Skills of New Genre Librarians: An Exploratory Survey of WEB 2.0 Skills of Library and Information Science Professionals in Trichy

X. Mercy Angeline[1]* and B. S. Swaroop Rani[2]

[1]PhD Research Scholar, Department of Library and Information Science, Bishop Heber College, Trichy, India; mersxavier@gmail.com
[2]Associate Professor, Department of Library and Information Science, Bishop Heber College, Trichy, India; sirishree_b@yahoo.co.in

Abstract

The profession of librarianship and the field of LIS have been in perpetual state of flux. Today the buzz word in the technology is 'WEB 2.0' which facilitated today's libraries to be more dynamic institutions. WEB 2.0 is the prevalent term for advanced Internet tools and tenders including blogs, Wikis, RSS and Social book marking. The population comprised librarians from Arts and Science colleges in Trichy district Affiliated to Bharathidasan University. A structured questionnaire was adapted as device for data collection. Most of the professionals expressed a positive attitude towards the application of WEB 2.0 in academic libraries.

Keywords: Competencies, Library professionals, Tools, Skills, WEB 2.0 or WEB 2

1. Introduction

WEB 2.0 states to junction of technologies, some new and old, which are shifting the way we experienced what we have come to know as the Internet[1]. With WEB 2.0 the impending variety and fruitfulness of the user experience have grown substantially in library and information centers. The easy way to get a WEB 2.0 is to discover some new technologies and applications. The facets that are associated with WEB 2.0 they are wikis, blogs.

1.1 Characteristics of WEB 2.0

The main role of WEB 2.0 in education and libraries are as per the following six key ideas[3].

- Individual production
- Carriage the power of the crowd
- Data on an epic
- Construction of participation
- Network effects
- Frankness

1.2 Applications and Implements

The numbers of web based tenders that will prove the basics of web 2.0 concept are include[3]:

- Weblogs
- Wikis
- Flickr
- RSS feeds
- Podcast
- Mashups
- Tagging
- Peer-to-peer Networking (P2P)
- Collective Intelligence
- Instant Messaging (IM)
- Social Science
- Folksonomies
- You Tube
- Social Networks

*Author for correspondence

1.3 WEB 2.0 and the Library

WEB 2.0 is not only a new technologies, it brings the changes in libraries[2]. The best thing about social tagging is that everyone is endorsed to categorize the information. This technology offers various path to add morals to libraries. Library professionals and the users of libraries recognize tools such as blogs and journals and read them anywhere, anytime. The applications of WEB 2.0 technologies in libraries and librarians are very well seen in the initiatives of Elsevier Inc. The Elsevier deals a number of services with the scope of WEB 2.0 and they include:

PODCASTS
- Science Direct news: "www.indo.sciencedirect.com/news/podcasts"[4]
- The Lancet: "www.thelancet.com/audio"

RSS
Engineering Village: "www.engineeringvillage.com"
- Science Direct: www.sciencedirect .com/using
- Scopus:"http://info.scopus.com/setup/promo/user tools"[5]

Alters and newsletters for libraries
- Library Connect News: "http://feeds.feedburner.com/libraryconnect"
- Others:"www.elsevier.com/librarians/alertingservices"[6]

TAGGING
Engineering Village: "www.engineeringvillage.com"

2. Review of Literature

Christine Mackenzie (2007) suggested in his article that Library 2.0 has forever changed the "Library brand". Now a day's Libraries are no longer about books or even information. Instead, libraries are about "facilitating users to participate, interact and create, to provide the means to happen".

Berkov (2007) in a small study of Web userswith Mild Cognitive Impairment (age82 years) who were regular computer users, found that having too many choices on thehome page wasconfusing for this group.

3. Methodology

Questionnaire method was adapted and the sample of the study is library professionals working in selected colleges of arts and science colleges in Trichy. The sample represents of those using during the three months survey period is a total of 80 people. The researcher has adopted simple random sampling technique by survey method to select the sample from. The data were collected through the questionnaire from the library professionals and the secondary data was from various journals, unpublished materials, books etc. Simple percentage and weighted Arithmetic mean is adopted.

