming from different socio-economic backgrounds, and different intellectual and cultural background; thus, the need for individualized learning opportunities tailored to reflect differences in learning capabilities. The role of the teachers and school libraries is to help develop the reading habits of young people and provide a dynamic school library services to effectively entrench reading culture for life-long learning. Since most young people in the 21<sup>st</sup> century are ICT familiar, teachers

and parents needs to keep abreast of the trend in these gadgets so as to be able to interact and engage the children productively

## **Summary**

Developing reading habit, culture and skills among young people pops around the types of information resources and the quality of library services as well as the roles of parent in child upbringing. Regular reading depends on passion and satisfying mode that readers derived from reading activities

## **Self-assessment**

- Explain reading habit, culture and skills of Young-people?
- List and expatiate the various stages of Young-people development?
- Explain the relationship between the stages of development among Young-people and libraries' roles in building their reading habit?

## Unit 3: Developing Good Reading Habits

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 Good Reading Habit
  - 3.2 SQ3R Reading Method
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Self- Assessment Exercise(s)
- 7.0 References/Further Reading

### **1.0 INTRODUCTION**

In the previous unit, you learnt the strategies for improving reading culture. In this unit you will learn how to improve your reading habit in general both for academic and specifically for entertainment leading to lifelong learning.

### **2.0 OBJECTIVES**

At the end of this unit, you should be able to:

- Identify the steps to improve your reading skills
- Explain ways you can connect reading to everyday life

### 3.1 Good Reading habit

Reading is both an important professional skill and a way to enjoy informative, creative, and inspiring works of literature that enrich young people's life experiences. Young people require time and dedication to develop a good reading habit just like any other skill that is worth mastering. Once mastered, reading becomes a lifelong source of enjoyment and entertainment for them.

In order for young people to develop a good reading habit, they have to practice the following:

#### 1. **Improving reading skills:**

For young people to enjoy their reading to the fullest, they have to practice good reading skills such as:

- **Read for content:** - Young people must be taught how to look out for the main idea of each paragraph along with the supporting reasons. They can achieve this by using pencil to underline key idea of every paragraph.
  - **Looking up unfamiliar words:** - Young people must learn how to make a list of unfamiliar words when reading. They should also know when at a good stopping point look up these words in a dictionary. Then go back and reread the sentences where these unfamiliar words appear to contextualize the words and their usage in case of multiple meanings.
  - **Appreciating contextual meanings:** - Young people should be taught how to appreciate contextual meanings. They should be able to use literary, historical or social context as clues to determine what the character or writer is talking about.
  - **Use of literary devices:** - In order to be a better reader, young people must learn to be familiar with common literary tactics such as metaphor, hyperbole, parallel structure, personification, and alliteration amongst others. This can significantly enrich their reading experience.
  - **Be persistent:** - It takes time to develop a good reading habit. Young people must learn to be persistent and don't get discouraged, they should nurture and develop these skills at their own pace. As they read each day the fact remains that they improve on their skills and gain greater efficiency.
2. **Availability of reading materials:** - Young people should be taught to keep reading materials such as textbooks, magazines, novels, devotional materials etc, handy. These should be well arranged in their reading corner or room. They can

always visit the library for new books and also the internet for open educational resources.

3. **Connecting Reading to Everyday Life:-** This you can achieve in the following ways:

- Join a book club: At a book club, young people regularly meet with other committed readers to share their reading experiences. This helps to motivate them as they begin to have discussions with other intelligent readers.
- Downloading a news aggregator: This will enable you to follow online blogs, newspapers, and magazines. It can also help you to organize what you read into folders.
- Find a time and place to Read: Deliberately find a favourite corner or room that is conducive for reading. Set aside regular time to enjoy reading at your favourite corner.
- Set daily or weekly goals: - Setting reasonable goals for yourself can motivate you to becoming a better reader. For example, you can set a target of finishing a chapter of your textbook daily and finishing a novel per week. Your goal must be realistic and achievable.

4) **Deciding what to Read:** - Your academic reading is compulsory. Young people also need to read for entertainment and for this reading, choose topics that interest you. To help you achieve this, you can do the following:

- Seek out blogs, books and magazines that pertain to your own hobbies and interests in order to motivate you to read and maximize your enjoyment.
- You can talk to friends with common interests. You can also visit 'Goodreads.com' or local book stores or libraries.
- See what reviewers say: Your choice of what to read can be based on reviewers' comments. This can also help young people like you to learn and understand the purpose of literary criticism. It will teach you to articulate your own tastes as a reader. You can start up an informed conversation about a reviewed book with colleague or at a reading club.

- 5) **Create a Reading List:** It is important to have a reading timetable and also create a reading list of what you will read in future. This way, you know what to read at each time.

### 3.2 SQ3R READING METHOD

SQ3R is a Reading/Study formula that can help young people to comprehend and retention written information. It consists of the following five steps.

