GRT

USER EDUCATION - USE OF LIBRARY COLLECTION IN OPEN SOURCES IN DIGITAL ERA

Dr. K. Shanmukhappa
Librarian, R.S. College of Management and Science, Bangalore.

ABSTRACT:
Digital libraries offer information resources and services based on technology so that they can access relevant knowledge anywhere at any time. Similarly, digital libraries are inseparable from the learning process because they made e-learning possible. Although highly relevant for e-learning, digital libraries have not been used in education to their full potential due to uneven development around the world, legal and technical barriers, and the fact that the industrial sector still manage access to used digital content, in education on a commercial basis.

INTRODUCTION:
For centuries, libraries have been the guardians and distributors of "books, periodicals, maps, and other materials used by students in the learning process." Today, they are concerned about their sometimes diminishing role in society, and this role is increasingly dependent on information and communication technology, which is slowly surpassing traditional information institutions, including libraries and printed sources, for education used so far. Libraries' response to current challenges is the development of new digital information resources supplemented by new content delivery services. Currently, libraries around the world successfully display both their traditional and digital faces and efficiently serve different purposes and different audiences. One such purpose in which libraries successfully participate is e-learning. Libraries have already been identified for the appearance of computer-based education in the mid-20th century and are now being integrated into libraries and e-learning. They "act as a specific medium for implementing the learning process." Libraries provide e-learning with carefully selected information resources and a wide variety of ICT-enabled services, including learning materials. These services include: online bibliography notifications, computerized library catalogs, digital libraries, distance learning services, e-databases, instant messaging services, inter-library loan and document services, ready references, virtual classes, virtual references, etc. In an age of ubiquitous learning in which learners of all ages use electronic devices on a daily basis to access local computer networks as well as learning materials on the Internet, libraries are expected to make additional efforts to adapt content to their existing digital collections and their online library services. Information and communication technology is changing rapidly.
The research confirms the existence of a trend in which today's students have embraced modern technology to enhance their learning and libraries have become partners in the role of

_____

knowledge organizers providing various services included in ICT. With this in mind, this paper will discuss the role of digital library use in today's evolving e-learning environment and its perspectives.

LIBRARIES IN THE DIGITAL ERA AND E-LEARNING:
      In the mid-20th century, libraries were one of the leading institutions in the field of computer technology in their day-to-day operations, and they introduced the remaining new technological achievements of the new century to improve access and use of library holdings. 1990 When the digital library was started in the early 1990's, a big step forward was taken in the development of the library. "The concept of a digital library has been a huge success since its inception, when it came out of the closed walls of the library and reached out to users at home, at work and on the go with the help of laptops." The Digital Library has "emerged as a leading technological solution to the on-going problem of expanding access, archiving processes and the dissemination of information." Digital libraries are commonly referred to as "digital content that is sometimes but not necessarily text-based, interconnections that can be simple links or complex metadata or query-based relationships and that can be simple pages in software HTML or complex database management systems". Notably, digital libraries offer "online catalogues, databases, multimedia, online journals, digital repositories, electronic books, electronic archives" and "online / electronic services". Digital libraries have revolutionized the digital revolution, affecting almost every component of library services, from the automation of internal recording services to the digitization of physical collections and the acquisition of new "birth-digital" functions of art or library publications of technology to present the collection and engage the audience.
      Digital libraries have not played a significant role in the field of education despite the engagement of different audiences with students as in some cases they were not fully involved in the learning process on the side of the industrial sector. Controls digital information resources, that suggested that digital libraries have a great potential for learning due to the nature of the resources and that they could be used "to describe academic subjects in practically all areas or to support individual learning". Digital libraries are indispensable for learning because offering up-to-date content, instant access to a wide range of physically non-existent resources, providing resources every moment through an Internet connection, and because of these benefits, learning in a digital library is a must. The role of independent process digital libraries is clear: they serve as formal packaging for specific schools and specific subjects, as well as digital schools that provide general browsing for creative discovery and self-directed, non-formal learning.
      Libraries "have three roles in education, both traditional and digital: sharing information to reach, maintaining ideas, and raising awareness to bring individuals together with the purpose of learning". Tanner and Degan analyzed the values and benefits of using digitalized resources in teaching and learning, and concluded that "the increasing availability of digitalized resources allows educational institutions to provide students with a more diverse, more accessible and rich learning material than ever before. It encourages a more research, research-based approach to teaching and learning. Completely new types of subjects and courses can be studied, new methods of assessment are possible and students are given a richer academic experience. "Abbott and Cohen explored the potential for the use of large digital collections in education and found that students had a challenge when trying to find and access basic documents in a digital library because of the number of digital libraries found on the Internet. The solution to this problem will be more aggregation of information about digital sources and network systems globally so that they can be more easily located and used.
      The relationship between digital library and eLearning is quite straightforward. Digital libraries as network information systems are already a part of the learning process. The need for a digital library

of eLearning can also be found in the very definition of eLearning: learning e-learning can be described as electronic learning; Education that includes the Internet; Learning remotely with the help of the Internet and, or other electronic gadgets. "E-learning includes - all forms of electronically supported learning and teaching, which are characteristically procedural and aimed at influencing the formation of knowledge in terms of personal experience. -Learning is not possible and therefore digital libraries are convenient as an aid. They are enriched by gaining access to existing experiences, methods and knowledge from students. Quality information resources in digital libraries that have become important partners in the learning process over the last two decades.

The Digital Library provides students with information and services based on technology that "enables them to access relevant information and services at any time, as well as enable innovative and lifelong learning." The document "Digital Library in Education" suggested the existence of three chains for students in the digital library. First, if a digital library provides users with profiles, they will be able to create learning communities. Second, content supported by metadata enables the creation of custom collections of educational objects and learning materials. Third, tools supported by common protocols or standards enable the development of various application services that increase the value of library content for the learner.

