

Enhancing Teleconferencing Virtual Technologies in Universities Library Schools as a Communication Media towards Effective Instructional Delivery among Lecturers

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Abstract

This paper is an overview of the technological developed and advancement by teleconferencing in enhancing teleconferencing virtual technologies (TVT) in universities library schools as a communication media towards effective instructional delivery among lecturers. The use of teleconferencing virtual technology (TVT) resources for instructional delivery in library schools will serve a dual purpose and more effective and efficient classroom instructions. The concept of TVT was fathom to a large extent with the need in which it should be incorporated into the universities library schools for effective instructional delivery. Also this paper discussed; path through in which TVT for the enhancement of library schools instructional delivery, teleconferencing as an effective communication media for library schools lecture room can be promoted, teleconferencing as an effective communication media for library schools lecture room, instructional delivery and it was concluded that, it is very significant to note that, one cannot talk of new trends in Nigerian librarianship without touching on the trends of TVT for instructional delivery in world librarianship. Librarianship is formerly taken and its character from the latter and librarianship is part of the global practice of the profession itself. Therefore, the study recommended that, university institutions, library schools and their educators should encourage the use of teleconferencing for lecture room instructional delivery in order to enhance students' achievement and retention.

Keywords: Teleconferencing, Virtual Technologies, Universities Library, Communication Media, Effective, Instructional Delivery, Lecturers.

INTRODUCTION

Technology has become a strong device for instructional delivery and information huddling in university lecture rooms. It provides both the lecturers and students with a wide range of tools and facilities to achieve their lecture goals and objectives in improving their instructional delivery. Technology has shown a clear impact on the basic character of instructional delivery as virtual technology have been very rapid in the last decades, as it influence has been very parses to the extent that there is hardly any field of human endeavour that has not been touched.

Teleconferencing developers have extended the capabilities of video conferencing systems beyond the boardroom for use with hand-held mobile devices that combine the use of video, audio and on-screen drawing capabilities broadcasting in real-time over secure networks, independent of location, (Control Engineering, 2009). Mobile collaboration systems now allow multiple people in previously local areas or unreachable locations, such as crises or disaster areas (Benue state), the ability to view and discuss issues with learners thousands of miles away. Traditional videoconferencing system manufacturers have begun providing mobile applications as well, such as those that allow for live and still image streaming (Rosenberg. 2009).

The developing countries have great potential to compete successfully in the new global market, but unless they embrace the use of Virtual technology revolution promptly and actively, they will face a new barriers and risk of not just being marginalized but completely passed (World Bank, 2010). Virtual technology has become key tools and had a revolutionary impact on how the world is seeing and to live. Development of Virtual technology has brought in so many changes, rapid growth and development in all human activities (Sambe, 2008).

Virtual technology is an electronic based system of information transmission, reception, processing and retrieval which has drastically changed the way we think, the way we live in our immediate environment and can be used to access global knowledge and communicate with other people (Thomas & Trudi, 2012). Virtual classrooms can be used to deliver lectures or even tutorials online. They are also great options for impromptu meetings and group projects where members need to check-in on progress and bounce ideas of one-another. With the virtual environment, ideas and collaborators are never far away (Sharkey, 2009).

Spodark, (2003) posit that, Virtual technology is an innovative device that carries out such functions as receiving, storing computer data, analysing, transmitting and retrieving information or knowledge presented to them and allowing for one-to-one or group communication among humans. NESOP (2011) noted that virtual technology has revolutionized the way people work today and now transforming lecturer's instructional delivery. Therefore, if postgraduate students are trained in yesterday's skills and technologies, they may not be effective and fit in tomorrow's world. This is a sufficient reason for Virtual technology to win global recognition and attention. Wolfe (2007) also note that, the advantages of making possible more services in university library schools education which would otherwise not have been possible under manual operations.

Conceptual Elucidation of Key Terms

The Key terms to be elucidation in this study includes teleconferencing, communication media and Instructional delivery.

Teleconference

In the context of this paper, teleconference is seen as a virtual meeting you conduct online, allowing you to share documents and applications from your computer with people in far-flung locations and to communicate with them via video, text or voice chat. Through teleconferencing, you can bring together students to collaborate on a project, present webinars about your class, lecture or train advocates or support other lecturers (Ferran & Watts, 2008). While library school organizations may likely use email or conference calls for much of their long-distance communication, sometimes a full-blown virtual technology meeting is the only way to hammer out the details of an important initiative even from the distance.

Teleconferencing enables anyone with an Internet connection and Web browser meet and collaborate online in real time. While some Teleconferencing tools require participants to install a piece of software on their own computers before they can participate; other tools are entirely Web-based. All require an Internet connection, but tools differ in the features they provide for collaboration and communication. For instance, Teleconferencing as a communication media allows participants to speak to one another through their computers' microphones while others let everyone interact via video. Also in teleconferencing, people, i.e., the instructors and participants are separated from each other physically by distance, they are connected through the use of technology; this guarantees transmission of learning task from instructor(s) to participants within a very short time and leads to vivid bidirectional connection between the instructor and the participants who may be in different locations and most of the time at a great distance (PC Magazine, 2010). Still others have an option to join the audio part of the conference by a separate audio/telephone bridge which makes it's a more friendly and flexible communication media for instruction delivery.

Most features commonly found in teleconferencing products and other considerations users should be aware of are the tools like Skype and Apple's iChat, and so on, which offer great video teleconferencing (video and audio chat) and text chat for a limited number of people but don't offer full-on teleconferencing services that offer a wide range of collaboration capabilities. When considering all of these great features, it's important to consider how these capabilities will affect your Local Area Network (LAN). For example, many of the products below include videoconferencing. The use of Watchitoo during instructional delivery and lectures are impressed with its rich collaboration feature set. Watchitoo is a real-time collaboration platform where virtual technology presentations meld with video conferencing to create a powerful stage for online communication (Wayner, 2005).