**S = SURVEY**

This process involves scanning of the piece of writing to generally establish its purpose and grasp the main ideas quickly. This may also be called skimming. In skimming you should look for:

- The title, headings, and subheadings: These indicate the main topics and concepts being developed.
- Captions under pictures, charts, graphs or maps: This emphasizes important information
- Review questions or teacher-made study guides
- Introductory, concluding paragraphs and summary: This may also reveal the topics being covered as well as the purpose

**Q = QUESTION**

Young people are advised to write questions to give purpose and improve their concentration. This aids comprehension. To achieve this, they should:

- Turn the title, headings, and/or subheadings into questions
- Read questions at the beginning/ end of the chapters or after each subheading
- Ask, "What did my instructor say about this chapter or subject"
- Ask, "What do I already know about this subject?"

Note that these questions can be written out for careful consideration.

**R = READ**

When young people begin to Read, they should do the following:

- Look for answers to the questions first raised
- Answer questions at the beginning or end of chapters or study guides
- Reread captions under pictures, graphs, etc.
- Note all the underlined, italicized, bold printed words or phrases
- Study graphic aids
- Reduce speed for difficult passages
- Stop and reread parts which are not clear
- Read only a section at a time and recite after each section

**R = RECITE**

Reciting will help put the information into the long-term memory of young people. They can put down whatever they have learnt in their own words. After reading a section, they should do the following:

- Orally ask themselves questions about what they have just read, or summarize, in their own words, what they read
- Notes taken from the text must be written in their own words
- Underline or highlight important points just read

It is important to note that in learning, the more senses employed by young people, the more likely they are to remember what they have read e.g Triple strength learning: Seeing, saying, hearing; Quadruple strength learning: Seeing, saying, hearing, writing!!!

**R = REVIEW**

It is important for young people to review the material again in order to understand and remember it. They should check if they were able to answer all of the questions and understand the information? Reviewing during study will help young people eliminate the need to “cram” for a test.

#### **4.0 CONCLUSION**

Developing good reading habit is better done when one is young. However everybody irrespective of the age can still acquire the skills because it's never too late to learn. Developing a habit is a gradual process, so young people should be encouraged not to give up, but to keep practicing as they will perfect the skills after a while.

#### **5.0 SUMMARY**

In this unit you learnt how young people can develop good reading habits through (1) improving their reading skills (2) keeping reading materials handy (3) connecting reading to everyday life (4) deciding what to read (5) creating a reading list. Finally SQ3R reading method was also discussed

#### **6.0 SELF-ASSESSMENT EXERCISE(S)**

1. Identify the steps young people can take to improve their reading skills?
2. Demonstrate how SQ3R reading method can help young people improve their rate of comprehension and retention.

#### **7.0 REFERENCES**

1. **Nine good reading habits**

<http://www.liketoread.com/readinghabits.html>

2. 14 Ways to Cultivate a Lifetime Reading Habit  
[\*\*http://www.lifehack.org/articles/featured/14-ways-to-cultivate-a-lifetime-reading-habit.html\*\*](http://www.lifehack.org/articles/featured/14-ways-to-cultivate-a-lifetime-reading-habit.html)

Unit 4: Challenges Militating Against the Promotion of Good Reading Culture

## **CONTENTS**

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2.0 Objectives

3.0 Main Content

3.1 Challenges to Developing Good Reading Culture

4.0 Conclusion

5.0 Summary

6.0 Self-Assessment Exercise(s)

7.0 References/Further Reading

## **1.0 INTRODUCTION**

In previous units you learnt the definition and concept of reading culture. Also you learnt the importance and ways of developing good reading culture and habits. In this unit, you shall learn the challenges militating against the development of good reading culture.

## **2.0 OBJECTIVES**

After the completion of this Unit, students are expected to:

- Identify challenges to developing good reading culture

## **3.0 MAIN CONTENT**

3.1 Challenges to Developing Good Reading Culture

Many factors militate against reading culture in Nigeria, some of which are discussed below:

### **Socio-cultural factors**

High rate of illiteracy and low reading habit are militating against reading development in Nigeria. In most families, young people are not familiar with reading because their parents are illiterates and are too poor to send them to school. Their parents cannot serve as role models to them because these parents can neither read nor write. These illiterate parents do not buy books; therefore books are not easily available in their homes. Also in the young people's immediate environment, there are no reading rooms; no books and no book shelves. There is nothing in the young people's immediate environment that motivates them to read. Some parents lack knowledge on how to help their children. The federal government too is not helping issues by not providing family literacy programmes where parents and their wards are brought together and taught their roles in promoting reading. Even when such

programmes are made available, most parents will be too busy to attend and give their children the necessary attention needed at home.

### **Non availability of good books**

The non availability of good books is another factor militating against reading culture in Nigeria. Developing a reading culture is dependent on availability of books. In order to make books readily available for young people, there should be public libraries in all communities and school libraries in all primary and secondary schools but this is not the case in Nigeria. The few libraries available lack adequate funding so they can't afford to buy good quality books. Publishing houses also need to step up publication and marketing of good books. The cost of books is high coupled with poor distribution network of locally published books.

### **Negative impact of the advent of technology**

Some researchers believe that young people prefer watching television, listening to radio, engaging themselves with self phones or playing computer games to reading (Tribune Editorial, 2006; Anyagwa, 2000). However, some other researchers share a different opinion on the effect of Information Communication Technology (ICT) on reading. Okebukola (2004) stated that ICT has not negatively impacted the reading culture of young people in Nigeria. He believes that they are still reading but online. ICT is a welcome development and has come to stay. All stakeholders should find ways of redirecting young people's use of ICT for positive benefits.

