

Digital Libraries and E-literacy: An overview

S Richhariya

Abstract:

Change is considered a key factor in the twenty-first century and the result of technology poses many challenges to the lives of highly imposed individuals. Education is one of the areas that has affected form technology. In recent years, with the development of information and communication technologies, new forms of education, the web or online learning, have emerged. Purpose of the study: The purpose of this paper is to review the role of digital libraries in supporting e-learning. Methods: First the definition of a digital library is provided and then the differences between it and the traditional ones are discussed and finally the definition of e-learning and the location of digital libraries are explored in providing new education. Discoveries and results: With the focus on web and online education compared to traditional libraries, space and time are unlimited, there is a lot of opportunity for information representation in the form of multimedia and creating equal educational opportunities for each country. This has led to the precise observation of this type of education. Unlike traditional digital libraries can make services and library resources available over the Internet to support e-learning.

Keyword: Digital library, E-learning, E-literacy, ICT

Introduction:

Information and Communication Technology (ICT) can change people's lifestyles in the short term. One of the sectors that has accepted large amounts of change is education. The role of ICT in the learning cycle is very important. In the old education, people had to study and write consistently and the whole flow of education was arbitrary. By applying ICT in education, in addition to basic skills, individuals also need ICT application skills. Learning based on new information technology with fundamental changes in traditional educational concepts can address many of the shortcomings and shortcomings of education systems and bring about the necessary transformation in education. The use of the virtual world in practice has achieved new and appropriate methods. The reasons for the use of ICT in education are good, easy and fast learning. There is no obligation to face-to-face and physical attendance classes in this manner and it is hoped that it will be possible for learners to learn from physical places in such a way that information can be shared and used unlimitedly. This evolution will change the role of instructors and librarians.

Libraries and Education:

Libraries in general, the traditional and the digital one, have three roles in education: to share information, to organize ideas, and to bring awareness to bring a person together with learning goals. The primary purpose of each library is to support, facilitate and expand formal education in the parent organization. The next step is to contribute to informal education. Resources in libraries are collected to facilitate learning. Compared to traditional libraries, which are limited in space and time, digital libraries provide instant access to a wide range of resources that do not physically exist. Digital libraries without physical barriers can provide resources from every place through every moment internet connection. Because of these benefits, learning in digital libraries is an independent process. Digital libraries, including up-to-date information, provide appropriate opportunities for learners. Remote learning is made possible by the collection of multimedia resources. Storing educational resources from computer networks and possibly digital libraries have provided valuable assistance for electronic and networked learning. Without organized and retained electronic resources through digital libraries, access to up-to-date e-learning resources would be impossible.

Libraries generation:

Form structural view point, libraries developed in following steps:

1. Traditional libraries: in these types of libraries most sources are printed material. Most library services such as catalogues, and reference servers for clients are done manually and under by librarians.

2. Automatic libraries: resources did not change or differ from the first generation but library services were inferior to default and Computational equipment.

3. Electronic libraries: in this generation electronic resources are being added to the printed page. But most of the library services were not computerized.

4. Digital libraries: The unique thing about this generation is that many resources and services are quickly provided to users.

5. Visual libraries: this modern generation can be represented by the term "uninhabited libraries". This means that all resources, services, and library access are provided via the web.

Digital libraries:

The concept of a digital library, developed in 1993 based on a web library, is well-known among librarians and educators as the best tool for providing services and providing educational materials to learners during virtual education courses.

Understanding the concepts of digital library involves diversity and different doubts and there are many definitions. There is also no convergent agreement between professionals who have played key roles in the development and use of the term digital library. For librarians, the functionality of digital libraries remains the same as in the new format, or for computer professionals, the digital library is a distributed text-based information system or multimedia networked information system, and the digital library is a worldwide web-like, end-to-end user, compatible, end-user. .

Overall, a digital library is organized to assist the consumer community with digital works (e.g. in digital libraries, journals, proceedings, books, multimedia, etc. for remote access.) In technology, data is quickly available to every person through every place in the world communication networks. The digital library is not an isolated organization and is concerned with the resources and collections to be maintained.

