

Chapter 10

E-Library and Digital Assessment of Business Education Lecturers in Universities in South-South Nigeria

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Abstract

This book is titled "e-library and Digital Assessment of Business Education Lecturer in Universities Nigeria". This book thus concluded that e-Library antecedent and irrefutable dynamic for enhancing performance of Lecturers in universities in Nigeria. The study recommended among others that Universities in Nigeria should provide adequate training to enhance lecturers' competence in the use of instructional delivery digitalization in order to enhance lecturers' teaching and learning in business education.

Keywords: e-Library, Digital Assessment, Job Performance, Business Education Lecturers

Introduction

Digitization faces many problems apart from the technical point of view. Required staff expertise and additional resources are often the greatest costs in digitization. Not only are large budget allocations needed to fund research and intellectual selection, but also time must be spent for feasibility assessments, training, and methodical prioritization of items or collections to be digitized. These requirements pull staff away from their regular workloads.

Digitization has no doubt changed our education system, but we cannot say that it has diminished the value of our old time classroom learning. Neither do we want something so priceless to turn into dust. The best part about the digitization of education in the 21st century is that it is combined with the aspects of both; classroom learning and online learning methods. Walking hand in hand both act as a support system to each other, which gives a stronghold to our modern students. Digitization in education has also proved to be the right method for saving resources. Online examination platforms have restricted the frivolous usage of paper, directly confining the cutting down of trees. This way the digitization of education industry in the 21st century proves to be a boon to our society.

Social media are becoming the most important tools for interaction among people, where everybody can share, exchange, comment, discuss and create information and knowledge in a collaborative way. Social media tools are rapidly changing the communications landscape, their emergence has impacted significantly how students learn and the way instructors teach. In today higher education settings, instructors, students and others collaborate on the tasks of knowledge construction. The definition of social media is "the relationships that exist between network of people" The influence of social media on teaching and learning environment is growing every year and its applications can reinforce class materials, positively influenced discussions, collaborative work, etc. The educators and researchers experimenting the social media technologies to stimulate collaboration, knowledge constructions and thinking skills. The increasingly widespread use of social network sites to expand and deepen one's social connections is a relatively new but potentially important phenomenon that

Education and Human Development: Interdisciplinary Perspective

has implications for teaching and learning and teacher education in the 21st century (Devi et al., 2019).

Business Education, according to Osuala (1987) is a broad based programme that has a composite of courses in general education, basic business and office education. Business Education is synonymous with any education given in the vocational tertiary institutions, which prepares the individual to acquire skills and competencies in office education as well as in pedagogy necessary for teaching. It equips students with business concepts, knowledge, attitudes, habits and skills for personal use, and for entry into the business world as employers or employees. Those who teach business education should be able to teach ethics and morals to students by the way they talk to them and show what they say by their behaviour. They should be versatile with modern information technologies like the word processors, computers, dictating machines, reprographic and storage machines, copiers and printers, microfilm machines, accounting and fax machines, calculators, electronic mail, voice mail, telecommunicating and teleconferencing machines etc. Therefore, the business educators should be ready to equip the students with the necessary skills, facts, knowledge, understanding, habits and attitudes that will make them meaningfully exist with others as useful and productive members of the society.

e-library

The Electronic Library System enables users to obtain open digitized data from anywhere in the world by online access. The Electronic Library System was developed on the basis of the following five concepts: Digital Network Interactive Multimedia Scalable

With the various functions as shown below, the Electronic Library System supports a series of user's actions for searching and reading books. Retrieval support functions **include**; Bibliographic data retrieval Hypertext retrieval, Keyword retrieval, Retrieval using term hierarchy. Reading support functions include; Simultaneous reference to multiple books, Dictionary, Notes and tags, Translation, Speech output, and others (Velumani, 2013).

Five Concepts of the Electronic Library System

1. Digital
An electronic library has, not only text data but also sound, graphics, and motion video, in the form of digital data. Because all data is digitized, various kinds of data can be merged easily and a high level of retrieval and other processing can be done.
2. Network
When electronic libraries of this kind appear in many places and are linked to each other via a network, a huge virtual library is built on the network. It is a "world library" which crosses national borders regardless of the distances between actual electronic libraries.
3. Interactive
The Electronic Library System provides the latest functions as well as allowing books to be displayed on screen as if they were printed books. The system makes advances in retrieving books and papers. The system enables the user to display multiple books on a single screen and skip from one part describing an idea to a link describing the same idea within another book. It enables the user also to reference dictionaries and thesauruses simultaneously to check any unknown terms, attach notes and tags to various positions in a book, translate original text, and output text as voice data.
4. Multimedia
The user of the Electronic Library System can use data in different formats such as text, sound, graphics, and motion video. This multimedia data is more understandable than conventional books containing only text, diagrams, and tables.
5. Scalable
According to Velumani, (2013), the Electronic Library System can be used to build an electronic library in various sizes according to the available hardware, software, and data resources. The electronic library can be as large as a national library and as small as a personal library.