E-LEARNING AND DIGITAL LIBRARY:

Digital libraries are open to the public, and as such, there is ample opportunity for their content to be incorporated into formal and informal learning. Calhoun explored the social roles of digital libraries, including the advancement of teaching, learning, and knowledge. Digital libraries for formal education can offer the following services: specialized educational digital libraries, portals for teachers or students, integration with the learning management system and access to primary resources. Digital libraries offer the following services for knowledge advancement: self-archiving, deposit promotion; Mandatory Deposit, Library as a publisher of free access journals, digital library of dissertations and dissertations, cross-repository services. Object reuse and exchange services, workflow-based content creation and management. Data carnation and research profiling services, digital information resources for use on various electronic devices, library services for finding information, course materials, exhibitions, workshops, etc. Wangle pointed out that "the integration of digital library technology with educational activities has come here. At the same time, the need for students to access library resources has increased". The same author suggests the need for policies, guidelines and criteria to ensure the professional efficiency and quality of providing information services in a digital library.

Despite the wealth of materials and services, not all digital libraries are the same. Their differences define their potential use. This part of the paper will present a digital library that supports the learning process. The focus will be on the world's most famous digital libraries as there is no global registry that lists all existing digital libraries that offer educational resources. Since every digital library and institution behind digital libraries has its own approach to presenting teaching and learning materials, it is more difficult to compare them than certain criteria. The purpose of the research is to identify the major digital libraries that provide educational information resources and services as part of their website. The purpose of this research is to answer two questions: 1) the researched digital library has a section with educational materials as an integral part of their websites which can be clearly and unequivocally identified; 2) Does such an educational section of the digital library explicitly design teaching materials, teacher support, lesson plans, and the help needed to teach and teach? The next section of the paper will introduce digital libraries that have an academic section.

_____

BRITISH LIBRARY:

The British Library provides online resources, visits and workshops and teaching resources in the "Education" section of our website. The education department presents education resources divided into "by subject", "by age", "by source" sections. Each of these sections is divided into sub-sections with ready-made materials in "Language", "Curriculum", "Subject" and "Themes". The online resource section of the British Library website provides history, English and citizenship related items and expert commentary with complete insights on topics in the calculated sections.

LIBRARY OF CONGRESS:

The Library of Congress offers class materials and professional development to help teachers use primary resources in the library's vast digital collections. The library of the Congress website for education is divided into two major sections for students and for lifelong learning and for teachers. The first grade includes literature for reading progress, poetry for high school, American history for elementary and middle school students, fun science facts from the Library of Congress, and highlights from the library's online collection. In the Teachers category, the Library of Congress offers blogs, including free resources, teacher-created lesson plans, blogs to help teachers make effective use of the primary resources in the library's digital collection through the teaching of primary resources and the tools and technologies they use. Congressional primary resource library, a set of primary resources on frequently taught subjects and primary resource-based, ready-to-use resources for teachers and facilitators. This website provides one of the most thoroughly prepared materials in the researcher library.

NATIONAL LIBRARY OF AUSTRALIA:

The National Library of Australia makes the tutorial available on its website. The department is further divided into education programs and school and teacher programs. Learning sessions include learning sessions to help students use the Liberty collection for research, work, and study, and the use of microform readers, educational e-resources, and online resources from Trove, Australian libraries. Additional topics include finding family lists, finding newspapers, findmypast.com and family history research resources such as descendants.com and Trove for Family History. The school and teacher program includes library exhibits, archives and reading rooms to learn more about Australian history and culture. They critique texts and learn research methods to understand historical and contemporary events and cases.

CONCLUSION:

In practice, digital libraries are usually part of national libraries that focus more on preserving national heritage and less on the support of schools and universities. The first part of the paper clearly explains the reasons behind the good inclusion of digital libraries in education and the second part reviews the few digital libraries equipped to participate in education and shows the lack of actual parts of digital libraries designed to be included in the learning process. The answers to the research questions will be: 1) There are some digital libraries that provide a section with educational materials as an integral part of their websites which can be clearly and unambiguously identified; 2) These sections consist of a digital library with frequent (but not usually) teaching materials, teacher support, lesson plans and teaching and other support required for learning. One could argue that all library holdings should be used in the learning process and to some extent it may be true. However, education is a defined activity that relies heavily on national educational standards and educational frameworks and

_____

procedures, and the use of any material in the teaching process requires a clearly defined approach. As a result, the National Libraries need to create guidelines for the approval of the contents of the Nexus Library as well as academic support from teachers and students who have built it.

REFERENCES:
1. V. Sreenivasulu (2000), 'The role of a digital librarian in the management of digital information systems (DIS)', The Electronic Library, vol. 18, pp. 12-20.
2. Maurer H. and Marchionini G. (1995), "Roles of Digital Libraries In Teaching and Learning", COMMUNICATIONS OF THE ACM, Vol-38, pp. 67-75.
3. Singh P. (2005), "Role of Digital Libraries in E-Learning" in 3rd International Caliber, pp. 559-564.
4. D'Antoni, S (2009), 'Open Educational Resources: reviewing initiatives and issues', Open Learning: The Journal of Open and Distance Learning, Vol-24, Issue-1, pp.3-10.
5. Downes S (2007), 'Models for sustainable open educational resources', Interdisciplinary Journal of Knowledge and Learning Objects, Vol-3, pp.29-44.
6. Lynch, C. (2008) Digital libraries, learning communities, and open education selected From Iiyoshi, T., & Kumar, M. S. V. (2008). Opening up education: The collective Advancement of education through open technology, open content, and open Knowledge. Cambridge, Mass: MIT Press.