The resources of a digital library are divided into two parts:

A) Resources from scratch are generated in digital form such as e-books or e-journals and e) resources and materials are initially digital but digital over time.

Walter believes there are three main ways to build a digital library: 1. Digitization and data preservation through libraries;

2. Acquisition Digital based resources provided by publishers, organizations and researchers; and

3. Accessing work from the library collection by providing hyperlinks to other libraries 'websites and publishers' servers.

E-Learning:

Extensive developments in ICT are having an impact on the fields of education and learning and have led to a new practice called e-learning. It has been born anew in recent decades. Educational transmission Traditional 1920s. The use of microfiches and overhead projectors is an introduction to changes in practice. The invention of computers in the 1960s resulted in the far-reaching growth of e-learning. Practitioners at the time observed the educational use of computers. First they used master computers to teach and later personal computers. The rise and impact of ICT on education and its outstanding mutations were seen and evident after the web innovation and Internet development in the 1990s. The result of this influence is a release from the traditional and it is a hopeful revolution that every country, every place and every time learns. There are advantages, benefits and capabilities of e-learning over the traditional educational approach. E-learning is very low. The ability to control the educational process by engaging practitioners in this process is greater, and the content of educational resources is rapidly changing. Obstacles to access learning materials are removed. Sachchanand expressed that libraries and information centers play an important role in improving the competence of electronic education. Doherty, Hansen and Kaya Point Information professionals and librarians should act as "learning facilitators" and avoid providing information or guarding

changes and informing the educational process. They need to change their role from information curator to information accelerator instructor.

CONCLUSION

The general functions of libraries provide the infrastructure for the purpose of supporting, producing, maintaining and disseminating knowledge. In the past, former libraries have supported learning by improving the facilities for educational procurement, tools and studios, qualifying reference services and access to books. Digital libraries, on the other hand, help learners by providing a newer version of digital resources and library services. Obviously, thinking of digital libraries as a digitized collection is not useful in education because in this view they are limited to storage and retrieval systems and the basic functions of libraries are neglected e.g. Collection development, reference services, training information literacy, choosing the right job and so on and so on are all important for the existence of human factors. On the other hand, proper identification and understanding of e-learning and exploration of technical and human aspects and its relationship to the digital library can serve to strengthen and enhance the practice for professionals and librarians. Due to the interdisciplinary nature of the concept of digital library, the expert should cooperate and assist: librarians and information science professionals, computer and information technology scientists, instructors and so on. Digital libraries should improve learning and education and enhance the relationship between learners and instructors. Scientific collaboration and knowledge sharing.

References:

- Abbasi, Fahime, and Solmaz Zardary. "AWERProcedia Information Technology Digital Libraries and Its Role on Supporting E-Learning" 1, no. January 2012 (2012): 809–13.
- Hamutoğlu, Nazire Burçin, Merve Savaşçı, and Gözde Sezen-Gültekin. "Digital Literacy Skills and Attitudes towards E-Learning." *Journal of Education and Future*, no. August (2019): 93–107. <https://doi.org/10.30786/jef.509293>.
- Ilahi, R., I. Widiaty, D. Wahyudin, and A. G. Abdullah. "Digital Library as Learning Resources." *Journal of Physics: Conference Series* 1402, no. 7 (2019). <https://doi.org/10.1088/1742-6596/1402/7/077044>.
- Plessis, Andries J du, Curtis Young, and Pieter Nel. "Using ELearning, Blended Learning and Digital Literacy to Improve Student Engagement and Retention." *Management Education and Development*, 2011, 1–18. [http://unitec.researchbank.ac.nz/bitstream/handle/10652/3380/Paper no 124 PDF Anzam December 2015.pdf?sequence=1&isAllowed=y](http://unitec.researchbank.ac.nz/bitstream/handle/10652/3380/Paper%20no%20124%20PDF%20Anzam%20December%202015.pdf?sequence=1&isAllowed=y).
- Secker, Jane. "E-Learning and Information Literacy." *Electronic Resources in the Virtual Learning Environment*, 2004, 53–74. <https://doi.org/10.1016/b978-1-84334-059-1.50003-8>.