## **4.0 CONCLUSION**

All stakeholders' hands must be on deck in order to overcome the barriers to developing good reading culture amongst young people in Nigeria.

## **5.0 SUMMARY**

In this unit, the challenges in developing good reading culture were discussed. Some of these challenges are: socio-cultural factors, non availability of good books and the negative impact of the advent of technology.

## **6.0 SELF-ASSESSMENT EXERCISE(S)**

- Explain the challenges in developing good reading culture in young people?

## **7.0 References/ Further Reading**

Anyagwa,E.( August 27, 2000) Have children really stopped reading? *The Comet*, p15

Okebukola, F. O. (2004). Reading: key to lifelong development. A key note address delivered at the workshop on readership promotion campaign organized by National Library of Nigeria.

Tribune Editorial. (November 7, 2006). Television and reading culture. *Nigerian Tribune*, P.10

## **CONTENTS**

1.0 Introduction

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3.2 The Need for Information Literacy

3.3 Technology Literacy

3.4 Process in Information literacy

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### **1.0 INTRODUCTION**

Information literacy is the current strategy and model for library's user education programme. It entails identifying all necessary and important methods and techniques through which library users can become more aware of provided information resources and services as well as exposing them to facilities for proper utilization of information. In the case of young people, where their information needs are unique as a group and also based on their different specialty, information literacy becomes paramount. Moreso, they are delicate to handle with respect to their attitude and behavior associated with their age.

### **2.0 OBJECTIVES**

After the completion of this Unit, students are expected to:

- Explain the important of information literacy for young people
- Demonstrate knowledge of being able to inform or educate young people
- Demonstrate the skills of identifying the various ways of making young people literate about their information needs and where to seek for them

### **3.0 MAIN CONTENT**

### **3.1 Definition of information literacy**

Information literacy is the act of teaching Young-people how, where and when to access information resources. It is a service that libraries provide or can provide to help imbibe in Young-people the knowledge of how to properly use information sources and resources that can benefit them.

Information literacy is a transformational process in which the learner needs to find, understand, evaluate, and use information in various forms. Information Literacy Skills is required for young people to be able to fully develop themselves intellectually, identify and recognize the information materials that they need.

Young-people can be engaged in series of activities and programmes that will expose them to information sources, resources, channels and process or technique of accessing the information materials they need. Some activities that can help Young-people to become information literate are as follows:

- Know when information is required

As part of information literacy programme, young people could be trained to be able to determine when information and research is needed for a specific assignment or academic task.

- Know where to find information.

After receiving instruction from librarians and classroom teachers, young people should be able to locate quality materials in the library and online.

- Determine/understand sources of information

Information literacy could empower young people to be able to understand where information comes from such as book, article, website, or newspaper article, and knowing the difference between each

- Select the best source

Information literacy programme could help young people determine the exact sources of information or better still which source is the best

- Use the information

After they have selected quality information sources, young people would be able to use the information to complete the assignment, task, or project.

- Organize information

Young people could be trained to decide how to arrange the information resources in a more organized manner.

- Evaluate information

Young people would be able to look back on their work to see what was successful and what could have been improved and what additional information could be located in the future.

### **3.2 The Need for Information Literacy**

Young people need Information literacy for the following reasons:

- (1) Creation and dissemination of knowledge has increased.
- (2) Generation of new knowledge and technology has escalated and current skills processed by the workforce depreciate very fast.
- (3) There is a need for learners to upgrade their skills in a speed equivalent to that of the advances in technology.
- (4) Besides, global economy demands a workforce with a wide variety of technical skills, interpersonal skills, and methodological skills. The survival in the competitive global economy depends upon the extent to which new knowledge is created and used in its development processes.

The new paradigm in education is lifelong learning and the instrument for lifelong learning is information literacy. The acquisition of Information Literacy skills is vital to lifelong learning. Also competencies in literacy skills are first step in achieving educational goals. Librarians, who are information managers, should therefore facilitate the development of literacy competencies in learners.

### **3.3 Technology Literacy**

The word “Technology” is derived from two Greek words which are “techne” and “logos” translates to understanding, study or science of or logic (Uduigwomen, 1997). From this we see that technology can be taken to mean the “science of arts, craft or skills”. The Federal Ministry of Science and Technology defines technology “as the method of doing things through the application of knowledge derived from systematic investigations of natural forces and materials” Ekanem (2005) defined technology as a theory or practice of applying scientific knowledge in such a way or pattern that it has the capacity of sustaining and creating human comfort. Scientific knowledge could be theoretical or practical. The discovering from this definition is that technology involves a body of systematic application of practical knowledge with the ultimate goal of enhancing human existence, and this is not one-way directional but rather multi-dimensional.

