

USE OF BLOG, WIKI, AND FACEBOOK: EXPLORING LIS STUDENTS' ATTITUDES AND PERCEPTIONS

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ABSTRACT -

Blog, Wiki, and Facebook are relatively easy to use, help in content creation, and greatly benefited for team collaboration & community engagement. Alternately, we call these technologies as web 2.0, social software (SSW). This study aims to find out awareness, use, perception and acceptance of selected social software (SSW) tools as a medium of learning by Library & Information Science students' of Odisha, India. Structured questionnaires were used to collect data from a sample of 402 students of LIS in five Universities of Odisha, India. The study found that LIS students of Odisha, India are mostly aware of SSW tools. Frequent use of these tools indicates the need for inclusion of these tools in teaching and learning process. The study concludes with the consensus on using SSW tools for gathering & sharing study contents with colleagues, and acceptance on using these tools in the classroom to improve the learning process beyond formal teaching.

Keywords : Social Software; SSW Tools; Library & Information Science; Facebook; Blog; Wiki; LIS Students; Odisha, India; Social Networking

INTRODUCTION

The WWW has changed the way people do searching, storing, and communicating information with others. The constant development of web-based technologies over the last few years has brought new tools and techniques. These developments have popularly been known as Web 1.0, 2.0, and 3.0. These web applications allow younger generations to collaborate; communicate two-ways; and share visual/graphic based contents with others. Feuer(2009), termed these emerging technologies as "Social software" is a bunch of www-based technologies focused on creating content, communicating and sharing among each other. Individuals find it easy to share text, files, photos, and videos with their friends and families staying away from them".

McLoughlin, and Lee (2007) note that “Web 2.0 tools; be it blogs, wikis, social networking services, applications for media distribution, and social bookmarking utilities etc. are capable of sharing, communication and search of information can be used as instructive tools”.

These new technologies are groups of software used to allow their users to send fast messaging, net-based forums, chat services, and social networking services have features like creating, sharing, supporting collaboration, and group building capacity to share information. Anderson (2006), mentioned that the new age technologies like wikis, blogs are seen as more advantageous than traditional educational tools such as; E-Mail, Learning Management System, and video conferencing, etc. Imathi (2018), pointed about the truth of change, which is unavoidable, the education system is changing in the world, and the Web 2.0 tools helps to keep students engaged. Read and write permission features of these tools are more suitable for two-way communications, made these tools as an alternate to proven systems like Course Management/Learning Management System. The present study is an attempt to know the attitude and perceptions of using social software (Blog, Wiki, and Facebook) for learning by LIS students in five universities of Odisha, India.

STATEMENT OF PROBLEM

Blog, Wiki, and Facebook are new ICT tools are commonly named “social software”, “Web 2.0” has changed the process of teaching and learning. These tools are steadily entering into the present educational system worldwide and promising online system for remote learners. Now these tools have changed the routine class instructions

to more comfortable and free learning. So social software-based teaching, learning, sharing, and knowledge gathering will play a major role to fulfil the demands of future library users. LIS students must be aware of the various application of these tools in all sorts of academic tasks. The present study is an attempt to address the attitude and perceptions of LIS students of Odisha, India on use of social software (i.e. Blog, Wiki, and Facebook) for learning.

REVIEW OF LITERATURE

By reviewing the related literatures, a researcher examines the previous studies to know the existing knowledge in the present study. There have been number of research manuscripts published in the area of attitude and perception using social software (Blog, wiki, and Facebook) for learning.

Majhi and Maharana (2011), stated the changing nature of web technology have created huge opportunities for learners with numerous opportunities of learning. Lorenzo et al (2007), reported social software-based teaching, learning, sharing, and knowledge gathering will play a major role to fulfil the demands of future library users. Eze (2016), surveyed the LIS students of the University of Nigeria are familiar with social networking site, instant messaging, blogs, & wikis. The Facebook is most frequently used tool by the Nigerian LIS students for communicating with their families, friends, meet with people and for making fun. Doung-In (2018), in his research shown that Information Science students of Walailak University, Thailand are acquainted of using YouTube, Blogs, Wikis, Social Bookmarks, Instant messaging, and Facebook. The study suggested including Web 2.0 tools in the

curriculum of LIS courses to boost the use among students to get benefits in their future career.

A study by Luo (2010), stated that students prefer Facebook for collaboration socially and professionally. Primarily, use social networking sites by MLIS students are to contacting with family, friends, colleagues and seniors. Garoufallou and Charitopoulou (2011), revealed that Greek LIS students frequently use Facebook, then Blogs and Wikis. LIS students are using Facebook for fun & curiosity rather than professional collaboration and knowledge sharing. Another survey shown that 89 percent of studied LIS professionals are using this Facebook to get connected with each other on the professional level, keep themselves update with the latest happenings. Some are engaged in academic task and research activities through Facebook Golwal et al (2012).

