DIGITAL LIBRARY AND TEACHING – LEARNING

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Abstract

This paper focus on digital libraries are evolving to meet the needs of teaching and learning and identifies issues for continued development. We distinguish formal, informal, and professional learning and argue that digital libraries will allow teachers and students to use information resources and tools that have traditionally been physically and conceptually inaccessible. We illustrate the types of information resources that digital libraries offer to teachers and learners and discuss some of the issues and challenges that digital libraries present for teaching and learning.

Key word : Digital library, Teaching-learning

Introduction

The digital world, much like any new or changing environment, demands an assessment of the situation and development of new ways of thinking or working. College librarians must, therefore, partner with other educators to identify and teach the digital literacy will enable all students to be effective digital learners.

The digital world, much like any new or changing environment, demands an assessment of the situation and development of new ways of thinking or working. School librarians must, therefore, partner with other educators to identify and teach the digital literacy and inquiry skills that will enable all students to be effective digital learners.

One clear difference between traditional libraries and digital libraries is that digital libraries offer greater opportunity for users to deposit information as well as use information. Thus, students and teachers can easily be publishers as well as readers in digital libraries. The number of student- produced "Mosaic home pages" and gopher sites continues to grow as teachers and students not only bring digital library information into the classroom but move the products of

the classroom out into the digital libraries. Just as distinctions between publishers and readers are becoming less clear in networked environments, Internet access in classrooms blurs distinctions between teaching and learning. Students bring interesting and important information to class discussions and in many cases lead teachers and classmates to new electronic resources and tools. Teachers' increasingly will find themselves in the important roles of moderator and critic, modeling for students how to examine and compare points of view and look critically at information. Teachers who have begun using networked materials in their classes are early adopters of new ideas and technologies and are comfortable sharing power with students. Just as "authority of information" has become an issue in professional communities that leverage networks, the authority of information in classrooms that has traditionally rested solely with teachers will increasingly be challenged by students locally and remotely.

Digital Library

A digital library is a collection of documents in organized electronic form, available on the Internet or on CD-ROM (compact-disk read-only memory) disks. Depending on the specific library, a user may be able to access magazine articles, books, papers, images, sound files, and videos.

On the Internet, the use of a digital library is enhanced by a broadband connection such as cable modem or DSL. Dial-up connections can be used to access plain-text documents and some documents containing images, but for complex files and those with animated video content, a downstream data speed of at least several hundred kilobits per second (Kbps) can make the user's experience less tedious, as well as more informative. Internet-based digital libraries can be updated on a daily basis. This is one of the greatest assets of this emerging technology. On CD-ROM, the amount of data is limited to several hundred megabytes (MB) per disk, but access is generally much faster than on an Internet connection. Several CD-ROMs can be combined in a set, and because the disks are small, a large library can be accommodated in a reasonable physical space. The main limitation of CD-ROM is the fact that updating cannot be done as frequently as on the Internet. In addition, producing and distributing CD-ROMs involves overhead costs that are largelynonexistent in Internet-based libraries.

Teaching –Learning

Teaching is a two way communication between two or more persons who influence each other

by their idea and learn something in the process of interaction. Teaching is an intricate, exiting, challenging and interactive skill. The modern teaching process emphasizes on the learner, guides the learner and promotes learner developments. Teaching if, highly developed, is an art and truly teacher is an artist. The art of teaching calls for a high degree of flexibility, adoptability and nimbleness of mind, teaching is a one word but it includes multifarious activities. The main function of teaching is to create learning situation, impart knowledge, develop understanding and skill, motivation to learn, diagnosis of learning problems, making curriculum material, recordingand reporting the learner's development etc.

Learning is process which produces desired changes in the behaviour of the learners. Learning situations are the basics to understand the concept taught. Learning take place when insight is gained, when the processes are understood, in short when interaction has taken place between the teacher and the learner. There are some conditions which can ensure good learning. These conditions are motivation, psychological security, experimentation, comprehension, understanding and feed back of the learner. In a learning situation student's active participation is the most essential aspect for effective learning. In short, learning is active, exploring, conceptualizing, experimenting and interacting process. On the other hand, the quality teaching-learning process requires strong emotional involvement on the part of a teacher in addition to deep understanding of their subject and sound professional competence.

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