Technological literacy can be defined as the intellectual process, abilities, dispositions that are required by people or the citizenry to understand the link between technology, themselves and society in general. The United State Department of Education (1996) defined technology literacy as “computer skills and ability to use computer and other technology to improve leaning productivity and performance. Umoren(1991)defined

technological literacy as the acquisition of a valid knowledge of technology both from school and environment with necessary attitudes(ethics),skills (process) and relevant physical abilities necessary to apply the knowledge and skills gained in a safe, appropriate, efficient and effective manner. Certain levels of knowledge, skills and abilities needed for technological literacy are:

1. The understanding that technology includes hardware, know –how, cultural needs and desire, economic and political decision making.
2. The understanding of how technology shapes and is shaped by society.
3. The understanding that technological issues involve conflicting assumptions, interpretations and options
4. Having the necessary data collection and decision making skills to make intelligent and sound choices
5. Having ability and desire to take responsible action on social issues based on sound analytic skills

Technological literacy has characteristics that can be grouped into three domains, cognitive; the affective and the psychomotor. Within the cognitive domain Umoren(1991) maintains that the characteristics of a technologically literate person should include;

- i. Having the awareness of the key process and the principle that govern them.
- ii. Possessing the understanding of the important relationship among key areas of technology.
- iii. Having the ability to conceptualize and know unfamiliar technological process or machine operation.
- iv. Have a set of personal limits ( that is knowing when to call in an expert)
- v. Be familiar with technological effects on individual and society.
- vi. Have the ability to evaluate a technological process or product in terms of personal benefits as a consumer
- vii. Have a slight relationship between career and the technological future
- viii. Have the ability to project alternative future based on technological capacities and application.
- ix. Have a sound knowledge of technological information, accessing methods and sources.

Within the affective domains, the characteristics she further explained have to be:

- i. Comfortable with basic technological hardware(that is the willingness to make use of tools, machines and materials)
- ii. Imaginative tendencies that could be applied to existing technology to tackle new problems or situations.
- iii. The ability to evaluate technological process or product in terms of personal benefits as a consumer.
- iv. The ability to make a choice among technological alternatives in daily living.

Within the sphere of the psychomotor the characteristics are:

- i. The ability to use technological artefacts such as tools; machines, materials and processes that commensurate with one's level of development.
- ii. The ability to use technological artefacts like tools; machines, materials and processes that commensurate with one's role in life

From the above, we can see that technological literacy involves a complex network of cognitive abilities that translate into tangible realities for self and national development.

### **3.4 Process in Information literacy**

To be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. After information literacy is provided to young people, they would be able to:

- Recognise the need for information timely
- Identify potential sources of information
- Develop successful and effective search strategies
- Access various sources of information independently and efficiently
- evaluate information obtained meaningfully
- Organise information effectively by integrate new information into an existing body of knowledge

## **4.0 CONCLUSION**

Information literacy is important for young people to know how to make use of all available library resources in their different formats. Also it enables them to know where to find the information needed, to know which resource(s) to consult and when to use the information. It is advisable for all libraries to have an elaborate information literacy programme for their users.

## **5.0 SUMMARY**

In this unit you learnt that information literacy is teaching young people how, where and when to access information resources. We saw the activities that can help young people become information literate such as:

- Know when information is required
- Know where to find information.
- Determine/understand sources of information
- Select the best source
- Use the information
- Organize information

- Evaluate information

## **6.0 Self-assessment**

- Define information literacy?
- Explain the various programmes or activities in making Young-people information literate?
- Explain your expectations of young people after having educated them?

## **7.0 References/ Further Reading**

IFLA/UNESCO School Library Manifesto (1999): The School Literacy in Teaching and Learning for all: <http://www.ifla.org/publication/iflaunexsco-school-library-manifesto-1999>

## **MODULE 4: INTERNET AND ICT USE BY YOUNG PEOPLE**

Internet is an indispensable tool for information seekers and users. Quality resources are in electronic formats, available on the internet. Young people should be exposed to these resources which include multimedia resources and the facilities that will enable young people gain access to these resources. Although these resources are available 24 hours online on daily basis, there are laws guiding their usage that young people must not abuse. All of these issues will be discussed in this module.

Unit 1: Internet Services for Young People

Unit 2: Definition and Importance of ICT

Unit 3: Multimedia Use by Young People

Unit 4: Ethical issues with Internet, e-Resources and Social Media

Unit 1: Internet Services for Young People

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1.0 Introduction

2.0 Objectives

3.0 Main Content

3.1 What is Internet?

3.2 Types of Internet Connections

3.3 Uses / Services on the Internet

4.0 Conclusion

5.0 Summary

6.0 Self-Assessment Exercise(s)

7.0 References/Further Reading

## **1.0 INTRODUCTION**

In this unit you will learn the concept of the internet, the different internet connections and different services the internet can offer.

## **2.0 OBJECTIVES**

After the completion of this Unit, students are expected to:

- Explain the concept of the internet
- Explain the various available internet connections
- Identify all services offered on the internet

## **3.0 MAIN CONTENT**

### **3.1 What is Internet?**

Can you remember a time when you could not tweet, post, email, blog, snap, or like someone online? Many people today have grown up being able to do all of these things. But there was a time when none of this was possible. What makes this possible today is what we call the Internet.

