

DIGITAL EMPOWERMENT OF TEACHER TRAINEES: A CASE STUDY ON THE IMPACT OF DIGITAL LITERACY WORKSHOP

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Abstract :

For future teachers it has become imperative to gain digital literacy skill as there is integration of digital technology in the education. The main objective of teacher education institutes is to prepare competent educators, digital literate teachers who can do their own content creation by using digital technology so it's vital to develop digital competency among B.Ed. students. Librarian as an information professional have an important role to play to equipping students to digital literacy skills like locating, analysing, evaluating and using information in the right way. This study investigates the impact of the workshop conducted by the librarian on digital literacy skills for B.Ed. students of Chembur Sarvankash Shikshanshastra Mahavidyalaya. 50 students participated in the workshop as a sample. The workshop was structured to enhance the awareness about digital literacy, digital resources, plagiarism, reference tools, and digital ethics. Experimental research was conducted with administration of pre-test and post-test questionnaire. The analysis of the results shows that there is increase in students' awareness on factors like digital resources, plagiarism, citations, ethical part of digital usage. The findings of the study's focuses on librarian can be a facilitator for digital learning, overcoming disparities of information access and effective pedagogical application.

Keywords : Digital Literacy, B.Ed. Students, E-Resources

Introduction :

The digital revolution has marked unprecedented strides in the 21st century with respect to teacher education. Today education is not confined to four walls of the classroom lectures and limited to printed books only. Landscape of knowledge is commanded by digital spaces such as e-books, e-journals, on-line databases, digital repositories therefore its remarkable leap of education in strengthening the bond with today's students. For the teachers trainee in B.Ed. programme acquiring the digital skills is not optional but obligatory requirement. These future students must be able to use digital tools effectively, ethically, in their studies and teaching practice effectively and uphold academic integrity.

Academic librarians are proficient in information organization, resource curation, and

delivering instruction on information literacy. So, they can rightly impart digital skills to students. Librarians take pride in their unique role in academic institutions. This research-based study was conducted by the B.Ed college librarian based on the workshop designed for the benefit of students. The areas covered are digital literacy awareness, digital resources ethics in handling digital resources. The aim of the workshop was to integrate ICT skills in their B.Ed. studies, expanded use and application of digital resources in internee ship programmes. Further the researcher has attempted to bridge the gap between ICT knowledge and practical use of digital skills.

Objectives of the study :

- To assess the level of digital literacy among the B.Ed. students before conducting the workshop.
- To introduce students of different kind of open access platforms, e-resources, academic databases.
- To make students aware of different plagiarism software and citation tools.
- To assess the effectiveness of digital literacy workshop in enhancing competencies among students.

Research Methodology :

1. Research Design : The researcher has adopted a quasi-experimental design with pre-test and post-test survey method

2. Sample :

Population : All B.Ed. students admitted through CET exam are enrolled in the institution.

Sample Size : Researcher has employed simple random sampling method for data collection.

Demographics : Age of the student's is around 21-30 representing the diverse academic background.

3. Tools for Data Collection :

1. Pre-test and Post Test Questionnaire: Variables like awareness of e-resources, ethical practices, plagiarism, referencing were focused while preparing the tool.
2. Feedback Form: The researcher has used Likert 5 points scale to capture student's perceptions of the workshop's usefulness and relevance.

4. Structure Of The Workshop : The researcher has conducted interactive sessions during the workshop combining hands on activities, theory and demonstration.

1. Session 1 : Introduction to Digital Literacy. The researcher has elaborated importance of digital skills in teacher education.

2. Session 2 : Accessing E-resources. The researcher conducted demonstration of NDLI, NLIST, INFLIBNET, Shodganga and open access journals.

3. Session 3 : Citations Tools and Plagiarism – Researcher introduced various citation tools to the students like Mendeley and Zotero and explained fair use of digital content and assigning creative common license to own work.

5. Data Analysis :

The researcher has used Descriptive Statistical Method for analysing the data. Percentages mean scores were analysed to interpret the final result. Pre-test and post test results were comparatively analysed by the researcher. At the end all results were graphically represented in the final writing of the research study.

Data Analysis and Interpretation :

1. Before The Workshop - Pre-Test Results :

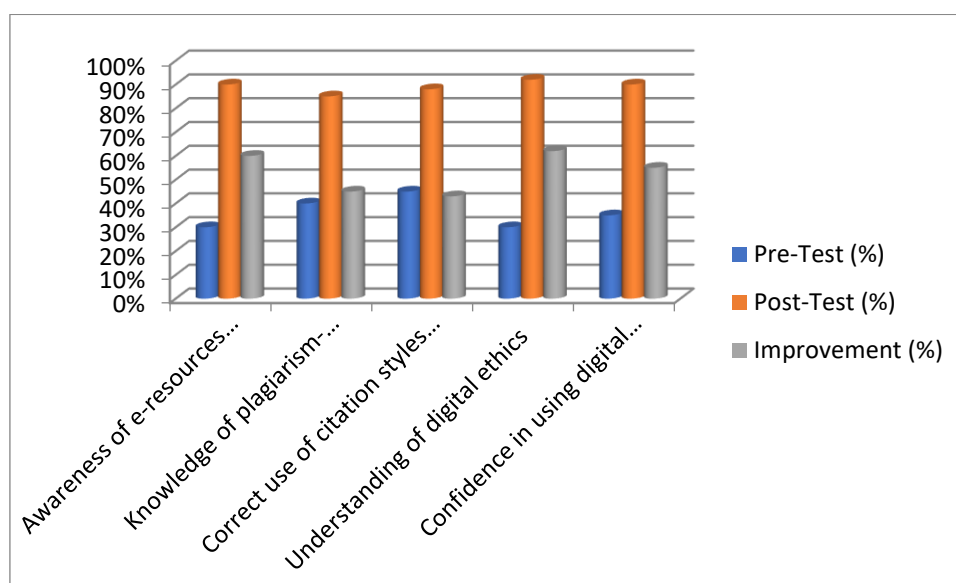
The analysis of data done. The interpretation of the pre-test questionnaire is as follows-

- Knowledge of Institutional resources were known to 70% of the students only.
- Plagiarism software was known to only 60% of the B.Ed. students of CSSMahavidyalaya.
- Though B.Ed. students have Action Research project 55% found it difficult to cite references correctly and have no idea about MLA and APA format of citations.
- Regarding copyright and digital ethics issues only 30% of the students are aware of these concepts.

