

This final issue for 2012 includes contributions on the use of academic libraries by undergraduate students, library leadership in the digital age, information literacy among specialist professionals, exposing first-year university students to creative writing using a virtual learning environment, and school library policy in KwaZulu-Natal, South Africa.

Dumisani Nkosi, Athol Leach and Ruth Hoskins report on a study which investigated academic staff expectations of undergraduate students with respect to library use at the University of KwaZulu-Natal, Pietermaritzburg campus. The study aimed to ascertain whether academic staff members encourage students to use the library, the reasons for doing or not doing so and to establish the means by which this is done. Using the survey research method where data was collected from academic staff of the Faculty of Human and Management Sciences via a self-administered questionnaire, the researchers found that most academic staff expected and verbally encouraged students to use the library at the undergraduate level. One of the study's recommendations was that greater effort could be made by lecturers in referring and/or encouraging students to use the library.

"The advent of the internet, search engines and social media require a paradigm shift" in the development of library leaders and these "leaders may not be fully equipped to deal with the demands and rigours of the digital age and its consumers", claim Ann-Louise de Boer, Theo Bothma and Johan Olwagen. They use data from the Herrmann Brain Dominance Instrument (HBDI) assessments of participants in six of the Centre for African Library Leadership (CALL) development programmes, "to show how the thinking preferences of these library leaders could enable or detract from their readiness to develop the appropriate competencies in the digital age". Based on this, the authors make recommendations on how to prepare library leaders to deal with the demands of the digital age consumer.

Vicki Lawal, Christine Stilwell, Rose Kuhn and Peter Underwood report on a study which investigated the information literacy of aspirant barristers in Nigeria and examined the efforts undertaken to restructure the legal education system in Nigeria. Using quantitative and qualitative approaches to collect data, the researchers report that findings supported the critical importance of information literacy to the development of professional competence of the aspirant barristers and that this information literacy can be achieved through re-structuring the teaching methods and curricula of the Nigerian Law School (NLS).

Graham Stewart asserts that it is not only students of literature who need to be exposed to creative writing; that "reading of creative fiction can ignite the narrative imagination of the first-year university student, provoking an exploration of cultural diversity, social justice and identity". He presents a case study of the design and development of a general education module at the Durban University of Technology (KwaZulu-Natal, South Africa) called 'Sharing out Stories', which aims to provide students with "enriching encounters with local literature while advancing their academic reading and writing skills". The module, presented via a virtual learning environment, draws on the content of the *Encyclopaedia of South African Arts, Culture and Heritage* which plays a critical role in the students' exploration of local writing.

Finally, Mariana du Toit and Christine Stilwell provide a base research overview of a larger study on the KwaZulu-Natal (South Africa) *School Library Policy*, its implementation strategy and feasibility for implementation in the province. The study used social constructivism as the epistemological basis for its main methodology, the Delhi technique of gathering data from a selection of school library experts. The research results, according to the authors, "provide guidelines for reviewing and refining the provincial policy intervention" and foreground "several issues that need to be resolved to facilitate school library development in South Africa".

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