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**LIBRARY 2.0 - A PRODUCT OF WEB 2.0 ENVIRONMENT IN ORDER TO
SUPPORT E-LEARNING PROCESSES**

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Abstract: *The indissoluble relationship, society-information sustained through the information exchange, is an essential facet in the existence of society, a reality that defines primarily the society in relation to all components of its development. With the increasing role of science in society's development, area of scientific information was expanded, representing a wide range of communication fields. Scientific information has led to a multifaceted development of infodocumentary structures, activities and services. Today, electronic materials for documentation are a bibliographic source of reference for the research process, elaboration of scientific work and teaching / learning processes. Development of web 2.0 technologies is a catalyst for libraries, in supporting e-learning processes developed in academic area. The concept created by web 2.0 determined the infodocumentary structures unit to pursue the goal: Library 2.0, as a pillar for the development of e-learning phenomenon.*

Key words: *e-learning processes, web 2.0 environment, library 2.0 concept, electronic documenting sources*

I. INTRODUCTION

Today, with increasing role of scientific phenomenon that supports the development of society, the field of scientific information expanded, an important component of communication. Scientific information in the inextricable relationship with the society led to the multiple development of structures, activities and documentary information services. One of the main drivers of this development process was the Internet environment, this worldwide network that includes an extensive collection of data, information and knowledge, resources that can be exploited regardless of space and time factors, using computers.

In an incredible need for information context, we are witnessing an unprecedented increase in the infodocumentary volume available to mankind and at the same time an increasing of the intensity of information transfer, because the Internet allows information in any area, access to various electronic resources: scientific databases, journals and electronic newspapers, e-books, digitized materials and other media.

In this environment of high intensity and dynamism, libraries, as infodocumentary structures, are available for users depending on his reaction to information stimulus. This context has led libraries to consider the Internet phenomenon and to value the opportunities it offered for the purposes of acquisition of mobility and skills that will offer relevance in the academia and social environment that those serve.

Analyzing in-depth look beyond popularity, the features of the web involve some changes of the paradigm for the libraries, librarians, users and for the documents in the e-Learning processes approach.

II. GENERAL FRAMEWORK

With the increasing competition which takes place today in academia, a university can create significant advantages through optimal access to domain information novelty, based on a strong information technology infrastructure. In this context its library should be an important information core to support, facilitate and complete e-Learning approach.

Involvement of digital libraries in the e-Learning implies using the Web to retrieve and access electronic learning materials. These libraries should not be treated as mere collections of digitized documents that facilitate access to electronic information, but as an accumulation of collections, services and specialists to support activities of creation, preservation, dissemination and exploitation of data, information and knowledge, in a virtual environment.

The main goals of digital library in supporting e-Learning using Web environment refers to improving students' performance, increasing the quantity and quality of educational resources via the Internet, ease of retrieval and access to these resources in order to optimally value them and not least to ensure that these resources will be available over time.

Web 2.0 Library allows users to retrieve required information by the desired topic search, access to scientific resources and to interact with experts in various fields of interest. Library 2.0 provides direct access to electronic library catalogs, scientific contracted databases, to collections of electronic books, electronic reserved courses, allowing communication through forums.

Library experts sustain processes of selection, processing and indexing of web information resources, allowing access to articles from databases, both in full-text version and the reviewed ones.

Today, to maintain relevance in the environments they serve, libraries must undergo a paradigm shift: traditional → digital → web 2.0. In this context, in conjunction with the huge volume of data, information, knowledge of electronic medium where the library can facilitate access for there optimal use in e-learning processes, the library can obtain also some professional advantages in support of these processes by engaging in training and guidance of users addressing virtual learning, for developing a culture of (electronic) information. Currently, the information and documentation in the electronic environment through modern technology is a crucial component of the information society and leads to formation of a new culture: information and communication culture.

Increasing the role and involvement of libraries in shaping and development of information culture, resulting in user education to acquire skills in information, especially electronic media, have produced of a new direction of research and accountability. Some of the current directions of covered training for information culture are:

- use of electronic resources (local and network);
 - modern informational technologies;
 - assessment of electronic resources;
 - information practices.
- Some studies and market research conducted in university campus in Romania (Bucharest, Timisoara, Cluj) in October 2009 (relating to trends in the use of IT&C tools by Romanian students) showed the following [8]:
 - 75% of respondents consider the Internet as the main additional source of study;
 - 93% of respondents prefer to access information sources from home but said they have several problems related to: lack of information on rigorously scientific documentary sources, academic literature, the invisible Web, evaluating information resources, communicating the results in scientific research, plagiarism, ethical issues;
 - 30% of respondents spend daily, on average, up to 6 hours at the computer;
 - 8% of subjects access online content using computers from faculty spaces;
 - 72% ranked first the Internet as an attractive resource for learning and communication; by comparison, only 22% prefer to use the library hall and 6% use newspapers or other sources of information;

- 61% of subjects give credibility to the library who develops Web 2.0 services. They consider important the infodocumentary library activities to professionally facilitate access to electronic information from their catalogs and the wide world web.

In this idea it should be pointed out that e-Learning phenomenon has not to be strictly dimensioned only to access to courses and electronic materials loaded on a standard e-Learning platform, of an academic institution. E-Learning processes should be expanded by multifaceted exploit of infodocumentary electronic materials that represent the studied field and can be made available to users by 2.0 library. The library by its professional ability to handle tools, methods and strategies of retrieval and filtering of information in the electronic environment, by its best competencies / skills for information culture field can be an adequate support in the deployment and development of e-Learning processes.

