

# **Information Literacy among LIS Students through Web 2.0 Technologies: With Special Reference to Ernakulam District**

Nimmy Paul, Neetha Devan Sabu & Dr. Susan Mathew K.  
Rajagiri College of Social Sciences,  
Kalamaserry-683104  
Kerala, India

## **ABSTRACT**

The present paper examines the information literacy among LIS students in Ernakulam district through web 2.0 technologies. This study mainly conducted to know the frequency and purpose of use of web 2.0 technologies used by LIS students, to identify most used web 2.0 tools by LIS students, to identify the factors affecting the use of web 2.0 tools, to understand the level of information literacy skills of LIS students by using web 2.0 technologies. Result of the study reveals that majority of the LIS students mostly using web 2.0 tool is Youtube because it provides audible and visual means of learning and it can be watchable anytime at any place. After Youtube, social networking sites and instant message are the mostly using web 2.0 tools by LIS students. Majority of the LIS students has average information literacy skills by using web 2.0 tools. Majority of the LIS students using web 2.0 tools for personal note taking.

**Keywords: Information Literacy, Web 2.0 technologies, LIS students.**

## **1. INTRODUCTION**

In recent century information is growing at a fast rate. Today the face of traditional library has changed with the emergence of ICT. The phrase IL was first coined by Paul G. Zurkowski in 1974. It is a set of skills essential to find, retrieve, analyze and use information for decision making, problem solving or the acquisition of knowledge. Information literacy includes using information technologies such as personal computers, email, software programs, internet and evaluation of the information obtained from the internet and electronic resources.

World Wide Web (WWW) was invented by Tim Berners- Lee in 1989. Web 1.0 was the first generation of www and in this phase, internet could be used only as a source of information. But contribution or modification of the available information couldn't do in this phase. So, web 1.0 is known as 'read only internet'. Gradually the 2<sup>nd</sup> stage of www, that is web 2.0 revolutionized in the nature of internet. This second phase has become a meeting point for

people by forming community through social networking sites. Through these communities and sites, it is easy to share the information around the world. It mainly focused on the ability of people to share and collaborate information online. Web 2.0 including Blogs, Wikis, Youtube, Social Networking Sites (facebook, twitter), Social Bookmarking, Podcasting, Flickr and Instant message etc. These tools helps to support group discussions, encourage people to work with team share ideas.

Web has a major role to play in the changing educational scenario. Due to the advancement of internet technologies, libraries are adopting new technologies of the web to provide better information services and to satisfy the user's expectations. Web 2.0 has changed the traditional chain of knowledge transfer and students are not just consumers of knowledge, but they also actively participate in generating and creating knowledge through the application of web 2.0 tools.

## **2. REVIEW OF LITERATURE**

Suthanya (2018) in her article exploring the awareness and use of web 2.0 tools by the first year Information Science students mentioned that the awareness and use of web 2.0 tools by the first year Information Science students. The result shows that the first year Information Science students of Walailak University were quite familiar with some of the web 2.0 tools such as YouTube, Blogs, Wikis, instant messaging and social networking sites comparing to other web 2.0 tools such as RSS feeds, Flicker, and podcast. Javed (2015) conducted a study on use of information resources and need of information literacy in students in Aligarh Muslim University to find out the student's use of various information sources and need of information literacy education in Aligarh Muslim University. The findings of the study revealed that users need information to prepare their assignments and study material and they are aware about the basic concept of information literacy. Some of the users have vague concept about information literacy. The ability to assess, evaluate and use information is a prerequisite for lifelong learning and education. Sonja (2014) in a study on information literacy in web 2.0 environments: emerging dimensions of research to re-examine the IL concept with regard to developments triggered by the Web 2.0 environment, share thoughts on the concept "Information Literacy 2.0" and define research challenges and directions initiated by shifts in the IL domain. Due to the advent of Web 2.0 and social networks information environments went through a paramount change characterized by the outbreak of different phenomena, issues and problems. IL today, more than ever, should deal less with

finding information and focus on evaluating, using and communicating information. Without the recognition of social and collaborative dimensions in IL, with all potentials and challenges these dimensions elicit, IL runs the risk of losing relevancy and meaning in social media environments.

