



EXPLORING THE ROLE OF EDUCATORS IN POSSIBLE UTILIZATION OF MOODLE FOR EFFECTIVE DISSEMINATION OF LIS EDUCATION

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Abstract :

The utility of library has been continuously evolving and the modern day technology has only keeping it in evolutionary mode. The various modes of learning offered by the new age technology has made teaching-learning process somewhat efficient but the people engaged in teaching i.e. the teachers have to acquire a lot of skills to get transformed from the conventional teaching to the IT based teaching. The new age learning management systems (LMS) have drastically changed the education scenario and hence, this study was conducted to know whether these LMS like MOODLE can be widely used for achieving learning outcomes of the LIS education. The study was carried out by using descriptive research design and the data was collected from the lecturers engaged in teaching Library and Information Science in colleges affiliated to the Universities of Maharashtra State. The data was obtained by using a short questionnaire in Google form mode. The collected data was analyzed using SPSS 18.0 Software. The results of this study show that significantly ($p < 0.05$) high percent of LIS lecturers feel that use of MOODLE for teaching is relatively easy and it (MOODLE) does offer collaborative tools and activities for teaching along with convenient data and file management protocols and also makes the activity of tracking progress of students easy. However, most of the LIS lecturers were unsure about the some features of MOODLE such as whether the platform offers complete data security, multilingual capability and high interoperability or not.

Keywords: IT based teaching, learning management systems, LIS education, MOODLE

Introduction :

The concept of library developed along with the idea of regular reading and writing. However, the formal library education started much later in the 19th century as the demand for skilled workforce to manage the vast resources in one place increased. Moreover, the when the concept of library changed from store house to service institution, the demand for high performing people also increased. Also, the fast pace of globalization of education, multifaceted nature of demands of the library users, high intensity knowledge creation, and innovation of information technology also played a significant role in the establishment of formal Library and Information Science (LIS) schools which brought library education all over the world (Vanitha and Alathur, 2021). In earlier days, the LIS education in most of countries (Naresh and Reddy, 2015) was more concerned with training in librarianship and the (LIS) education generally aimed at producing competent librarians to manage all types of libraries in the countries (Chawla and Joshi, 2012).

Today the LIS professionals are the bridge between information resources and the

readers because of the skill they possess. Specifically speaking, in the library, resources are acquired and processed based on rules and regulations of the profession. And these rules and regulations need to be taught to the students in an effective way. Hence, they are acquired from the academic world where the skills are being taught formally, so that handling information resources in the library becomes much easier (Goyal and Tambe, 2015). However, as happened in other fields the innovative age of information science and technology also influenced the teaching and learning in LIS field. Today, a lot of Learning Management Systems (LMSs) are being developed and actively used in lieu of conventional teaching methods (Shrivastava et al., 2013; Memon and Rathore, 2018; Phutela and Dwivedi, 2020). One of the most widely used LMS is the MOODLE (Modular Object-Oriented Dynamic Learning Environment) that offers great flexibility while teaching. However, it is not been adopted widely in India (Barge and Londhe, 2014).

The new age LMSs (a software application or web-based technology used to plan, implement and assess a specific learning process) offer a lot of flexibility and advantages and hence, needs to be explored further so that its use in the academic field can be increased (Patel and Patel, 2017). This, is also because, LMS promotes a culture of continuous learning by offering ongoing access to resources and learning opportunities to the students. It can also help educators streamline their e-learning based education experience and improve their efficiency (Ratna and Mehra, 2015). In view of the above, this investigation was carried out to determine the view of LIS lecturers working in various educational institutes that are affiliated to Universities of Maharashtra State of India.

