Use of Mobile Technology by Library Professionals: A Study

S. Ravi
Preofessor
Dept.of Library and Information Science, DDE Wing
Annamalai University, Annamalai Nagar

Abstract

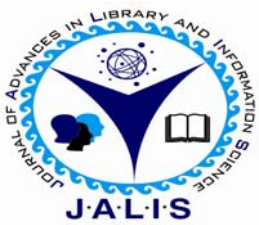
This article indicates that a study on Mobile Technology by the library professionals in Cuddalore Disrict. The questionnaire was adopted to collect the data. Among the respondents, 40(100%) were accessed the E-Mail which is also followed by accessed for social interaction 39(97.50%), 36(90.00%) were browsing websites, 17(42.50%) were for knowledge sharing forums, 23(57.50%) were to identify the locations, 21(52.50%) were access the video lectures and 34(85.00%) were used to update the information like sports/weather etc

Keywords

Mobile Technology; Purpose of Mobile Technology: Preference.
.

Electronic access

The journal is available at www.jalis.in



Journal of Advances in Library and Information Science
ISSN: 2277-2219 Vol. 53. No.1. 2016. pp.49-51

INTRODUCTION

While many academic libraries are experimenting with various types of reference services for users of mobile devices, fewer are thinking of the potentially dramatic changes that the uptake of devices with sophisticated capabilities may have on their user community and more specifically on the use of digital information resources. Keeping abreast of this rapidly changing arena can be challenging, and this article attempts to provide an overview of developments of significance to academic libraries.

According to New Media Consortium explores that many individuals around the world who are involved in developing, using, and monitoring technologies in higher education believe that mobile computing has great significance for our education institutions. Last year's report commented, "Over the past several years, we have watched mobiles become ever more capable and more common. The rapid pace of innovation in this arena continues to increase the potential of these little devices, challenging our ideas of how they should be used and presenting additional options with each new generation of mobiles"

REVIEW OF LITERATURE

Cliatt, C. (2009) carried out a study on "Pilot of Amazon's e-reader launched with fall semester. E-books may be seen as a mechanism to promote environmentally friendly practices. Princeton University has launched a small experiment in which around 50 students enrolled in three courses have been given Kindles in order to determine whether the use of the device reduces the amount of printing by students. Hey, J., Sandhu, J et.al. (2007) stated on "Designing mobile digital library services for pre-engineering and technology literacy.""Mobile devices can capture authentic educational multimedia data, in context, that have previously been unavailable. Data captured in context allows for sharing and remembering experiences upon return to the classroom . . . Using multiple forms of data capture, for example, supporting photographs with audio recordings and student notes can assist students and teachers in seeing the whole picture of a learning experience." Ebner (2009) Delegates used a Twitter "back-channel" at a professional learning conference. During keynote presentations, delegates tweeted brief comments and questions in reaction to the speakers (or other tweeters). Twitter posts were projected in a cascading fashion on a screen behind the speaker. From the perspective of the delegates in this

formal conference venue (rather than the "lurkers" online), time was bounded by temporal parameters of the keynote speech. Use of Time-Space: fixed/scheduled/formal. Gwee, Chee, and Tan (2010)Year 9 social studies students studying governorship using the game Statecraft X on their iPhones. In this multi-layer strategy game, students and teachers get involved in multiple role-play scenarios that "move" from the real world to the game world. Other integral activities included online forums, reflective blogs, debates and whole-class discussions. This learning activity takes place in a hybrid of formal (school) and informal settings and is organised to a relatively unfixed schedule and pacing. Use of Time-Space: malleable/negotiated/informal.

OBJECTIVE OF THE STUDY

1. To find out the Gender distribution of library professionals
2. To study use of Mobile technology by the library professionals
3. To identify the purposes of mobile technology
4. To assess to preference of the mobile technology

DATA ANALYSIS

The present study is descriptive in nature the data collected through the questionnaires were subjected to descriptive statistical analysis.

Table 1: Distribution of Questionnaire

S.No	Category	No. of Respondents	Percentage
1	Librarian	25	62.50
2	Assistant Librarian	11	27.50
3	Library Assistant	04	10.00
	Total	40	100.00

Table 1 reveals the distribution of questionnaire among the library professionals in Cuddalore Disrict. Out of 40, Librarian level (62.50%), Assistant Librarian (77.50%) and library Assistant are (10.00%).It is pointed out that the majority of the respondents received from College Librarian.

Table.2. Gender wise Distribution of Respondents

S.No	Gender	No. of Respondents	Percentage
1	Male	27	67.50
2	Female	13	32.50
	Total	40	100.00

The table2 shows the of Gender wise distribution of Respondents. Out of 40 respondents, 27(67.50%) of them are Male library and 13(32.50%) of them Female. It is concluded that the Male respondents are more than Female.