### 3. OBJECTIVES

- To know the frequency and purpose of use of web 2.0 technologies used by LIS students.
- To identify the most used web 2.0 tools used by LIS students.
- To identify the factors affecting the use of web 2.0 tools.
- To understand the level of information literacy skills of LIS students by using web 2.0 technologies.

### 4. METHODOLOGY

In this study survey method is use to collect the data and questionnaire method is used for collecting the required data for the present study. The questionnaire was distributed to 30 LIS students taken as sample from Rajagiri College of Social Sciences, Kalamassery and St. Peter’s College, Kolenchery in Ernakulam district. 15 LIS students from both of the colleges was selected as sample to collect the required data. The questionnaire was on the basis of information literacy of LIS students through web 2.0 technologies. The study is limited to two colleges in Ernakulam District which has Library Science teaching Department.

### 5. ANALYSIS AND FINDINGS

**Table 5.1 Most Frequently used Web 2.0 tools**

Sl. No	Web 2.0 tool	RCSS	%	St. Peters	%
1	Blog	0	0%	1	6.66%
2	Wikis	2	13.33%	2	13.33%
3	Podcast	0	0%	0	0%
4	YouTube	6	40%	6	40%
5	Social Networks(facebook, twitter)	5	33.33%	4	26.66%
6	RSS Feeds	0	0%	0	0%
7	Social Bookmark	0	0%	0	0%
8	Instant message	2	13.33%	2	13.33%
9	Flickr	0	0%	0	0%

Table 5.1 shows that most frequently using or most used web 2.0 tools among LIS students in the two colleges. In RCSS, 6(40%) of LIS students most frequently using web 2.0 tool is YouTube. In St. Peters college, 6(40%) of LIS students most using web 2.0 tool is YouTube. Social Networks(facebook, twitter) and instant message are the other web 2.0 tools using mostly after YouTube. Podcast, Social Bookmark, RSS Feeds and Flickr are the very less using web 2.0 tools Among LIS students in both colleges.

**Table 5.2 Factors affecting the use of YouTube**

Sl.No.	Factors	RCSS	%	St.Peters	%
1	It provide a wealth of resources from expert	1	6.66%	1	6.66%
2	Provide visual and audible means of learning	8	53.33%	7	46.66%
3	Watchable anytime at any place	4	26.66%	4	26.66%
4	Easily can share	2	13.33%	1	6.66%
5	Anyone can contribute themselves	0	0%	2	13.33%

Table 5.2 shows that factors affecting the use of YouTube among LIS students. In RCSS, 8(53.33%) of the respondents using YouTube because it provides visual and audible means of learning. In St. Peters college, 7(46.66%) of the LIS students using YouTube because of it provides visual and audible means of learning.

**Table 5.3 Factors affecting the use of Social Networks (Facebook, Twitter)**

Sl.No.	Factors	RCSS	%	St. Peters	%
1	Improve technological ability	2	13.33%	0	0%
2	Make good communication skills	5	33.33%	5	33.33%
3	Exchange informations	3	20%	6	40%
4	Easy and convenient to access informations	5	33.33%	4	26.66%

Table 5.3 shows that factors affecting the use of Social networks like facebook, twitter etc. In RCSS, 5(33.33%) of the LIS students using social networks due to make good communication skills and it is easy and convenient to access information. In St.

Peters college, 6(40%) of the respondents using social networks to exchange informations.

**Table 5.4 Factors affecting the use of Instant message**

Sl. No.	Factors	RCSS	%	St.Peters	%
1	Convenient	2	13.33%	3	20%
2	Text based communication over the internet	3	20%	1	6.66%
3	Fast	4	26.66%	7	46.66%
4	Easy to use	6	40%	4	26.66%

Table 5.4 shows that the factors affecting the use of instant messaging. In RCSS, 6(40%) of the respondents using Instant messaging due to easy to use. In St. Peters 7(46.66%) of the LIS students using instant message due to fastness.