Lihitkar et al (2013), reported that all 23 universities use tools like; blog, wiki and other social media for information dissemination and communicating with students. Facebook has been putting substantial impact in the learning pattern of LIS students. Waiyahong (2014), mentioned that “Facebook as a platform for building learning group” have helped students to make queries and follow up updates any time, help in collaboration with classmates having similar queries. This tool made it easier to connect with their teachers and friends with chat function of Facebook. Evolution of the web and its related technologies such as; Blog, Wiki, SNSs, tagging sites, RSS have created revolution in content creation, as a result, they can reach the users virtually Foo (2008). Garoufallou and Charitopoulou (2012), pointed the use of SSW tools in LIS education will improve the subject knowledge.

Respondents prefer blogs and wiki tools to achieve more benefits for their study by gaining new knowledge. Thanuskodi (2015), explored Facebook being the frequently used site followed by Wikipedia and SlideShare by LIS students of India for finding information about seminar/conference followed by for profile updating and for photo uploading.

Bansode (2013), has revealed that LIS students were more aware of wiki than sociology, because of these tools were a part of their curriculum and they have been practicing it than the sociology students. Begona and Carmen (2011), analysed a task-based involvement of students in a wiki platform for knowledge accumulation and sharing. Spanish LIM students reading English have saved lots of time using wiki for collaborative tool in grammar and English writing skill. LIS students in the Federal Polytechnic, Nigeria are using Facebook to connect with their families, friends, and for educational purposes. Suggested that teachers have a great role in use of social sites in a meaningful way Adebayo (2015).

As per the past studies carried out in this field, it is clear to mention that various studies have conducted at national and state level. However, no concrete study has been conducted to access the impacts of social software on knowledge accumulation and sharing by Library and Information Science (LIS) students in all Universities of Odisha, with a reason that the LIS students besides acquiring knowledge for self but also serve the users as a whole. The present study will give a new dimension in the area of accessing the views, perceptions and acceptance of selected social software (SSW) tools by LIS students/scholars for knowledge gathering and sharing.

OBJECTIVES OF THE STUDY

1. To find out the level of awareness of social software among LIS students of Odisha.
2. To know the use frequency of social software by LIS students.
3. To investigate how LIS students are engaging through social software?
4. To identify the level of skills & abilities LIS students have using social software.
5. To identify the perception and attitude of LIS students towards using social software for learning purpose.

RESEARCH DESIGN

An online questionnaire was prepared using ‘Google Form’ to record views of LIS students’

specifically on three social software tools (i.e., Blog, Wiki, and Facebook). The questionnaire was sent in the form of a google link to LIS students of Odisha. Responses were also recorded through telephonic interview and in hardcopy questionnaire. 402 enrolled students of BLIS, MLIS, M. Phil. and Ph.D. courses in Library & Information Science of the academic year of 2016-17 in the 5 major universities of Odisha and its affiliated institutes took part in the survey. Reminders were sent after 30 days to attract more participation in the survey. 296 students participated in the survey with the response rate of 73.63 percent. Statistical methods were used to analysis the survey responses, and are presented using tables with percentage, frequency count and weighted mean.

DATA ANALYSIS

Table 1: Demographic Data of Respondents

Demographic Data of Respondents	N	(%)
Gender		
Male	137	46.28
Female	159	53.72
Courses		
Bachelor of Library & Information Science (BLIS)	93	31.42
Master of Library & Information Science (MLIS)	162	54.73
M. Phil. (Library & Information Science)	17	5.74
Ph. D. (Library & Information Science)	24	8.11
Note: N = 296		

Out of the 296 participated respondents, 159 (53.72 percent) were female, while 137 (46.28 percent) were males. Participants were studying in various courses during the data collection. 162 (54.73 percent) were reading MLIS, 93 (31.42 percent) were in BLIS, 24 (8.11 percent) were perusing Ph. D. and 17 (5.74 percent) were

studying M. Phil. in Library & Information Science (Table 1).

Awareness of social software by LIS students of Odisha

The respondents were asked about the familiarity of social software tools as mentioned in (Table 2).

It is found that, Facebook was the most popular with 273 (92.23 percent) of students aware, while 23 (7.77 percent) do not know. Two hundred twenty-seven (76.69 percent) of respondents indicated that they are aware of wiki tool,

whereas 69 (23.31 percent) marked as unaware of wiki tool. Two hundred sixteen (72.97 percent) admitted that they know about the blog tool, while eighty (27.03 percent) do not know about blog tool.

