



## **EIL COURSE EFFECTIVENESS: PRE AND POST EVALUATION STUDY AT STIE**

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### **Abstract:**

*With globalization and technological advancement, Education today is undergoing great transformation. This has prompted re-engineering of Education which has impacted the society to an enormous way. For the effective functioning of the Education system, there is need to respond to change and sustain practices that are resilient. Stake holders are expected to reorient themselves to address the changing paradigms of teaching-learning, by gearing up for the change. Educational libraries also need to discuss and evolve ways and means of transforming the innovative practices to equip education functionaries with the required Next Generation Education skills, to upgrade and to facilitate progress in the education system. Present paper discusses the innovative initiative undertaken by St. Teresa's Institute of Education Library for making its teacher trainees Electronic Information Literate. It also tries to judge its effectiveness through Pre and Post Test.*

**Keywords:** *Electronic Information Literacy, Innovative Library Service, B.Ed. College Library.*

**Abbreviations:** *IL-Information Literacy, EIL-Electronic Information Literacy, STIE-St.Teresa's Institute of Education, Santacruz, Mumbai., ICT-Information Communication Technology*

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### **Introduction:**

Lifelong learning with sustained research imposed the IL competency among students and academicians, especially for those who are in teaching profession.

**Information Literacy (IL):** "Information literacy is a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information" (ACRL, 2000).

IL educates and guides students to identify the exact information need, access the required information, evaluate its quality and authenticity and reorganize its application in new their knowledge architectural plan.

### **Literature Review:**

Okki and Asiru (2011) postgraduate students need to use the electronic information sources frequently for their research work, writing research papers, to do the assignments and to excel in academics. This paper recommended conducting IL programs to improve the search skills of the students. Adeleke and Emeahara (2016) have discovered a substantial relationship between the use of e-information resources and IL Skills among users. They suggested to inclusion of ICT course with special focus on electronic information literacy in all the curriculum of postgraduate students. Somaratna (2015), in his study of the assessment of credit based information literacy module for science students of University of Colombo observed the lack of IL skills in undergraduates. IL Program Conducted by the university library helped them to enhance the retrieval skills for more authentic

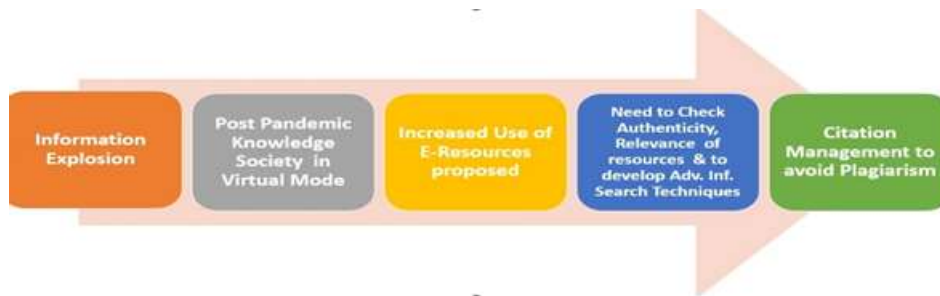


and relevant information. Navalur et al., (2012) highlighted that information literacy programs are must for the maximum utilization of resources.

### Significance of the Study:

In post pandemic era, entire knowledge society is turned into virtual teaching learning mode. Library and information centers are no exceptions to it. Users will now rarely access the print resources, instead they would prefer the electronic and web resources. There is tremendous information explosion on www. **Electronic Information Literacy (EIL) programs** have now become the need of the hour to help the users to reach and retrieve the most authentic and appropriate e-resources.

### Course Need:



Keeping in view all the above points, a EIL pre-test was conducted for teacher trainees of St. Teresa's Institute of Education, a pioneering teacher education college affiliated to University of Mumbai, to measure their prior knowledge and to test their IL skills. There were in all 55 participants (49-SYBED , 6-MA Education Students) participated in Pretest. It was a 20 Marks, 10 MCQ test conducted using Google forms to know about teacher trainees' awareness about following:

- the library webpage on institutional website.
- availability of types of resources in STIE library
- knowledge about the names of online databases in Teacher Education
- familiarity with the library catalogue
- article and bibliographic databases
- open access resources in Education
- self-confidence level related to search skills before and after ILI.

Pre-test results were carefully analyzed to develop the 5 Modules and Course Structure of EIL Certificate Course for STIE teacher trainees.