The Internet is a worldwide system of connected networks. Each network consists of millions of computers, servers, routers, and printers. You can think of the Internet like the telephone network or the interstate highway system. You may have even heard people refer to the Internet as the Information Super Highway. The networks that make up the Internet may be owned and maintained by different companies but messages and data move across all of them without regard to ownership because they all use the same protocol or language to communicate.

### **3.2 Types of Internet Connections**

#### **Gateway Access**

Gateway Access is also known as Level-One connection. It is the access to the Internet from a network, which is not on the Internet. The gateway allows the two different types of networks to “talk” to each other. But the users of the Gateway Internet have limited access to the Internet. They might not be able to use all the tools available on Internet. The local Internet Service Provider (ISP) normally defines this limitation.

#### **Wireless**

Radio frequency bands are used in place of telephone or cable networks. One of the greatest advantages of wireless Internet connections is the "always-on" connection that

can be accessed from any location that falls within network coverage. Wireless connections are made possible through the use of a modem, which picks up Internet signals and sends them to other devices.

### Mobile

Many cell phone and smartphone providers offer voice plans with Internet access. Mobile Internet connections provide good speeds and allow you to access the Internet on the go.

### Hotspots

Hotspots are sites that offer Internet access over a wireless local area network (WLAN) by way of a router that then connects to an Internet service provider. Hotspots utilize Wi-Fi technology, which allows electronic devices to connect to the Internet or exchange data wirelessly through radio waves. Hotspots can be phone-based or free-standing, commercial or free to the public.

### Dial-Up

Dial-up connections require users to link their phone line to a computer in order to access the Internet. This particular type of connection—also referred to as analog—does not permit users to make or receive phone calls through their home phone service while using the Internet.

### Broadband

This high-speed Internet connection is provided through either cable or telephone companies. One of the fastest options available, broadband Internet uses multiple data channels to send large quantities of information. The term broadband is shorthand for broad bandwidth. Broadband Internet connections such as DSL and cable are considered high-bandwidth connections. Although many DSL connections can be considered broadband, not all broadband connections are DSL.

### DSL

DSL, which stands for Digital Subscriber Line, uses existing 2-wire copper telephone line connected to one's home so service is delivered at the same time as landline telephone service. Customers can still place calls while surfing the Internet.

### Cable

Cable Internet connection is a form of broadband access. Through use of a cable modem, users can access the Internet over cable TV lines. Cable modems can provide extremely fast access to the Internet.

### Satellite

In certain areas where broadband connection is not yet offered, a satellite Internet option may be available. Similar to wireless access, satellite connection utilizes a modem.

### ISDN

ISDN (Integrated Services Digital Network) allows users to send data, voice and video content over digital telephone lines or standard telephone wires. The installation of an ISDN adapter is required at both ends of the transmission—on the part of the user as well as the Internet access provider.

To access any of these dial-up accounts you need the followings;

- ✓ Computer
- ✓ Modem
- ✓ Telephone Connection
- ✓ Shell or TCP/IP/ISDN account from the ISP
- ✓ Internet client software such as Internet browser

### Leased Connection

Leased connection is also known as direct Internet access or Level Three connection. It is the secure, dedicated and most expensive, level of Internet connection. With leased connection, your computer is dedicatedly and directly connected to the Internet using high speed transmission lines. It is on-line twenty-four hours a day, seven days a week.

### 3.3 Uses / Services on the Internet

Some major internet services are as follows

- ✓ Email
- ✓ Web-enabled audio/video conferencing services
- ✓ Online movies and gaming
- ✓ Data transfer/file-sharing, often through File Transfer Protocol (FTP)
- ✓ Instant messaging
- ✓ Internet forums
- ✓ Social networking
- ✓ Online shopping
- ✓ Financial services

## 4.0 CONCLUSION

Internet is easily available these days. All you need do is choose any connection most suitable to you depending on your purpose and cost.

## 5.0 SUMMARY

In this unit you learnt that the internet is a worldwide system of connected networks. You also learnt the different types of internet connections: Gateway Access, Wireless,

Mobile, Hotspots, Dial-Up, Broadband, DSL, Cable, Satellite, ISDN, and Leased Connection. Finally you learnt the various services that the internet can offer such as:

- ✓ Email
- ✓ Web-enabled audio/video conferencing services
- ✓ Online movies and gaming
- ✓ Data transfer/file-sharing, often through File Transfer Protocol (FTP)
- ✓ Instant messaging
- ✓ Internet forums
- ✓ Social networking
- ✓ Online shopping
- ✓ Financial services

## **6.0 Self-assessment**

- Explain the concept of the internet?
- Identify services that the internet can offer and explain different ways you can connect to the internet?

## **7.0 References/ Further Reading**

Waweru, T. Introduction to Internet.

[https://www.academia.edu/9781930/Chapter\\_1\\_Introduction\\_to\\_Internet\\_Internet\\_Technologies\\_Chapter\\_1\\_Introduction\\_to\\_Internet](https://www.academia.edu/9781930/Chapter_1_Introduction_to_Internet_Internet_Technologies_Chapter_1_Introduction_to_Internet)

## Unit 2: Definition and Importance of ICT

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1.0 Introduction

2.0 Objectives

3.0 Main Content

3.1 Definition of ICT (Information and Communication Technology)

3.2 Importance of ICT to young people

4.0 Conclusion

5.0 Summary

6.0 Self-Assessment Exercise(s)

7.0 References/Further Reading

### **1.0 INTRODUCTION**

In this unit, you will learn the concept of ICT and its importance to young people.