3.1 Objectives

The study began with the framing of following objectives
- To find whether the respondents are aware and have the skill of WEB 2.0.
- To find out whether the users are aware of 2.0 service given through web tools
- To rank the services given through WEB 2.0
- To know the influences of WEB 2.0 in improving skills.

4. Analysis and Interpretation

The Table 1 shows that awareness of WEB 2.0 applications 62.5% are aware of WEB 2.0 and 37.5% are not aware of WEB 2.0. The growing impact of information and communication technologies Web technologies and database technologies has compelled library and information centers to use these technologies effectively to the profession of librarianship has been in a constant change. Librarians have to be aware of blogs, wikis, RSS and social book making. To make a library as a dynamic institution librarians should be aware of WEB 2.0. Thus nearly three fourth of the librarians are aware of WEB 2.0.

Table 2 and Figure 1 shows that librarians acquired WEB 2.0 operating skills. 37.5% acquired by self-learning 25% and 27.5% through their colleagues and attending courses. 10% learnt operating WEB 2.0 thoroughly taking online tutorial. In the world of competition opportunities are to be grilled by competing with people who may

Table 1. Distribution of respondents based on awareness of WEB 2.0 application

S. No	Awareness of WEB 2.0 (application)	No. of Respondents	Percentage
1.	Yes	50	62.5%
2.	No	30	37.5%
	Total	80	100

be better qualified and eligible. All professional has to be up to dated. Being a social institution libraries have the responsibility of helping the young by providing job and career information. Hence, librarians have to be aware of technologies like WEB 2.0.

The Table 3 shows the ranking of important choice of WEB 2.0 services by users. Multimedia sharing is ranked first (2.31) followed by RSS (2.20), Book Making (2.06), Social Networking (2.0), Blogging and Slide Sharing (2), Podcast (1.9), and Photo Sharing (1.725). Thus, it is observed from the above table that multimedia sharing is most popular followed by RSS feed.

Figure 2 shows that majority of the respondents use Web 2.0 services for multimedia, RSS, Book marketing and Social networking respectively. Blogging, slide sharing, podcast and photosharing are least used services through Web 2.0.

The Table 4 shows the ranking of important choice of WEB 2.0 services by users. For professional communication (2.3), is ranked first followed by platform (2.0), part of a library service (1.9), sharing what you know (1.85), general views about a topic (1.53). Thus, it shows that librarians use as research tools and for professional communication.

The Table 5 shows the impact of WEB 2.0 in training skills among librarians, communication skill (2.37) is

Table 2. Distribution of respondents based on gaining WEB 2.0 skills

S. No	Acquiring WEB 2.0 skills	No. of Respondents	Percentage
1.	Self – learning	30	37.5%
2.	Colleagues	20	25%
3.	Attended Courses	22	27.5%
4.	Online Tutorial	8	10%
	Total	80	100%

Figure 1. Obtaining WEB 2.0 Skills

Table 3. Important Choice of WEB 2.0 Services by User

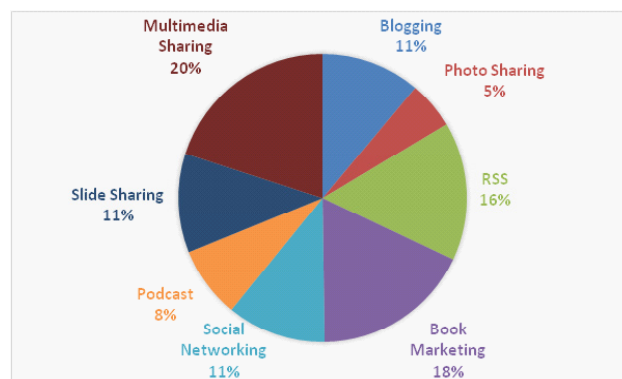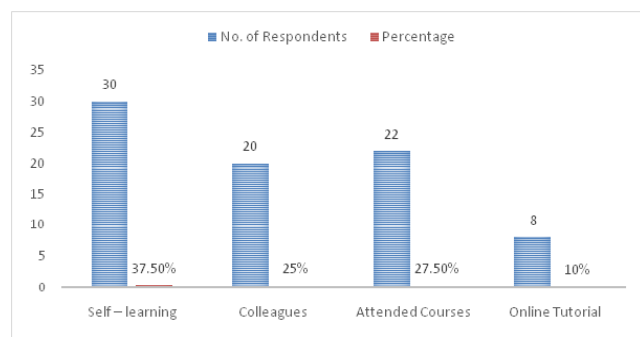| S. No	Services	A	B	C	WAM	Rank
1.	Blogging	25	30	25	2	5
2.	Photo Sharing	12	22	40	1.725	7
3.	RSS	35	25	20	2.20	2
4.	Book Marketing	40	15	15	2.06	3
5.	Social Networking	25	40	15	2.06	3
6.	Podcast	18	22	40	1.7	6
7.	Slide Sharing	25	30	25	2	5
8.	Multimedia Sharing	45	15	20	2.31	1