Education and Human Development: Interdisciplinary Perspective

Retrieval Support Functions of the Electronic Library System includes;

1. Bibliographic data retrieval

Bibliographic data retrieval is a well-known function that is provided by existing library catalog systems and online data retrieval systems. The user can retrieve bibliographic data to find a book even if some of its title, author's name, publisher's name, publishing year, number of pages, and price are not known exactly.

The result of a retrieval can be displayed not only as a list of bibliographic data but also as a list of cover images.

2. Hypertext retrieval

Important data and concepts retained in the Electronic Library System are linked to groups of other data which can be located anywhere in the world.

This function enables the user to:

1. Skip from one concept or term found in the current position of a book to another position where the same concept or term appears elsewhere in the same book or paper.
 2. Skip from one book or paper to another book or paper or to another book or paper stored in another library.
 3. Jump from a list of bibliographical data to an introduction of the author or the table of contents or a position in the text of a book.
 4. Jump from a book or paper directly to a quoted document.
 5. Check unknown meanings of terms found in a book.
- Only a few examples can be given here, but many other types of linkage are available.

1. Keyword retrieval

Keyword retrieval enables the user to retrieve books and papers by inputting a keyword defined by the user. After full-text retrieval, the result is displayed as a list of books in which books are listed according to closest match with the user's request. Display items can include also an indication of the context in which the word appears.

2. Retrieval using term hierarchy

The user can retrieve data to find a book or paper by using a retrieval expression describing a hierarchical structure for books and paper in addition to the retrieval of its title, author's name, or publisher's name.

For example, to find a book whose title includes the term "Artificial intelligence," use the following retrieval expression: BT (artificial intelligence) Also, to find a book which discusses artificial intelligence from a philosophical viewpoint, use the following retrieval expression: BT (artificial intelligence) * T (philosophy > artificial intelligence)

In comparison with the first retrieval expression, the second retrieval expression has an additional condition. The additional condition is that, in the hierarchy of the table of contents, a chapter or section whose title includes term "philosophy" must have a section or item whose title includes term "artificial intelligence." As the result of retrieval, "Artificial Intelligence and Human Being" written by Nagao Makoto is found to be the only book that meets this condition. Also, translated words and synonyms can be used for retrieval. Reading support functions of the Electronic Library

System includes;

1. Simultaneous reference to multiple books

While reading a book on the screen, the user can open new windows and easily read multiple books at the same time.

2. Dictionaries

Not only the dictionaries for the translation of words but also various other kinds of dictionaries are prepared. These dictionaries can be used for retrieval and to check the meanings of unknown words during reading. They can be used also to find the broader and narrower words or related terms for a specific term and reference the books or papers, at the same time, that include the words or terms.

3. Notes and tags

A reader sometimes writes down a part of the book in a notebook with comments or attaches tags at various positions in the book. The Electronic Library System enables the user to make these

Education and Human Development: Interdisciplinary Perspective

functions automatic. The user can attach tags and enter one line of notes for each tag. Obviously, the user can jump to such notes or tags by retrieving later.

4. Translation
The Electronic Library System can translate retrieved original text from Japanese to English, or vice versa.
5. Speech output
If the user is tired of reading, the user can listen to text output as speech in Japanese or English. This function can be applied, for example, to retrieve a Japanese book, translate its text, and output the English text as spoken English (or vice versa).
6. Other reading support functions
The Electronic Library System has many other support functions to facilitate reading. All of these functions cannot be explained here. The following introduces some reading support functions that can interest the user:
 1. Jump function: The user can jump to the initial screen, table of contents, or index without having to move according to menus or operation history. Short-cut keys can be used to jump freely to a desired screen.
 2. Free setting of screen: The user can freely set the size of the screen for easy reading. The system automatically executes word-wrapping of text.
 3. Font switching: The user can change a Japanese font.
 4. Mail function: If the user finds an interesting description during reading, the user can mail it.
 5. Saving of user's environment:

e-book

An eBook is a non-editable, reflowable book that is converted to a digital format to be read on any digital device such as computer screens or mobile devices. To have a better understanding of what an eBook really is, let us take a look at the characteristics of an e-Book. For starters, eBooks are files that you can read on a digital device; a tablet, smartphone, computer, etc. But again, considering other files that *can* be read on digital devices (i.e. word documents) eBooks have specific characteristics that differentiate them. One distinct characteristic of an eBook: the text should not be editable. An eBook should always be converted into a format that ensures it's uneditable. With thousands of people having access to it on digital devices, people could potentially change any content without the author's permission. So, in order to qualify as an actual eBook, text should not be able to be changed in any way, just like a paperback book (David, 2015).

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can be difficult to read on a small screen. Despite this, they are still one of the most commonly used eBook formats, especially by marketers.