Research Methodology :

The study was carried out by using descriptive research design. The primary data was collected from the lecturers engaged in teaching Library and Information Science (LIS) in colleges affiliated to the Universities of Maharashtra State. The LIS lecturers (having more than ten years of teaching experience and those who were aware of the learning management system i.e. MOODLE) were selected purposefully and the total sample size was 58. The primary data was collected by following online survey method. The data was obtained by using a short questionnaire in Google form mode. The reliability and validity of the questionnaire was determined prior to actual data collection. Reliability of the questionnaire was assessed using the test-retest method. Three different types of validity i.e. content validity, construct and criterion-related validity of the questionnaire were also assessed using standard procedures. The awareness of lecturers about the online learning management tool i.e. MOODLE and the various aspects associated with it were explored in view of its possible use in regular teaching of various academic courses related to Library and Information Science. The data collected in this study was analyzed using various statistical tests. All the statistical analysis of data was conducted using SPSS 18.0 Software. The data characteristics (descriptive statistics), such as Frequency, Mode, etc. were determined and Chi Square test was used as an inferential statistical test. The significance level was chosen to be 0.05 (or equivalently, 5%).

Results and Discussion :

Ease of operating MOODLE platform :

Table 1: Ease of operating electronic teaching aids like MOODLE

Response	Frequency	Percent
Easy	31	53.4
Neutral	15	25.9
Difficult	12	20.7
Total	58	100.0

Chi-square: 10.795; **df:** 2, **Table Value:** 7.82; **p**<0.05

Above **Table 1** shows results pertaining to responses of the LIS lecturers of various universities of Maharashtra State about ease of operating electronic teaching aids like MOODLE. Study results showed that 53.4% LIS lecturers consider teaching with MOODLE to be easy, while 20.7% feel that it is difficult. However, 25.9% LIS lecturers remained neutral with no aligning themselves with ease of difficulty of using MOODLE. The ‘Chi-Square’ test shows that significantly ($p < 0.05$) high percent of LIS lecturers feel that use of MOODLE for teaching is relatively easy.

Collaborative tools and activities in MOODLE :

Table 2: MOODLE offers collaborative tools and activities

Response	Frequency	Percent
Yes	43	74.1
No	7	12.1
Not sure	8	13.8
Total	58	100.0

Chi-square: 43.499; **df:** 2, **Table Value:** 5.99; **p**<0.05;

Above **Table 2** shows results pertaining to responses of the LIS lecturers of various universities of Maharashtra State about MOODLE offering collaborative tools and activities. Study results showed that 74.1% LIS lecturers report that MOODLE does offer collaborative tools and activities, while 12.1% indicated that such features are not available. However, 13.8% LIS lecturers were unsure whether MOODLE offers collaborative tools and activities for teaching. The ‘Chi-Square’ test reveals that significantly ($p < 0.05$) high percent of LIS lecturers report that of MOODLE does offer collaborative tools and activities for teaching.

Data and file management in MOODLE :

Table 3: MOODLE offers convenient data and file management options

Response	Frequency	Percent
Yes	39	67.2
No	4	6.9
Not sure	15	25.9
Total	58	100.0

Chi-square 33.153; **df:** 2, **Table Value:** 5.99; **p**<0.05

Above **Table 3** shows results pertaining to responses of the LIS lecturers of various universities of Maharashtra State about options of convenient data and file management in

MOODLE. Study results indicated that 67.2% LIS lecturers report that MOODLE has options of convenient data and file management, while 6.9% indicated that such options are not available in MOODLE. However, 25.9% LIS lecturers were unsure about presence of such options in MOODLE when used for teaching. The ‘Chi-Square’ test reveals that significantly ($p < 0.05$) high percent of LIS lecturers report that MOODLE does have options of convenient data and file management.

Tracking progress of students

Table 4: Tracking progress of students is easy through MOODLE platform

Response	Frequency	Percent
Yes	44	75.9
No	5	8.6
Not sure	9	15.5
Total	58	100.0

Chi-square 47.637; df: 2, Table Value: 5.99; $p < 0.05$

Above **Table 4** shows results pertaining to responses of the LIS lecturers of various universities of Maharashtra State about ease of tracking progress of students through MOODLE. Study results showed that 75.9% LIS lecturers consider that tracking progress of students through MOODLE is easy, while 8.6% indicated that it (tracking progress of students through MOODLE) is not easy. However, 25.9% LIS lecturers were not sure whether tracking progress of students through MOODLE is easy or not. The ‘Chi-Square’ test results reveal that significantly ($p < 0.05$) high percent of LIS lecturers of study area report that tracking progress of students through MOODLE is easy.