Figure 2. Services.

Table 4. Wakefulness and usage of WEB 2.0 tools

S. No	PURPOSE	A	B	C	WAM
1.	Participate in a book discussion platform	26	34	20	2.0
2.	For getting book review	22	38	20	2
3.	Sharing what you know have with others	20	28	32	1.85
4.	Getting guidance about new things	18	38	24	1.9
5.	Using it as research tool	28	22	30	2.3
6.	For getting library related news and reviews	32	22	26	2.0
7.	Getting general inbound views about a topic	11	31	28	1.53
8.	For professional communication	40	30	10	2.3
9.	As part of a library services	18	38	24	1.9

Table 5. Influences of web 2.0 in improving skills

S. No	Skills	Not at all influential	Slightly influential	Moderately influential	WAM	Rank
1.	Professional Skill	20	25	35	1.81	3
2.	Communication Skill	40	30	10	2.37	1
3.	Technological Skill	30	30	20	2.1	2

ranked first. Technical skill (2.1) and professional skill (1.81). It is obvious that when the tools of WEB 2.0 are used one has to send, post or communicate in English. Hence, it becomes necessary that librarians English or communication skill will be developed.

5. Major Findings

1. 62.5% are aware of WEB 2.0 application 37.5% are not aware WEB 2.0 application.
2. 37.5% acquired by self-learning 25% and 27.5% thought their colleague and attending courses 10% learn operating 2.0 by taking online tutorials.
3. Multimedia sharing web is ranked first (2.31) followed by RSS (2.20), books making (2.0) social networking (2.1) blogging and slide sharing (2), Podcast (1.9) photo sharing (1.725).
4. The rank of important choice of WEB 2.0 services by users. For professional communication (2.3) is ranked first followed by the plat for (2.0), part of a library services (1.9), sharing what you know (1.85), getting general in hound views about a topic (1.53).

6. Suggestions

Based on the opinion given by the respondents and finding of the study, the following suggestions have been made to improve the usage of Internet and online communication technologies.

1. The responsibility of the library professional is increasing day-by-day in a changed environment. But the present study/ survey revealed that the majority of the library staff do not have much idea about social guides, social book marking, voice over IP, etc. these

issues should be addressed by providing adequate training to the library staff.
2. Orientation / training programme for the librarians should be conducted at regular intervals for effective improvement. This empowers librarians with high specialized knowledge and skills.

7. Conclusion

WEB 2.0 for research purpose. The modern educational and research practices are technology- centric which believes in increased levels of interaction, collaboration and participation. However, there is a common feeling that the application of WEB 2.0 technology has not reached a breakthrough yet, owing to lack of awareness of these technologies and absence of competence in handling them. The velocity of Internet innovations makes it difficult to keep up to speed as a research community generation gap between 'native' users of WEB 2.0 and the researchers. As younger people, the so-called Y generation, enter the research community, the may be combated in future.

8. References

1. Sherman C., What is the big deal with Social search? Search Engine Watch, 2006, 2005.
2. Sudhier K.G., "Web 2.0 and libraries", National conference on Library 2.0: the confluence of WEB 2.0 and the library paradigm. 2008 Aug 21-22.
3. Thanuskodi., "WEB 2.0 Awareness among Library and Information Science Professionals of the Engineering Colleges in Chennai City: A Survey", J Communication, vol. 1(2), p. 69–75, 2011.
4. Available: www.indo.sciencedirect.com/news/podcasts.
5. Available: http://info.scopus.com/setup/promo/user tools
6. Available: www.elsevier.com/librarians/alertingservices.