Table 3: Use of Mobile Technology by Respondents

S.No	Category	No. of Respondents	Percentage
1	Sending and Receiving E- mail	8	20.00
2	Searching the Internet	10	25.00
3	Searching Databases	3	7.50
4	Downloading E-journals	9	22.50
5	Downloading E-books and others	10	25.00
	Total	40	100.00

Table 3 explores the distribution of use of Mobile technology by the respondents. Out of 40 respondents, Sending the Receiving E- mail are (20%), searching the Internet, Searching Database (7.50%), Downloading E-journals are (22.50%), Downloading E- books and others are (25.00%).

Table 3: Purpose of using by the respondents

S. No	Purpose of using	Yes	%	No	%
1	Access the video lectures	21	52.50	19	47.50
2	Accessing E-mail	40	100.00	0	0
3	Accessing information	23	57.50	17	42.50
4	Browsing websites	36	90.00	4	10.00
5	Course related materials	26	65.00	14	35.00

6	Downloading Articles	27	67.50	13	32.50
7	For social Interaction	39	97.50	1	2.50
8	Knowledge sharing forums	17	42.50	23	57.50
10	Reading e-book	29	72.50	11	27.50
11	Texting Reminder	19	47.50	21	52.50
12	To identify the locations	23	57.50	17	42.50
13	To update the information like sports/weather etc	34	85.00	6	15.00

Table 3 showed that the purpose of using mobiles in learning process by the respondents. Among the respondents, 40(100%) were accessed the E-Mail which is also followed by accessed for social interaction 39(97.50%), 36(90.00%) were browsing websites, 17(42.50%) were for knowledge sharing forums, 23(57.50%) were to identify the locations, 21(52.50%) were access the video lectures and 34(85.00%) were used to update the information like sports/weather etc

Table: 4 Preference of the Mobile technology

S. No	Preference of the Mobile Ttechnology	Yes	%	No	%
1	Easy access	40	100.00	0	0.00
2	24X7 availability	37	92.50	3	7.50
3	anywhere, any place, at any time	34	85.00	6	15.00
4	to avoid the communication gap	27	67.50	13	32.50
5	Sharing information is easy	17	42.50	23	57.50
6	Fast information delivery	24	60.00	16	40.00
7	For security issues	31	77.50	9	22.50

Table 4 identifies that why the respondents preferred the mobile technology. The mobile technologies were attracted by its portability and it ease of access. The latest technologies and the innovative applications were attracting the customers.The highest number of respondents 40(100%) were preferred for their easy access, 31(60%) were for security issues, 27(85.00%) were preferred to avoid the communication gap, 37(92.50%) were for 24x7 availability, 34(85.00%) for anywhere, any place, at any time, 17(42.50%) were for the sharing of information is easy, 24(60.00%) were for faster information delivery. The mobile technology is preferred by its easy access, instant delivery of information to avoid the communication gap

CONCLUSION

Today library professionals are struggle to the information explosion of the ICTs. The connected through the internet or intra net in everywhere. Web enabled services are provided through library web page. New services include access to internet and internet based tools and services, access to electronic information sources and digital library of local and institutional documents. Everything is online environment in electronic form. Library professionals are required in the current situation in learning through the mobile and used the academic activities.

REFERENCES

[1]. Cliatt, C. (2009), “Pilot of Amazon’s e-reader launched with fall semester”, News at Princeton, available at: www.princeton.edu/main/news/archive/S25/37/09I09/index.xml?section¼ top stories (accessed 4 March 2016)

[2]. Hey, J., Sandhu, J., Newman, C., Hsu, J., Daniels, C., Datta, E. and Agogino, A. (2007), “Designing mobile digital library services for pre-engineering and technology literacy”, International Journal of Engineering Education, Vol. 10 No. 3, pp. 441-53.

[3]. New Media Consortium and EDUCAUSE Learning Initiative (2009a), 2009 Horizon Report, available at: www.nmc.org/publications/2009-horizon-report.pd

[4]. Ebner, M. (2009) ‘Introducing live microblogging: how single presentations can be enhanced by the mass’,*Journal of Research in Innovative Teaching*, vol. 2, no. 1, pp. 91–100.

[5]. Gwee, S., Chee, Y. & Tan, E. (2010) ‘Game play time and learning outcomes of boys and girls in a social studies mobile game-based learning curriculum’, in *Proceedings of mlearn2010: 10th world conference on mobile and contextual learning*, eds M. Montebello, V. Camilleri& A. Dingli, MaltUniversity of Malta, Valetta, pp. 16–23.