An eBook can be read on a variety of digital devices; any digital screen really. These are a few of the most popular devices that eBooks are viewed on: Computers, Tablets and Smartphones. In recent years though, a device called an eReader (electronic reader) was developed specifically for reading and storing eBooks. An eReader is simply a handheld device that eBooks can be read on. Some of the most popular eReader devices include: Amazon's Kindle, Rakuten's Kobo, Barnes and Noble's Nook. Some of these devices were made with built-in lighting so that readers can continue to read once they no longer have access to light. Unfortunately, some of the models do not have this feature. For convenience, companies like Amazon and Kobo created apps that allow you to continue reading from any device that has the app downloaded. This means that you can start reading from your eReader and when it gets dark, you can finish on your computer, Smartphone, or tablet if needed (Satyabati, 2005).

e-mail

Electronic mail (e-mail) operates across computer networks, which primarily is the Internet. To use email requires an email package either on the host or on the client (your PC). *PINE* and *ELM* are packages installed on the host whereas *PCmail*, *Messenger*, *Outlook*, and *Eudora* are on PCs. All of these packages interact with the send mail program that connects with the network but the amount of information that is passed between your PC and the host is relatively small. The host is always connected to the network and stores the mail it receives until you decide to open it on your PC and act on it. To use email, you need a terminal emulation software package on your PC that connects with the host, for example, *ProComm* and *Hyperterminal*. Alternatively, one will use SLIP (Serial Line IP) or PPP (Point to Point Protocol) with a modem to simulate being connected directly to a LAN. These packages either help you send commands to the email package on the host (*PINE*, *ELM*, etc.) or help your PC-based email package (*Eudora*, etc.) interact with the SMTP server. Web-based email such as Hotmail is also popular. It is a free email system (www.hotmail.com), but the internet is needed as access to use it. The advantage with Web-based mail (in addition to the older Hotmail there is *Yahoo*, Gmail, Outlook and many others) is that you can receive and send email anywhere you can find access to the Web, for example, an Internet cafe anywhere in the world (Michael, 2003).

If you are connected via a fast Ethernet cable and you do not pay for connect time, you may not be concerned about the time for message composing, editing, reading, and so on. On the other hand, if you are connected via a relatively slower telephone line and modem combination, or if you pay for connect time, you may prefer to use a PC-based email package that enables you to prepare and read messages off-line at your leisure and connect briefly to transmit messages between PC and server. In either case, the faster modems with [data compression](#) and error correction are much preferred. Data compression alone gives an effective speed increase of at most four times (Michael, 2003).

e-portfolio

An ePortfolio is a collection of work (evidence) in an electronic format that showcases learning over time. An ePortfolio may contain all or some of the following: Files of various formats (text, pictures, video, etc.), Evidence related to courses taken, programs of study, etc., Writing samples (which might include several drafts to show development and improvement), Projects prepared for class or extracurricular activities, Evidence of creativity and performance, Evidence of extracurricular or co-curricular activities, including examples of leadership, Evaluations, analysis and recommendations. The following are types of e-portfolio;

1. **Showcase/Professional ePortfolios** : These ePortfolios are primarily a way to demonstrate (showcase) the highlights of a student's academic career.

Education and Human Development: Interdisciplinary Perspective

2. **Learning ePortfolios:** These portfolios are typically created by a student as part of a course as a way to demonstrate learning and the learning process. These portfolios are often shared with other students to elicit peer feedback. Learning portfolios support the idea of formative feedback as an essential part of the learning process.
3. **Assessment/General Education ePortfolios :** The use of portfolios play a substantive role in the assessment of general education competencies. Using both formative and summative assessments feedback provided to colleges, departments and instructors on the quality of evidence students used in their portfolios to demonstrate general education competencies (Renny et al., 2011).

Digital Assessment

Understanding more about the close relationship between assessment, feedback and effective learning is the first step towards assessment practices that empower rather than inhibit learning. Technology offers a new perspective through which this relationship can be explored. Technology enhances assessment and feedback practices rather than replace highly valued strategies such as face-to-face tutorials. However, the greater scope offered by technology can add value to a wide range of assessment-related activities, Online interaction via forums, blogs, email and voice boards can enrich feedback and help to clarify learning goals and standards. Distance and time constraints can be overcome. Interactive online tests and tools in the hand (such as voting devices and internet-connected mobile phones) can facilitate learner-led, on-demand formative assessment. Rapid feedback can then correct misconceptions and guide further study. Online simulations and video technologies can increase the discriminatory power of assessment and support risk-free rehearsal of real-world skills in professional and vocational education. Assessment delivery and management systems can provide instant feedback to learners and practitioners, yielding robust information for curriculum review and quality assurance processes. Interoperability standards can facilitate transfer of data between institutional systems. Activities such as peer assessment, collection of evidence and reflection on achievements in e-portfolios and blogs can generate ownership of learning and promote higher-order thinking skills, in turn improving performance in summative assessment. Technology can make possible the assessment of skills and processes that were previously difficult to measure, including the dynamic processes involved in learning. Technology can also add a personal quality to feedback, even in large-group contexts, and, through efficiencies gained from asynchronous communication and automated marking, can enable practitioners to make more productive use of their time.

Conclusion

This book is on e-library and Digital Assessment of lecturers in universities Nigeria. This book thus concluded that e-library is a strong antecedent and irrefutable dynamic tool for enhancing Job performance of lecturers in universities in South-South Region of Nigeria.

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Education and Human Development: Interdisciplinary Perspective

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