GUIDELINES FOR TEACHERS OF INFORMATION RETRIEVAL
IN KENYA

A Study Submitted in Partial Fulfilment of the
Requirements for the Degree of Master of Arts
in Librarianship
(Mature Entry)

at

THE UNIVERSITY OF SHEFFIELD

by

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September 1989
ABSTRACT

In Kenya an Information Sciences Course is offered at Moi University near Eldoret town. The course started in October 1988 with a group of fifty students. At the moment the Faculty of Information Sciences staff are faced with the difficult task of developing appropriate teaching programmes for the various subjects in view of the limited teaching facilities and resources.

As a member of staff at the Faculty of Information Sciences, I have a role to play in the development of teaching programmes at the new Faculty together with my teaching colleagues.

In this dissertation I have drawn up guidelines for teachers of Information retrieval in Kenya with special reference to the Information Sciences Faculty at Moi University.

In formulating the guidelines I have tried as much as possible to consider the prevailing local conditions in the Information field, but since these will keep changing from time to time it is recommended that teachers of Information retrieval make a careful analysis of the particular circumstances and conditions before deciding to what extent and how the subject
should be taught to any particular group at any one time.

It is observed that no guidelines in a dynamic area like the Information Sciences can be considered final. The changing environment and social needs and demands will no doubt dictate modifications in these guidelines and at a later stage the formulation of new ones.

In the Introduction part of the guidelines, some background information about the Faculty of Information Sciences at Moi University is given followed by a brief narrative of the challenges of teaching the Information Sciences in a young developing country like Kenya. The major aim of the guidelines is highlighted and so is the Information retrieval subject scope.

The general and specific objectives of the subject are outlined in the second section, followed by statements on teaching rationale and teaching methods.

The twenty one Information retrieval topics covered by the guidelines are stated in the third section, and the specific teaching programmes for the topics are outlined in the next section. Each programme includes a statement on objectives for teaching
every topic, an outline, and narrative of important points in the topic and suggestions on how the topic can be taught.

The fifth section deals with teaching facilities and practical considerations. Some of the suggested facilities are not in existence at the moment but it is felt that it would be a good idea for the Faculty to try and acquire them.

The last section of the dissertation consists of Appendices which include some suggestions for students practical exercises, test questions and reading lists.