2. After the Workshop - Post-Test Results :

- 95% of the students reported they enjoyed the workshop and shown high interest in application of open free e-resources. Workshop was useful and requested more follow-up sessions.
- 92% acknowledged awareness of digital ethics and academic integrity.
- Students were given hands on training on Zotero and Mendeley showed great level of interest in installation of Mendeley for citation purpose. 88% of the students demonstrated interest in the demonstration.
- 85% of the students rightly used plagiarism checking software during practice.
- Practical session on NDLI, NLIST and other academic databases practical session showed improved knowledge were about 90% reported improved knowledge.

Digital Literacy Component	Pre-Test (%)	Post-Test (%)	Improvement (%)
Awareness of e-resources (NDLI, NLIST)	30%	90%	+60%
Knowledge of plagiarism-checking tools	40%	85%	+45%
Correct use of citation styles (APA/MLA)	45%	88%	+43%
Understanding of digital ethics	30%	92%	+62%
Confidence in using digital tools	35%	90%	+55%



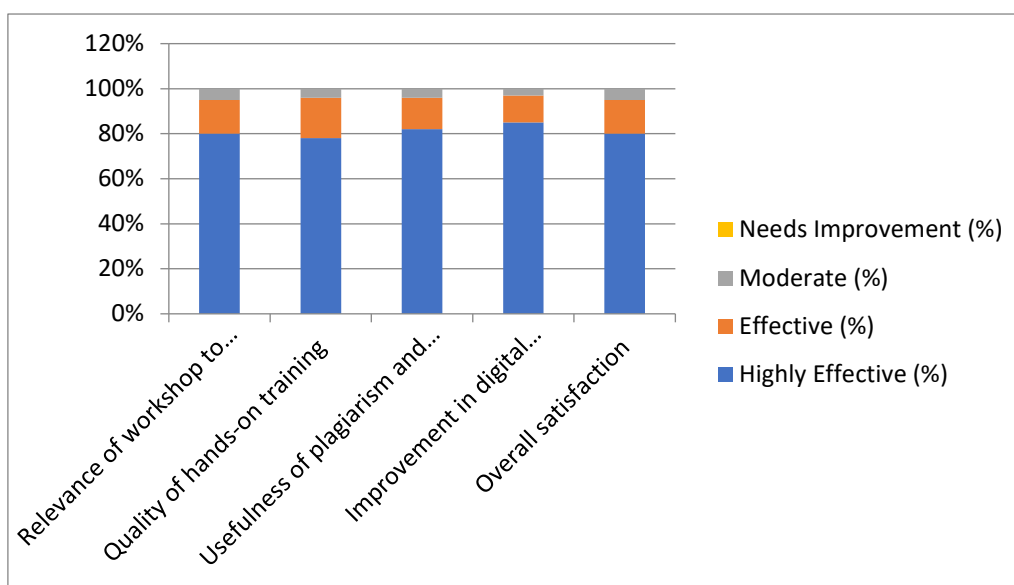
3. Feedback Analysis :

- Highly effective 80% rated the session as highly effective.
- Effective as rated by 15% of the students.
- 5% suggested more advanced, discipline-specific training.

Table 2: Feedback on Digital Literacy Workshop for the B.Ed. Students (N = 50)

Feedback Criteria	Highly Effective (%)	Effective (%)	Moderate (%)	Needs Improvement (%)
Relevance of workshop to academic needs	80%	15%	5%	0%
Quality of hands-on training	78%	18%	4%	0%
Usefulness of plagiarism and citation tools	82%	14%	4%	0%

Feedback Criteria	Highly Effective (%)	Effective (%)	Moderate (%)	Needs Improvement (%)
Improvement in digital awareness	85%	12%	3%	0%
Overall satisfaction	80%	15%	5%	0%



Findings :

- The digital literacy workshop significantly improved student's awareness on digital skills.
- The workshop revealed a strong demand for awareness programmes on digital literacy for teacher education institutes.
- Use of citation tools and awareness on plagiarism checking enhanced substantially.
- B.Ed. students exhibited significant improvement in applying search strategies and accessing e-resources.

Discussion :

Bruce, 2020; Sharma (2021) emphasis that the transformative role of librarians in digital skill development aligns with this study. Development among the students seen from mere awareness to active participation in the workshop that demonstrates need of structured workshops for students in other disciplines. It is imperative for the future educators who models academic integrity must have awareness on ethical utilisation of digital resources, technical skills.

Further, transformative viewpoint of the study highlights a shift in the perception of

librarians from custodians of books to digital educators showcasing their relevance in contemporary teacher education.

Conclusion :

Digital competency enhancement programmes are the need of an hour. The findings of the workshops reveals that the workshop is quiet fruitful for the students as effective intervention implemented by the researcher for enhancing awareness in digital resources, understanding citations and mastering plagiarism checking for their own writing. Further most vital of the workshop was that adopting the ethical practices while accessing the resources. These were the vital skills learnt and carry forward by the future educators benefitting their future learners.

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