Teaching Information Literacy using Web 2.0 Applications

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ARTICLE INFO	ABSTRACT
	This article explores how librarians might make use of Web 2.0 resources such as social networking sites, webinars, online classrooms, blogs, podcasts, screen casting tools, wikis, web-based board games, online presentations, virtual worlds, bibliographic management systems, and social bookmarking sites to improve students' information literacy. Each author has made an effort to provide a concrete illustration of how web 2.0 technologies have been used to support ILI in libraries throughout the globe. Also, they have provided several resources that may be found online at no cost.

1.0 INTRODUCTION

Libraries and information centers now serve as both information suppliers and educators in using information technology. Traditional library user education programmes introduce new members and casual visitors to the Online Public Access Catalog (OPAC) and its many services. Due to the current information flood, librarians are increasingly being asked to teach classes on Information Literacy. We may use many open-source I.L. tools to build ILI modules, and they can be housed in library portals or on the web itself. In today's knowledge society, these resources' widespread use will promote better information practices, which in turn may elevate the Librarian's profile and importance. Starting from this premise, the author is investigating several free resources for developing engaging learning objects and completing information literacy courses.

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1.1 Web 2.0 and Information Literacy Instruction

Tim O'Reilly, founder of O'Reilly Media, popularised the phrase "Web 2.0" (Tim O'Reilly, 2005). It's a part of "the evolving trends in the use of World Wide Web technology and Web design that seek to improve the Web's capacity to foster innovation, collaboration, and the free flow of information" (Wikipedia). The social, collaborative, user-driven content and applications that are the emphasis of these Web-based utilities and technological tools are what make the Web more linked and social, as described by Paily (2013).

Knowing when information is required and then being able to find, assess, and utilise that information effectively are all aspects of information literacy (IL). Since today's environment consists of "rapid technological development and growing information resources," this topic has attracted a lot of attention in research libraries (ALA & ACRL 2000). A key component of library user education programmes, according to Luo, Lili (2010) is "information literacy" (IL). The library industry and ILI have been paying increasing attention to Web 2.0 tools recently. Some librarians have been looking at the possibility of using Web 2.0 technologies in their institutions' collections. Web 2.0 applications' meteoric ascent has also altered the nature of information literacy. Librarians in the modern day may provide their customers with a variety of innovative literacy services. Customers nowadays are used to and comfortable with using various forms of Web 2.0 technology. This indicates that the use of web 2.0 applications in ILI is fruitful in the present day.

1.2 Purpose of the Paper / Objective

Despite the fact that research into the use of Web 2.0 technologies to ILI is still in its infancy, we learned from the papers included in this paper's literature review that a fair amount of work has already been done in this field. This motivates the authors to conduct the current research. In this post, we'll take a look at some of the web 2.0 tools & technologies that may be used in ILI programmes, and we'll also do some digging to see how other libraries and information providers have put them to use in their own ILI initiatives.

1.3 Data Source Consulted for this Paper

Required information has been collected from various print as well as e-resources like journal articles, e-journals, e-books and websites were also consulted.

1.4 Web Tools for Creation of IL Instruction Tutorials & Modules

Today vide variety of web tools are available over the net. In which the following categories of tools have applicability in the creation of ILI modules. These tools can be categorized as follows:

1.5 Blogging Tools

A web journal, or blog, is one of the newer technologies that has not seen widespread usage in online ILI. Blogs provide a platform for "the exchange of ideas, the solicitation and resolution of issues, and the promotion of social cohesiveness" (Huffaker, D. 2004). An interesting and user-friendly approach that is also straightforward for libraries to deploy, a blog may be an invaluable IL tool. Blogging platforms such as 21Classes, Blogger, Blogcastr, Soup, Tumblr, WikyBlog, Edublogs, Penzu, etc., are widely used.

1.6 Podcasting Tools

Podcasts, an audio stream that can be downloaded from a computer and played on iPods and other MP3 devices, are another novel online ILI tool. Podcasts are a useful tool for IL education because they allow teachers to contact students via a medium they already regularly engage with. In addition, it allows instructions to be transmitted everywhere an iPod may be used. Related to ILI, podcasts may be created to serve as supplemental materials for IL classes or as instructions on how to use electronic databases and search engines.

1.7 Screen Casting Tools

Creating a screencast is a great way to reinforce lessons learned at the beginning of the semester or over the course of the class. Screen casting is the lesser-known new method for online ILI and instructional production, according to Notess (2005). "More like movie-making than radio," a screen cast is a brief demonstration video clip with audio commentary.

1.8 Web-Based Board Games Tools

An additional innovative method of pedagogical use in IL is the use of games. In this way, educational video games establish the groundwork for both direct student instruction and the development of informal study groups. Case in point: the Quiz Dash at the UTEP Library. Some of the instruments include: These include game engines like MonoGame, Turbulenz, and Phaser.

1.9 Bibliographic Management Tools

Web-based bibliographic management solutions are not a component of the Web 2.0 technology, as stated by Luo, Lili (2010). However, as research organisation and correct citation are important components of ILI, teaching these skills is a priority. Mendeley, ReWorks, Zotero, and many more are just some of the free options.

1.10 Social Bookmarking Sites

The tagging system used by these sites allows users to conveniently save and retrieve online content based on certain criteria. Users may also make advantage of the tags created by other users during a search. Social bookmarking is an excellent tool for facilitating internet research, which is an obvious educational use. IL Educators may utilise social bookmarking services like Delicious and Pinboard to collect and organise links to useful websites, find new sites that have similar tags, and distribute those links to their students and colleagues. Free resources like delicio.us and digo.com are just a few examples.

2.0 CONCLUSION

It is essential that librarians keep up with the ever-changing Web 2.0 scene and be able to recognise the technologies that are effective in ILI. Librarians may stay up with the quickly evolving technology by reading the published literature, monitoring professional blogs and tweeter posts, connecting with colleagues, and attending conferences. Librarians, more than anybody else, need to want to find the best pedagogical approach for their IL students, and be open to learning more about the many Web 2.0 technologies and how they could be used in the classroom. There's no denying the widespread use of Web 2.0 tools and the widespread acknowledgement of their significance in

advancing ILI. This research was conducted with the intention of assisting librarians in better realising the benefits of Web 2.0 for IL instruction and selecting appropriate technologies for use in IL classrooms.

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