Table 2 : Awareness of social software tools

Social Software Tools	Yes	(%)	No	(%)
Blog	216	72.97	80	27.03
Wiki	227	76.69	69	23.31
Facebook (SNS)	273	92.23	23	7.77
Note: N = 296				

Table 3 : Use of social software tools

Frequency of use	Blog	%	Wiki	%	Facebook	%
Frequently	98	33.11	106	35.81	236	79.73
Occasionally	135	45.61	132	44.59	34	11.49
Never	63	21.28	58	19.59	26	8.78
Weighted Mean (\bar{X})	2.12		2.16		2.71	
Decision	Frequently		Frequently		Frequently	

Note: Midpoint = 2.00. Decision = Any mean score = 2.00 = occasionally. Any mean score > 2.00 = frequently.

Use frequency of social software by LIS students of Odisha

In another question, the respondents were asked to mark their use level of social software tools using a scale from 1 to 3, where 1 shows *Never* and 3 shows *Frequently* (Table 3). The table data shows 79.73 percent respondents frequently use Facebook followed by 35.81 percent wiki and 33.11 percent blog tool. The calculated weighted mean data display that the most frequently used social software tool is Facebook with (\bar{X}) = 2.71,

followed by Wiki (\bar{X}) = 2.16 and Blog tool (\bar{X}) = 2.12.

Engaging through social software tools by LIS students

Users of social software can engage themselves in various ways i.e., reading contents share by others; Writing comments & edit content/posts shared by others; create & maintain own platform to share contents. In this regard, participated LIS students were asked to indicate all activities using

social software tools. (Fig. 1) shows 74.32 percent respondents use Blog tool for ‘read blog to gather study content’, followed by ‘Writing comments on blog posts.’ (21.28 percent) whereas, only 17.57 percent ‘maintaining own blog’. Most (67.23 percent) of LIS students were ‘read wiki to gather study content’, following with ‘Create the contents on wiki’ (16.55 percent), and ‘Edit other’s wiki’ (11.15 percent). Majority (61.15 percent) of respondents ‘have profile on Facebook & read posts to gather study content’, followed by 50.00 percent were giving ‘Comment, share & like postings’, and 47.30 percent were engaged in ‘share links, videos, and images’ using Facebook. LIS students/scholars

are using social software tools more for reading contents & posts rather than creating, commenting, and editing the contents.

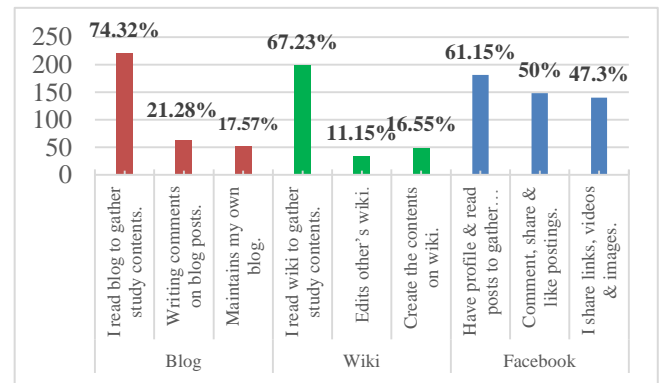


Fig. 11: Engaging through social software tools

Table 4: Skill and ability level LIS students have using SSW tools

Skill and Ability Level	Blog	%	Wiki	%	Facebook	%
High	75	25.34	107	36.15	209	70.61
Moderate	130	43.92	100	33.78	61	20.61
Low	91	30.74	89	30.07	26	8.78
Weighted Mean (\bar{X})	1.95		2.06		2.62	
Decision	Low		Moderate		High	

Note: Midpoint = 2.00. Decision: Any mean score < 2.00 = Skill level is low, mean score = 2.00 = Skill level is moderate, and mean score > 2.00 Skill level is high.

Skill & ability level LIS students have using social software tools

Using social software tools effectively need some sort of skill. It is also required to know the ways of reading, commenting, and sharing contents of others. To find the skill & abilities LIS students have, the survey question was asked to rate their skill level while using social software tools using three-point scale as low, moderate and high (Table 4). The data shows that the most of the respondents have marked their skill level as high using Facebook (70.61 percent), followed by Wiki with 36.15 percent; Blog with 25.34

percent. Weighted mean data on skill level presented as ‘high’ using Facebook (\bar{X}) = 2.62, followed by respondents possess moderate skill level using Wiki with (\bar{X}) = 2.06, and low skill while using Blog tool (\bar{X}) = 1.95.

Attitude of LIS students on using social software for learning purposes

Opinion of LIS students were collected to know their attitude on the use of social software tools for learning. The respondents were asked to rate their agreement level using a 4-point Likert scale, (i.e., strongly agree, agree, neutral and

disagree) on two statements related to use of social software in learning. They are:

Statement 1: “Social software tools are helpful in the classroom for gathering & sharing study related contents”.