### **2.0 OBJECTIVES**

After the completion of this Unit, students are expected to:

- Define Information and Communication Technology (ICT)
- Explain the relationship between Internet and ICT
- Identify the importance of ICT to Young-people

### **3.0 MAIN CONTENT**

#### **3.1 Definition of ICT (Information and Communication Technology)**

Despite many views, opinions and understanding about Information and Communication Technology (ICT) there is no single, universally acceptable definition. However, the term is generally accepted to mean all devices, networking components, applications and systems that allow individual, people and organizations (i.e., businesses, nonprofit agencies, governments and criminal enterprises) to interact in the digital world. ICT comprises both the internet-enabled sphere as well as the mobile one powered by wireless networks as well as technologies such as landline telephones, radio

and television broadcast—all of which are still widely used today alongside cutting-edge ICT pieces such as artificial intelligence and robotics.

For young people, the term ICT could include computer hardware and software covering:

- ✓ Computers (including desktop, laptop, and handheld computers);
- ✓ Digital cameras and digital video cameras;
- ✓ Creativity and communication software and tools;
- ✓ The Internet;
- ✓ Telephones, fax machines, mobile telephones, tape recorders;
- ✓ Interactive stories, simulated environments, and computer games;
- ✓ Programmable toys and “control” technologies;
- ✓ Videoconferencing technologies and closed-circuit television;
- ✓ Data projectors, electronic whiteboards, and more.

ICT has become ubiquitous component of the physical and social worlds occupied by young people. It is an important part of the private and work lives of most people, including those who support young people’s learning and development, whether as parents, family members, caregivers, or early childhood educators. It is often argued in the literature that young people early childhood education experiences should reflect and connect with their experiences in the wider world. Therefore, ICT matters in early childhood education, because it already has an effect on the people and the environments that surround young people’s learning and well-being.

### 3.2 Importance of ICT to young people

It is uncommon to find young people these days grabbing with various kinds of ICT tools, mostly laptop, handsets, gaming facility joystick, iPad, Palmtop, MP3 player and the Internet accompanying with all category of social media outlets. To determine the effect of ICT on young people, it should be clear ICT already has a huge effect on people and environments that surround young people’s learning, and therefore offers several new opportunities to strengthen many aspects of early childhood education practice.

It is being argued in some quarters that computer/ICT use is not appropriate for young people’s cognitive, physical, social, and emotional development. However, this claim is groundless, rather when used in the right way, ICT can be a useful facility for supporting young people’s fast learning and development. Some concerns with the use of ICT by young people is connected to health and safety issues. Even these challenges can be taken care of by ICT policies and practices that may include attention to young people physical and ergonomic safety; being mindful against their exposure to inappropriate contents (e.g. games or Internet-based material of a violent or sexual nature, or containing undesirable gender or cultural stereotypes); and protection of their privacy (e.g. in online environments, or when information is published on the Internet). Given the derivative opportunities and gains of ICT for young people, they could be trained and inspired to use it to change their world in a positive way.

In a nutshell young people can be said to use ICT for the following activities:

- Young people use computers to play games, listen to stories, or draw pictures.
- Young people use ICT equipment in games or role-play activities.
- Young people use Internet to locate information or resources, sparked by children's interest in a particular topic or idea
- Young people use ICT for taking digital photos, videos, or audio recordings of activities in the early childhood education setting and reviewing these together, or sharing them with parents.
- Young people use telephones, email, or fax to keep in touch with parents who are not able to come to the early childhood education centre (e.g. parents who are at work during the day).

#### **4.0 Conclusion**

Young people need ICT for their daily survival. The abuse of ICT by young people is common and inevitable. Parents, teachers and all other stakeholders should ensure that ICT is put into positive use by young people. This can be achieved by redirecting the minds of young people to numerous ways ICT can be used for learning, leisure and business.

#### **5.0 Summary**

In this unit you learnt that ICT can be defined as all devices, networking components, applications and systems that allow individuals, people, and organization to interact in the digital world. You have also learnt that ICT offers several new opportunities to strengthen learning among other advantages.

#### **6.0 Self-assessment**

- Define Information and Communication Technology (ICT)?
- Explain the relationship between Internet and ICT?
- Identify ways ICT can help Young-people in their learning?

## Unit 3: Multimedia Use by Young People

### **CONTENTS**

1.0 Introduction

2.0 Objectives

3.0 Main Content

3.1 What is Multimedia?

3.2 Types of Multimedia

3.3 Uses of multimedia in education

3.4 Challenges of multimedia in libraries

4.0 Conclusion

5.0 Summary

6.0 Self-Assessment Exercise(s)

7.0 References/Further Reading

### **1.0 INTRODUCTION**

In this unit you shall learn the concept of multimedia, Types of multimedia and the different ways multimedia can be put to use. Also application of multimedia in education and challenges of multimedia in libraries will be discussed.