### Objectives of the EIL course:

- To help teacher trainees get ready for inevitable change in the knowledge society due to post pandemic conditions in the internet age.
- To enhance their ability to search most authentic information on web by evaluating it on various parameters.



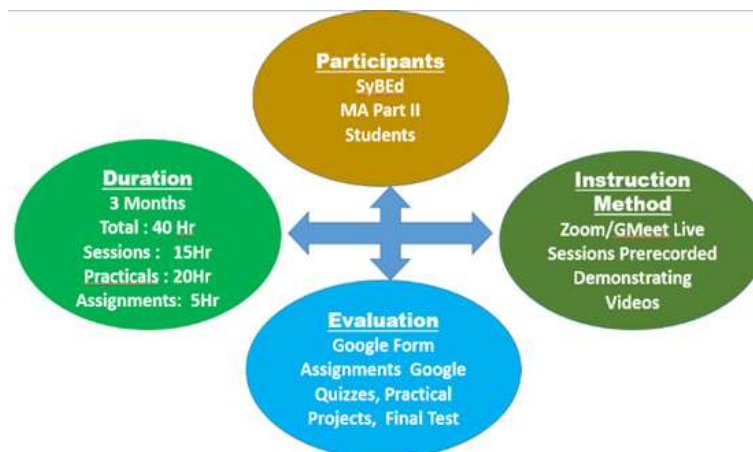
- To develop the skills for information search and retrieval through scholarlydatabases among the teacher trainees.

All the course modules were developed in such a way that they were harmonizing and fulfilling to each of the objectives and many other college activities. (Referencing for preparing the notes for the syllabus, makingthem ready for annual Book Review Competition, Retrieving biographies of Educational Psychologists, helping them to write better Action Research Report.)

### 5 Modules of EIL



### EIL Course Structure:



### Methodology:

After collecting and analyzing the pre-test results from the participants, EIL Course was conducted during July 2020 to September 2020 in online mode to fill in the IL skill gap of participants on

- retrieving significant information from online scholarly online resources
- formation of perfect search query
- narrowing down and expanding search using perfect filters
- advanced search techniques using bullion operators



- accessing the most relevant and authentic literature
- use the library, and its resources effectively
- dos and don'ts for Academic Writing
- citation management etc.

Each session was followed by post session assignment which compelled the learners for lot of hands on experience.

A Post-test comprising of 15 questions were given in the questionnaire to measure the students IL skills after the Course of which first 10 questions were replica of pre-test. 4 unique questions were added to assess the effectiveness of EIL Course. An open ended question could gather the suggestions to improve the EIL course conducted by the library.

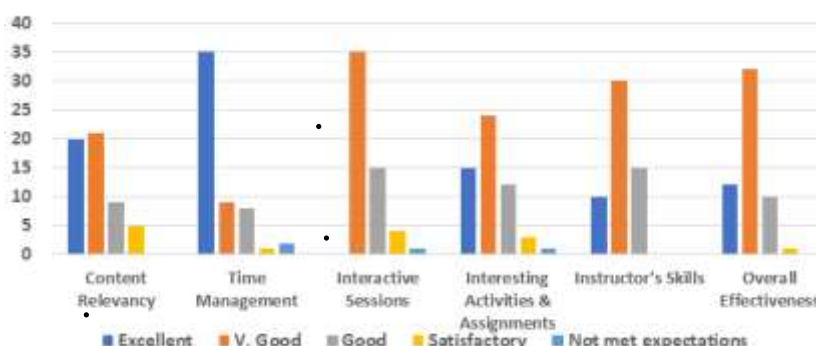
**Data Analysis and Findings:**

Participants knowledge and ability to apply it to retrieve most relevant hits is analyzed on various parameters with the help of questions based on the areas in Column 'A'. Post Test Score indicated the increased awareness among the participants about every aspect indicated.

Sr. No.	A: Questions Based on	B: No. of Correct Answers and (%) in Pre Tests	C: No. of Correct Answers and (%) in Post Test
1	Library Webpage	9 (16.36%)	41 (74.55%)
2	Library Recourses	12 (21.82%)	53 (96.36%)
3	NLIST (Subscribed Database)	3 (5.45%)	46 (83.64%)
4	Boolean Operators	7 (12.73%)	37 (67.27%)
5	Library OPAC	14 (25.45%)	41 (74.55%)
6	Open Access Databases in Education	5 (9.09%)	29 (52.73%)
7	Plagiarism	7 (12.73%)	39 (70.90%)
8	Citations and referencing	4 (7.28%)	44 (58.67%)
9	Search Query Formation	3 (5.45%)	27 (49.09%)
10	Evaluation of E-Resources	8 (14.55%)	38 (69.09%)

Analysis of Pre and Post Test results proved that EIL course conducted by library department was extremely effective in improving IL skills among teacher trainees on all parameters.