Statement 2: “Use of social software by institutes, universities and teachers/faculties as teaching tool to enhance teaching & learning beyond the classroom”

The (Table 5) data shows that, the higher portion of respondents have indicated both level ‘strongly agree’ & ‘agree’ (35.14 percent & 47.97 percent) with Wiki followed by (32.09 percent & 42.91 percent) with Blog, and (26.35 percent & 41.89 percent) with Facebook tools related to statement 1. The weighted mean of responses shows LIS students rate Wiki (\bar{X}) = 3.17 (weighted mean) and Blog (\bar{X}) = 3.05 are more suitable in the classroom for collecting and sharing study related contents, then Facebook tool (\bar{X}) = 2.84.

Table 5: Social software tools are helpful in the classroom for gathering & sharing study related contents.

Agreement Level	Blog	%	Wiki	%	Facebook	%
Strongly Agree	95	32.09	104	35.14	78	26.35
Agree	127	42.91	142	47.97	124	41.89
Neutral	68	22.97	46	15.54	64	21.62
Disagree	6	2.03	4	1.35	30	10.14
Weighted Mean (\bar{X})	3.05		3.17		2.84	
Decision	Strongly Agree		Strongly Agree		Agree	

Note: Midpoint = 2.5. Decision: Any mean score < 2.5 = Agreement level is Neutral. Any mean score in between 2.5 to 3 = level is Agree, any mean score > 3 = level is Strongly agree.

The (Table 6) data shows the opinion of respondents related to statement 2. The LIS students have marked both level ‘strongly agree’ & ‘agree’ (41.89 percent & 44.93 percent) with Wiki followed by (37.16 percent & 44.93 percent) with Blog, and (30.74 percent & 46.28

percent) with Facebook tool. The weighted mean of responses shows LIS students rate Wiki (\bar{X}) = 3.26 and Blog (\bar{X}) = 3.17 have much more potential to be used to enhance teaching & learning then Facebook (\bar{X}) = 2.98.

Table 6: Use of social software by institutes, universities and teachers/faculties as teaching tool to enhance teaching & learning beyond classroom.

Agreement Level	Blog	%	Wiki	%	Facebook	%
Strongly Agree	110	37.16	124	41.89	91	30.74
Agree	133	44.93	133	44.93	137	46.28
Neutral	45	15.20	31	10.47	40	13.51
Disagree	8	2.70	8	2.70	28	9.46
Weighted Mean (\bar{X})	3.17		3.26		2.98	
Decision	Strongly Agree		Strongly Agree		Agree	

Note: Midpoint = 2.5. Decision: Any mean score < 2.5 = Agreement level is Neutral. Any mean score in between 2.5 to 3 = Agreement level is Agree, any mean score > 3 = Agreement level is strongly Agree.

DISCUSSIONS

The result shown in the Table 3 display that use percentage of Facebook among participants are more than wiki and blog tools. This finding is also similar with the findings of existing literature of Baro et al (2015), Santosh (2017), and Akpabio (2018) on awareness Facebook tool are more than Wiki, and Blog. The result displayed in weighted mean (\bar{X}) shows that all three tools are frequently used by LIS students, which is slightly differs from existing literature of Garoufallou and Charitopoulou (2011) and Baro et al (2015), where Facebook was used frequently than Wiki & Blog. The use of Facebook by LIS students of Odisha is more frequently than Blog and Wikimaybeth they use it more for socialization.

The findings based on the data in Fig. 1 are somehow similar to the results of the study by Zinyeredzi and Zinn (2017) on the use of social software for academic purpose revealed that, the majority of respondents used Web 2.0 for sharing with fellow students, information seeking, research, communicating with peers and lecturers. The results based on data presented in the Table 4 are parallel to findings of a previous study by Akpabio (2018) that, students were more competent in using Facebook & Wiki, rather than Blog.

CONCLUSION

The result of this study indicated that, LIS students in Odisha are using Facebook tool more than Wiki and Blog. Consensus on the use of social software tools in the classroom indicates

that LIS students are welcome these tools for gathering and sharing study content, which gives a very positive sign towards its implementation in the instruction process. Awareness and perception of LIS students with social software appear to play a key role in the extent to which students use for academic purpose.

The portion of students who kept themselves neutral towards the social software engagement has seen as a concern, which needs awareness and guidance to improve usage for learning. Students should be literate more about the educational use of Blog and Wiki to increase the use of these tools. University administration should include social software in LIS courses to prepare the future library professionals for meeting the demands of upcoming library users. Universities in Odisha should frame a proper policy and usage guideline to include social software tools & technologies for teaching and learning by the students. Active participation from faculties and teachers will encourage students to engage, collaborate and sharing academic tasks, which will bring a greater change in learning process.

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