

Teaching Information Literacy Skills in Higher Learning Institutions in Zimbabwe

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Abstract

This chapter highlights the strategies and challenges of teaching Information literacy skills in higher learning institutions in Zimbabwe. Information literacy programs have become crucial in higher learning institutions due to the explosion of information and the need for students to learn lifelong skills. Higher learning institutions worldwide have developed IL learning models to enhance library use and produce knowledgeable students. Teaching information literacy requires organizational skills and knowledge. Most universities worldwide, including in Zimbabwe, have implemented compulsory courses. The chapter relied on secondary research, a systematic investigation method based on existing data from published materials, reports, and surveys. This research design involves organizing, collating, and analyzing data samples for valid conclusions. Available literature expostulates the need to reinforce information literacy skills and integrate them into Zimbabwean university curricula. The study suggests incorporating information literacy skills into university curricula to enhance the process of teaching, lifelong learning, and societal development.