### **2.0 OBJECTIVES**

After the completion of this Unit, students are expected to:

- Identify the various types of multimedia
- Appreciate how multimedia could be used to assist Young-people in learning process

### **3.0 MAIN CONTENT**

#### **3.1 What is Multimedia?**

Listening to stories, children expand their comprehension skills and acquire sophisticated language in addition to interrelation skills such as phonological awareness or concepts of print. With the emergence of technology in homes and school settings, children can watch a narrative on television, on the computer using a CD-ROM or DVD, or on the Internet; and more recently, they can use a tablet or a smartphone (e.g., apps on the iPad or the iPhone) to access stories. Television allows for multimedia features

(like animated illustrations in addition to music and sound effects); in contrast, it is possible for stories on the computer or tablets to involve the child in the story through interactive features such as questions, dictionaries, games, animations, or sounds to be activated by clicking on or touching a spot in an illustration (often indicated as hotspots).

Multimedia is an integration of multiple forms of media. This includes text, graphics, audio, video, etc. For example, a presentation involving audio and video clips would be considered a "multimedia presentation." Educational software that involves animations, sound, and text is called "multimedia software." CDs and DVDs are often considered to be "multimedia formats" since they can store a lot of data and most forms of multimedia require a lot of disk space. Multimedia has the potential to create high quality learning environments. Multimedia technologies and applications are probably one of the most exciting innovations in the age of information evolution. Multimedia has the potential to create high-quality learning environments, with the capability of creating a more realistic learning context through its different media. It also allows learners to take better control of the classroom, especially when the class size is large. Interactive multimedia can thus provide an effective learning environment to different kinds of learners

The use of multimedia in the good framework means mainly using multimedia as a mind tool. Impliedly using computers as mind tools requires a change of thinking about how computers should be used in schools. The computer is considered a knowledge representation tool, a tool for thinking about the content that is being studied. A primary intellectual reason for using computers as mind tools is that they engage learners in critical, creative and complex thinking skills. Mind tools as cognitive tools for learning consider the computer as an intellectual partner of the learner to facilitate higher order and deep learning processes

One of the benefits of multimedia in learning is that it takes advantage of the brain's ability to make connections between verbal and visual representations of content, leading to a deeper understanding, which in turn supports the transfer of learning to other situations

Multimedia lessons are also better suited to how the brain naturally interprets and remembers information. Richard Mayer's theory of multimedia learning states that people learn better with lessons that activate their senses rather than simply reading words. Because students use a variety of sensory channels while viewing multimedia presentations, they are more likely to store the information in their long-term memory. For example, animated films activate the verbal channel through audio narration, integrating the words students hear with the moving images on the screen.

### 3.2 Types of Multimedia

Educational classrooms use multimedia formats from various media such as Text and graphics, Audio, Video or animation. They may include:

- Slideshows
- Presentations
- Diagrams and infographics
- Podcasts and recordings
- Screen captures
- Lecture captures
- Animation
- Blogs
- Vlogs
- Webinars and other interactive content.

### 3.3 Uses of multimedia in education

Using multimedia tools in the classroom engages young people through familiar media and increases enthusiasm for learning. Today's young people are "digital natives" who are growing up with and adapted to technology. Therefore, bringing audiovisual elements into the classroom can stimulate and excite the class environment. For example, rather than simply read aloud or watch clips from the movie, the student (young people) can watch actual performances of action plays online. This can immerse them in the visual and cultural elements of the events.

Digital storytelling allows students to improve their knowledge about a specific subject and increases skills such as writing, researching and reading. Using multimedia in the classroom tends to improve a student's overall academic performance. In particular, multimedia in the classroom is used for self-directing learning or SDL.

### 3.4 Challenges of multimedia in libraries

The school library or Media Resources centers have enormous role to play in the education objectives of any nation. However, there are certain challenges that still plague the services and resources of the school media center especially its math-media resources. Among the challenges are:

- Lack of sufficient math-media resources where they are available
- Conducive environment / space to store, shelve and disseminate these resources
- Poor power outage which is the back born of most of these math-media resources usage and access
- Insufficient manpower to manage the resources
- Insufficient funding to aggressively pursue math-media resources for learning.

## 4.0 Conclusion

There are many ways to use multimedia, either individually or layered for a deeper understanding of a school subject such as using Song files and music videos to compare social norms in different eras. Most technology-enhanced stories are loaded with interactive features such as puzzles, memory tasks, amusing visual or sound effects, dictionary function, or word or picture labels appearing when activating the hotspot.

## 5.0 Summary

In this unit you saw multimedia as an integration of multiple forms of media such as text, graphics; audio, video etc. The unit also highlighted the different types of multimedia formats and the application of multimedia in education. Finally the challenges of multimedia in libraries were discussed.

## 6.0 Self-assessment

- Define multimedia?
- Explain the roles of multimedia in enhancing learning ability of Young-people?
- List and briefly explain the various types of multimedia tools?
- In this information age, compare the outcome of services of library with or without multimedia facilities?

## 7.0 References/ Further Reading

Amlinski, L. (2000). The Multimedia Library as a General Perspective of the Library System. *Liber Quaterly*, 10, 168-181

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Effective Multimedia Presentation models

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## **1.0 INTRODUCTION**

In this unit you shall learn the definition and concept of ethics and the ethical issues with internet, e-resources and social media.