MOODLE and data security :

Table 5: MOODLE platform offers complete data security

Response	Frequency	Percent
Yes	16	27.6
No	11	19.0
Not sure	31	53.4
Total	58	100.0

Chi-square 11.193; df: 2, Table Value: 5.99; $p < 0.05$

Above **Table 5** shows results pertaining to responses of the LIS lecturers of various universities of Maharashtra State about data security when MOODLE is used. Study results showed that 27.6% LIS lecturers consider MOODLE offers complete data security, while 19.0% indicated that it (MOODLE platform) does not offer complete data security. However, 53.4% LIS lecturers were not sure whether MOODLE offers complete data security or not. The ‘Chi-Square’ test results reveal that significantly ($p < 0.05$) high percent of LIS lecturers of study area were unsure whether the MOODLE platform offers complete data security or not.

3.6 Multilingual capability in MOODLE platform

Table 6: MOODLE platform offers multilingual capability

Response	Frequency	Percent
Yes	6	10.3
No	10	17.2
Not sure	42	72.4
Total	58	100.0

Chi-square 40.246; df: 2, Table Value: 5.99; p<0.05

Above **Table 6** shows results pertaining to responses of the LIS lecturers of various universities of Maharashtra State about availability of multilingual capability on MOODLE platform. Study results showed that only 10.3% LIS lecturers report that MOODLE offers multilingual capability for teaching, while 17.2% indicated that such (multilingual capability) facility is not available (on MOODLE platform). However, 72.4% LIS lecturers were not sure whether multilingual capability is available through MOODLE platform or not. The ‘Chi-Square’ test results reveal that significantly ($p<0.05$) high percent of LIS lecturers of study area are not aware whether MOODLE offers multilingual capability or not.

High interoperability and MOODLE platform :

Table 7: MOODLE platform offers high interoperability

Response	Frequency	Percent
Yes	9	15.5
No	12	20.7
Not sure	37	63.8
Total	58	100.0

Chi-square 24.426; df: 2, Table Value: 5.99; p<0.05;

Above **Table 7** shows results pertaining to responses of the LIS lecturers of various universities of Maharashtra State about high interoperability by MOODLE platform. Study results showed that only 15.5% LIS lecturers report that MOODLE offers high interoperability during teaching, while 20.7% indicated that such (high interoperability) is not available (on MOODLE platform). Further, 63.8% LIS lecturers were not sure whether high interoperability is possible through MOODLE platform or not. The ‘Chi-Square’ test results reveal that significantly ($p<0.05$) high percent of LIS lecturers of study area are not aware whether MOODLE offers high interoperability or not.

Conclusions :

The effective LIS teaching-learning methods will ensure that the knowledgeable and skilled LIS professionals can be made available to manage the vastly big information resources. The technological advancements are also making this job (of information management) somewhat difficult. Since, the MOODLE LMS offers a dynamic platform where the students can learn new concepts at their own pace as well as place, its use needs to be increased across the educational institutions. The results obtained in this study show that significantly ($p<0.05$) high percent of LIS lecturers feel that use of MOODLE for teaching is relatively easy and it (MOODLE) does offer collaborative tools and activities for teaching along with convenient

data and file management protocols and also makes the activity of tracking progress of students easy. However, most of the LIS lecturers were unsure about the some features of MOODLE such as whether the platform offers complete data security, multilingual capability and high interoperability or not. This shows that though the LIS lecturers are aware of the utility of MOODLE for regular teaching, they have to be made aware of certain intricacies (data security, multilingual capability and high interoperability) so that its use can be increased and the system (MOODLE platform) can be possible used on a wider scale in the in India in general and the study area in particular.

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