**Table 5.5 Purpose of using web 2.0 tools**

Sl.No.	Purpose	RCSS	%	St. Peters	%
1	To interact with mentors, teachers and friends etc.	2	13.33%	7	46.66%
2	To share photos, videos of events.	4	26.66%	3	20%
3	To publish blog entries, headlines, audio, video etc.	1	6.66%	0	0%
4	To create and edit interlinked web pages.	1	6.66%	0	0%
5	For personal note taking.	5	33.33%	3	20%
6	To download video or audio	2	13.33%	2	13.33%

Table 5.5 shows the purpose of using web 2.0 tools among the LIS students. In RCSS, 5(33.33%) of the respondents using web 2.0 tools for personal note taking. In St. Peters college, 7(46.66%) of users using web 2.0 tools to interact with mentors, teachers and friends.

**Table 5.6 Level of Information Literacy skills by the use of web 2.0 tools**

Sl.No	Level of Information Literacy	RCSS	%	St.Peters	%
1	High	6	40%	7	46.66%
2	Average	9	60%	8	53.33%
3	Low	0	0%	0	0%

Table 5.6 shows that the level of information literacy skills of LIS students by the use of web 2.0 tools. In RCSS, 9(60%) of the LIS students has average IL skills and 6(40%) has high IL skills. In St. Peters college, 8(53.33%) of the LIS students has average and 7(46.66%) has high IL skills.

## **6. MAJOR FINDINGS**

- Majority of the LIS students mostly using web 2.0 tool is YouTube and the main factor affecting the use of YouTube is it provides visual and audible means of learning.
- Social Networks (facebook, twitter etc.) and instant message are the other mostly using web 2.0 tools by the LIS students after YouTube.
- The main factor behind the use of social networks is, to exchange information.
- The main factor affecting the use of instant message is, its fastness.
- Podcast, Social Bookmark, RSS Feeds and Flickr are the very less using web 2.0 tools Among LIS students.
- The main purpose of LIS students by using these web 2.0 tools is, to interact with mentors, teachers and friends. Secondly, for personal note taking.
- Majority of the LIS students has average Information Literacy Skill by the use of web 2.0 tools.

## **7. SUGGESTIONS**

In the above findings of the study, following are suggested to increase the IL among LIS students through web 2.0 technologies.

- Library and Information Science education should adopt the use of web 2.0 technologies to give awareness and make the LIS students more intelligent and valuable persons.
- The colleges which has Library and Information Science departments should create more awareness on the use and applications of web 2.0 technologies.
- The universities and college authorities should promote more financial, infrastructural and training support for the implementation and utilization of web 2.0 applications in libraries and LIS education.
- Provide training to LIS students about online communication tools(Blogs, wikis, RSS Feeds, podcast, social networking sites etc.) to make them confident users and enhance their technical skills.
- Seminars or workshops should be regularly organized from time to time for LIS students to familiar with latest technologies because they are the future library professionals. This would help to improve their level of IL skills.

## **8. CONCLUSION**

The Information Literacy among LIS students through web 2.0 technology is average in the LIS students under Rajagiri College of Social Sciences, Kalamassery and St. Peters college, Kolenchery. The applications of web 2.0 technologies which can be effectively apply in Library and Information Science education such as blogs, wikis, social networking sites etc. But now these technologies are not much used by all the students satisfactorily. The web 2.0 technologies can be used for lifelong learning, acquire information literacy and it helps to get new information on any subject. These web 2.0 tools support the abilities in LIS students and helps to acquire new potentials. It provides many IL skills to LIS students for their future development and lifelong learning by the use of web 2.0 technologies will never end. So, LIS students should be aware and learn to use web 2.0 tools, it opens a way to interact or share information to others.

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