The results show that the time spent in the virtual environment should be exploited more effectively for educational and professional training and development, thus universities could create benefits if they would develop and offer such opportunities to users. Also, the study showed that the classical teaching and seminar rooms will remain further important meeting places, but communication and access to information should be more developed by the university in the virtual environment. This investment will represent an important resource for long-term education and academic library could make an important contribution in this respect.

By developing the education of users for information culture in our country, we believe can be solved most of the difficulties that users face in exploring virtual computing environment and use modern technologies for electronic learning.

III. 2.0 CAPITALIZING APPLICATIONS BY LIBRARY TO SUPPORT E-LEARNING PROCESSES

A study provided by an Internet services company owned by Amazon shows that the most visited 10 sites in the world are: Google, Facebook, Yahoo, Windows Live, Baidu.com, YouTube, Wikipedia, Blogger.com, Twitter, MSN [16]. Also, a top ten most visited sites in Romania shows the following hierarchy: Google (.ro, .com), Yahoo, YouTube, Facebook, Blogger.com, hi5, Wikipedia, Wordpress.com, Twitter. The study is conducted using data collected from users who have installed a specific application on their computer, the ranking is the average of values representing the views and the number of unique customers for a certain period of time. [17] Therefore, access to these sites by users is the undeniable reality that is constantly meeting the needs of knowledge.

In this context, the library as to be relevant in such an evolving medium and therefore to be appreciated by 2.0 applications users must be among them in the Web 2.0 environment, in this dynamic, modeling and attractive space.

Today, the 2.0 Library is perhaps the most circulated library theoretical model by which we try to approach modern ways to deliver infodocumentary services in the virtual environment. The supreme center of interest of Library 2.0 is based on targeting librarians focus on users. Basically we refer to a model of infodocumentary services that encourages constantly changing, based on active roles in the web 2.0 environment both of librarians and users. The 2.0 Library stimulates in practice users to participate at the creation of their desired infodocumentary services, provided either in the library's enclosure or (especially) in the virtual environment.

In the following lines we will briefly present some arguments for exploiting Web 2.0 applications by the library as a support of e-Learning processes.

- Library, through 2.0 applications usage, aims to optimize visibility of its collections (in all formats: traditional, digital, multimedia), of its services and activities;
- Applications 2.0 offers the possibility of enlarging the area of dissemination of the infodocumentary content of the library;
- Including the library's very requested collections in sharing content sites, popular for users (sites as Flickr or YouTube) [20], leads to considerable increase of visibility and optimize their access;

- The library can encourage users' subscription to library news aggregators for easy access to information on updates, events, new acquisition lists, etc..;
- Library 2.0 can develop Web 2.0 collaborative specific tools related for example with Wikipedia: the library can make new records, include links to important library documents or to documents cited in bibliographies of the materials from Wikipedia;
- Another aspect not to be underestimated by the library is that of creating an active presence in online social networking environments like Facebook. In this environment are present many users, students and an increasingly number of teachers. Here libraries can promote in an efficient and attractive way events, services, updates and they can create 2.0 applications that facilitate access to library catalogs, scientific databases, connecting to online reference services, i.e. access to video tutorials [3].
- Since libraries are producing digital content, it should be given the possibility to create digital content for mobile devices, which are constantly expanding. Digital materials for these mobile devices may include: tutorials, guides, podcasts [14] and can be placed on sharing sites like YouTube.

It seems that the future content of the Internet environment will be multifaceted and will belong to online multimedia communication based on a combination of text, image, audio and video formats. Specialists in online marketing and PR sustain the importance of online HD video, arguing that today's users have no time nor availability covering a large amount of text pages. The alternative may be the video format to serve as attractive option for users on a website, who want quick and easy search of information.

Infodocumentary materials in the online environment can meet a plurality of functions: illustrate, inform, motivate, influence, persuade, educate, all manifested in a pleasant and useful manner. Through a video, in a short time, users can access useful information about their field of interest, about services, products, facilities that the library offers.

IV. CONCLUSIONS

4.1 Deep involvement of the library in ongoing academic e-learning processes can be beneficial, because the library currently has a suitable potential which can be enhanced for this purpose and that relates to:

- existence of the librarianship specialists who have thorough knowledge of IT, web, information and communication science;
- existence of the skills for optimal material selections, for classification of information resources (on paper and multimedia) in logical categories, to create indexes and search engines, for constant improvement of classification categories.

4.2 Library 2.0 is developed based on a few key concepts:

- The library is everywhere – it has no limits [12];
- The library invites users to partnership;
- The library uses easy and flexible systems;
- The library is user-centered;
- The library meets its users needs;
- The library 2.0 is built on concrete applications for each services area of its structure.

These are available references for better use of library resources and potential to support e-Learning phenomenon.

It is advisable fruitful communication between the library and educational institution that it serves, the purposes of encouraging learning processes through the Internet, both involving students in this collaborative relationship, expecting permanent feedback from them. These results should constitute a starting point for management strategies of optimization / development of Web 2.0 library services that can support the e-Learning activities.

The 2.0 concept has penetrated to a large extent in most infodocumentary structures, being under the direct influence of the information and communication technologies development engine.

Thus, acceptance and recovery time is shorter than that needed to change mentalities. So, no time to lose! It is imperative for the library to consider the various Web 2.0 tools, that it has to exploit timely, dynamically and efficiently in his favor, thus evolving synchronously with growing needs and demands of users for learning in the current virtual environment.

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