

Chapter 22

Influence of Globalisation on Teaching and Learning: What is the Stance of Information Literacy in Nigerian Tertiary Institutions?

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ABSTRACT

This chapter examines the influence of globalization on teaching and learning and the poor state of Information Literacy skills (IL) of students owing to the neglect of IL programmes in Nigerian tertiary institutions. Conceptualizing IL and situating it within the framework of the Nigerian higher institutions, the chapter discusses the implementation of IL programmes in these institutions and the likely attendant challenges. It concludes on the poor state of IL skills of students, which is due to the lack of implementation of IL programmes in higher institutions of learning in Nigeria. It recommends, among others, that administrators and planners of tertiary education in Nigeria should begin to see IL as more of an academic issue, rather than being a library thing, and urges regulatory agencies of these institutions to become more responsible in embracing contemporary issues like the IL programmes.

INTRODUCTION

Globalisation is a multifaceted and multidimensional concept. It involves unhindered flow of information resources as well as sophistications in e-teaching, e-learning and other e-based educational services across geographical borders. Globalisation has led to the emergence of open

source tools, open access resources, online information resources, open educational resources, learning management systems, plagiarism detection systems, and many e-learning platforms on the online environment. These e-based resources are being published every second by formal and informal organisations, government agencies, non-governmental organisations, research and

DOI: 10.4018/978-1-4666-6162-2.ch022

development institutions, establishments, associations and individuals, thus leading to the present data smog, information gamut and knowledge explosions, across the globe. This is attributed to the Internet, and its services such as the World Wide Web, the social media and other emerging digital gadgets, which are instruments of globalisation. These developments are encouraging the establishment of e-libraries, digital institutional repositories, e-archives, and other domains of e-resources, by tertiary institutions (universities, polytechnics and colleges of education), and other organisations and individuals, that are either legally or illegally operating in the society.

Thus, the proliferation of these resources is posing challenges to stakeholders in the tertiary educational system, especially students, in terms of utilisation. Students may be familiar with the Internet, search engines and social media platforms for searching information and interacting online, as they are seen as digital natives. However, they may not be aware of techniques of identifying real scholarly works, methods of evaluating online resources and application of critical thinking skills, knowledge of synthesizing information and developing new ideas as well as knowledge of adhering and applying ethical principles in the course of using the resources. Therefore, they need the skills on how to identify, access, critically evaluate and synthesize information, create new knowledge and communicate same in ethical and acceptable pattern for the benefit of all in the society. Information literacy (IL) competencies come in as the enabling factors, but the question is: where does IL stand in Nigerian tertiary institutions in this era of globalization of teaching and learning?

TEACHING AND LEARNING IN THE GLOBALISATION ERA

Globalization era is characterized by flow of data, information and knowledge mainly via the online environment. Data smog, information glut

and knowledge explosions are manifesting in the teaching and learning system across the globe. Also, communication, collaboration and sharing of information by individuals across countries, regions and continents are now carried out with ease due to ICT availability and accessibility; pointing to the fact that teaching and learning in this era via the information superhighway and other digital gadgets are feasible in spite of geographical barriers, if properly articulated and implemented.

The era of globalization has redefined open and distance education as practiced and executed by some institutions of higher learning. Many reputable and accredited universities and other categories of such institutions all over are now providing e-learning and online educational opportunities to qualified individuals ranging from certificate, diploma, bachelor, masters to doctoral programmes. While most of these programmes are accessible from all corners of the globe, and are 100% online, others require some degree of residency. These online programmes are facilitated with learning management systems, plagiarism detection systems, and Web portals, majority of which are open source programmes, freely available online for tertiary institutions. Students of such online programmes are expected to possess certain skills, among which are excellent knowledge of English language rules, communication skills, ICT knowledge and skills as well as information literacy competencies. Even students of conventional tertiary institutions are also expected to possess the above-stated skills because both categories of students are faced with the same volume of online information resources.

The open access movements started in 2002 with the aim of projecting, promoting and facilitating free flow of information resources and knowledge assets of man, coinciding with the conceptualization of open educational resources (OER) by UNESCO. These are key features redefining and reshaping teaching and learning in the globalization era. In 2001, the Massachusetts Institute of Technology (MIT) introduced Open Course Ware (OCW), a free and open digital

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