**EIL Course Feedback Received from Participants:**





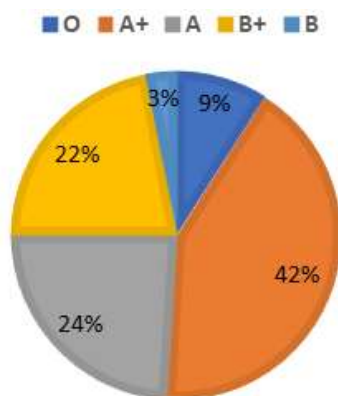
Nearly 94% participants rated EIL Course as Excellent, Very Good and Good on the parameters like

- Content Relevancy (91 %)
- Time Allotted (94.46 %)
- Interactiveness of Sessions (92.73%)
- Interest Created through Assignments and Projects (94.46 %)
- Instructor's Skill (100%)
- Overall Effectiveness (99%)

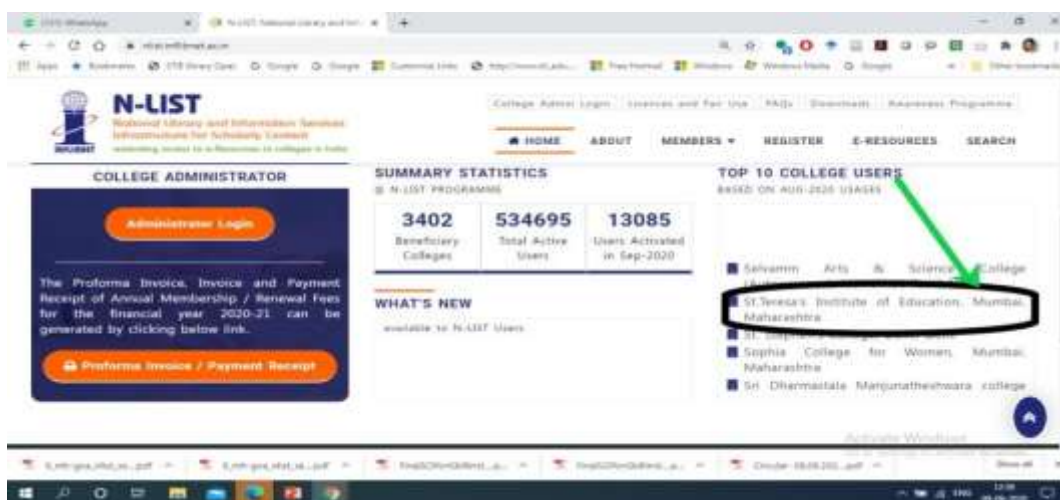
Participants were certified after completing the course on the basis of their attendance, attentiveness, assignments, projects, and post-test score.

Following Pie chart shows the percentage of students securing various grades in their EIL Course.

**Learning Outcome: Grades Secured by Participants**



**Visual Learning Outcome of the EIL Course:**



(Source: <https://nlist.inflibnet.ac.in/>)

As per August 2020 statistics, STIE is 2nd in country in NLIST usage. Being a BEd college with intake capacity 50, STIE are ahead of thousands of DegreeColleges in the country with student strength of several thousand!



This is result of Comprehensive NLIST Awareness Program conducted by Library Department as part of EIL Course. Though students were physically distant from the STIE library, they could make maximum utilization of E-Resources subscribed, and that's their step ahead towards becoming GenNext Teacher!

### **Recommendations and Conclusion:**

Based on the assessment results above, the following recommendations have been made.

- Suitable studies can be conducted to analyze the effectiveness of EIL Course on the participants from various faculties
- Teaching faculties should collaborate with library department contribute to make EIL program more applicable, effective and comprehensive.
- Curriculum specific IL programs with more hands- on-experience should be designed for better understanding and maximum resource engagement.

The pre-test helped the course co-coordinators has identified the actual level of IL Skills. The findings of the present study identified the areas which are needed to be focused upon while developing next EIL Course. This Pre and Post-test Evaluation Study proved to be extremely helpful in assessing the effectiveness of EIL Course in the academic libraries.

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### ***Cite This Article:***

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