## **2.0 OBJECTIVES**

After the completion of this Unit, students are expected to:

- Identify the various types of multimedia
- Appreciate how multimedia could be used to assist Young-people in learning process

## **3.0 MAIN CONTENT**

### **3.1 Definition of Ethics**

In the opinion of White (2002) ethics refers to an individual's personal belief about what is right or wrong, good or bad. In the same view, Resnik (2010) defined ethics as right or wrong actions that stems from the value and expectation of society. Ethics can be conceptualized an acceptable standards of behaviour that define how people ought to act (i.e. prescriptive) not how people really act (i.e. descriptive) (Ugbogbo and Atu, 2016). From the definitions given above, it can be believed that there is common ground in terms of meaning and direction of description of issues. If we look at ethics from sociological stand point, we may agree that ethics are usually established so as to provide a balanced behaviour considered to be intelligible and to "prevent conflicts from arising by bridging the gap between action and expectation" (Ugbogbo and Atu, 2016). Thus, ethics is concerned with principles and codes of behaviour that guide the

conduct of any profession. The term usually carries along moral values, normative judgments and moral obligations.

### 3.2 Ethical issues with Internet, e-Resources and Social Media

Ethical issues with respect to Internet tools relate to moral issues in information technologies that help in having access to information resources. To be specific, young people are expected to access certain kinds of information and knowledge. Social media is known to have the ability to expose young people to information that they may not need or that are considered not suitable for their use. In this age of information technology where internet is more available in terms of subscription, anybody having Internet enabled phones and computers may violate the questions of controlled access to information or knowledge that is not morally suitable. Additionally, while several ethical issues may arise in the course of providing information resources or allowing free or restricted access to the needed information resources, infringement on rights of ownership or rights of access usually raise concerns. Several ethical issues such as data access rights, plagiarism, hacking, viruses, ergonomics and health issues and piracy linearly or inversely related to Internet, social media and electronic information resources.

The concept of ethics usually considered in the context of expected manner of behaviours where it is written or unwritten recline around standards for people to whom they matter. Some of these issues are:

#### **Security:**

With tools like the internet, hackers have found it very easy to hack into any computer or system as long as it is connected on internet. Hackers can easily use an IP (Internet Protocol) address to access a user's computer and collect data for selfish reasons. Also the wide spread of internet cookies which collect information whenever we use the internet, has exposed IT users to high risks of fraud and conflicting interests. Access to Internet is open to both adult and young people. But, for young people, genuine access should be provided to them to remove them from the claim or real threat of insecurity associated with Internet use.

#### **Copyright Infringement:**

Information technology has made it easy for Internet patrons to access any information or artifact without time restriction. With the increased development of music sharing networks and photo bookmarking sites, many original creators of these works are losing the credibility of their works, because users of IT can easily gain access and share that

data with friends. It is believed that young people may be exposed to sharing music that may disrupt their believe system, social upbringing and moral settings.

### **Increased pressure on IT experts**

Since information technology systems have to run all the time, pressure is mounted on IT experts to ensure the accuracy and availability of these systems. Many big organizations which need to operate 24 hours will require a standby IT team to cater for any issues which might arise during the course of operation. The problem is that such operation usually attached extra cost to Internet dependent activities. If young people are properly guided to utilize the Internet available to them they may run into social media distractions that can destabilize their schooling affairs.

### **Digital divide:**

Information technology has many opportunities and it has reformed so many educational institutions in both developed and developing countries. In some cases, certain amount or quality of information resources are available to some countries while other countries are partially or completely denied. Young people in the former countries will limit in accessing the required and needed information and knowledge that is suitable for their educational development. Additionally, digital divide has created ethical issues relating denial of access and promotion of superiority complex. In such case, developing or underdeveloped countries suffer slowing educational upbringing children and young people.

## **4.0 Conclusion**

Free access to information resources and social media through Internet is accompanied with different ethical issues. However, ethical issues considered in the context of expected manner of behaviours whether it is written or unwritten and usually recline around standards for people to whom they matter. Restrictions to internet access, electronic information resources use, social media interaction always boil down to misuse of the said information technologies.

## **5.0 Summary**

In this unit you have seen that ethics refers to an individual's personal belief about what is right or wrong, good or bad. In particular, infringement on rights of ownership and right of access to resources such as data access rights, plagiarism, hacking, viruses, ergonomics, piracy were discussed.

## **6.0 Self-assessment**

- What is ethics?
- How do you conceptualise ethical issues

- Mention and explain three types of ethical issues discussed in this modul

## 7.0 References/ Further Reading

Resnik D., (2010) What is Ethics in Research & Why is It Important? National Institutes of Health · U.S. Department of Health and Human Services

Ugbogbo.S.N and Atu O. Michael (2016): Ethical Issues in Information Technology- A Conceptual Approach; *Igbinedion University Journal of Accounting* | Vol. 2 August, 2016. Retrieved from: <https://www.iuokada.edu.ng/journals/5B6AA29B40ADBA7.pdf>

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