Its technology lets you easily host and participate in cutting-edge presentations that support multiple video feeds, screen sharing, white-boarding, implementation, embedding capabilities and recording functionalities that enhance instructional delivery communication and students collaboration. The use of teleconferencing virtual Technology can improve education quality, expand instructional delivery and learning opportunities and make education accessible (Katabe, 2015). The 32nd ministerial council meeting of 1987 through its reforms stressed the use of computer technology in schools, making it the first government effort to make its citizens IT literate. In 2004, the National Policy Education was reviewed to accommodate the instruction of virtual Technology into the library school system in keeping with dynamics of social change and its demand on education.

Shannon (2011) supported that, teleconferencing virtual Technology is an indispensable part of education as its application makes institutions more effective, efficient and productive,

thereby engendering a variety of tools to enhance and facilitates lecturers pedagogical activities. For instance, e-learning is one of the most common means of using teleconferencing virtual technology to provide education to students either on or off campus by means of instructing online offered via web-based systems. Teleconferencing virtual technology resources are seeing as tools for upgrading the standard of library schools education in any nation, the level of compliance in implementing the teleconferencing virtual technology resources in the instructional delivery process leaves much to be desired in Nigerian library schools and tertiary educational system.

Promoting Teleconferencing Virtual Technologies (TVT) for the Enhancement of Library Schools Instructional Delivery

Teleconferencing Virtual Technologies (TVT) can serve Library Schools Instructional Delivery through the following purposes:

Tutorial: Once a member of the conference is a teacher, the interaction between the participants can be structured in the form of tutorial, the teacher can send out question to the students, the student visit the conference to give their responses. The teacher normally suggests time and duration for the tutorial teleconferencing lectures. The tutor revisits to view responds from students and at the end of the tutorial may evaluate the students, summaries and conclude the tutorial teleconferencing lectures. Students can lay out the fear, complaints and misunderstanding to the tutor at this point.

Group projects: Teleconferencing lectures environment can also be used for group project work. If the project is well structured and the students participate whole heartedly, online team work can be a very rewarding experience.

Class discussion: Teleconferencing lectures environment can be used by students running the same program to discuss about class work, assignments, term papers or projects. Each participant makes a contribution and at the end of the day everyone benefits from others' ideas and experiences.

Teleconferencing as an Effective Communication Media for Library Schools Lecture Room

Teleconferencing in Nigerian university library schools cannot be overemphasized especially with the proliferation of different types, availability and access to teleconferencing virtual technologies that are capable of supplementing the traditional method teaching and learning. Wang (2012) noted that the ability of teacher-librarians to use computers effectively has become an essential part of education. It is not a gain saying that a communication skill is a vital instrument to the teachers. The success of teacher's primary assignment mostly relies on their ability to communicate effectively in the classroom.

Rosenberg (2009) emphasized that success in academic is tied to one's ability to follow and comprehend instruction. This is true in Nigerian situation where teleconferencing virtual technology is a medium of instruction. This is as particular weakness lay in the field the study skill, inability to follow up library and reference materials, note taking from lectures and making

notes from written sources, presentation of papers and participation in tutorials, all because of ineffective communication.

Teleconferencing virtual technology is a means of transferring information from one place to another through electronic gadgets. It refers to meeting through a telecommunications medium or a telephone meeting among two or more participants of different locations involving technology. In teleconferencing, only information are moved from one end to another and people/learners remain in their respective destinations and receive the lectures or leaning tasks via electronic gadget of various types. According to Ferran and Watts, (2011) teleconferencing is an educational program or learners' method that is characterized by the distance that separates the educator from the learners. He further iterates that a significant part of the teaching/learning is done by the educators who are physically separated from the learners in terms of location.

Teleconferencing is a computer mediated virtual learning environment which combines pedagogical, communicative and administrative software and tools integrated in one system that can be used to promote instructional delivery and learning. This method of learning fosters socialization among teachers and learners; it is an ideal method for people living in separated or library schools lecturers who distance away from their students and educational institution (Shannon, 2013). He further iterates that data, animation and audio can be transmitted to large spaces where screens and sophisticated audio- visual media can be found and this can be made effective through personal computers, personal digital assistants, stationary computers and mobile phones among others.

Therefore, communication is an interaction in one form or the other, either by visual, auditory or symbols. Symbols such as words or gestures are the things that people use to communicate. People are continually interacting with themselves and with their environments by talking to their friends, watching television, listening to the radio, reading printed pages, calling or sending away domestic or other animals etc. Communication actually involves the interaction of one or more people saying or doing something which will attract reactions in the minds of other people.

Adeyemi and Olaleye (2010) defines communication in educational organization as a discipline, posit that, it is the transmission of information and meaning from one individual or group to another." According to Sambe (2008) communication is the transfer of information from one person to another with the information being understood by the receiver. When this happens in an organization, it is known as education organizational communication. Educational organization communication can also be defined as the process whereby people in an organization exchange information regarding the operations of the enterprise.

Adeyemi and Olaleye (2010) pointed out that inefficient communication in an organization is symptom of a faulty corporate chain. From the various definitions by several authors we have reviewed, it can be seen that communication is not complete in classroom or educational organization unless the information, passed from one level or person to another is clearly understood and a common meaning being shared. Hence it is imperative that the communication symbols used should be that the receiver(s) of the information recognize, understand and accept.

On a daily basis a classroom teacher communicates with students who have different opinions, values, beliefs, and needs than his own. His ability to exchange knowledge and ideas with the students, understand their perceptions, solve their problems and effectively make use of the methods and strategies of instructions will very much depend significantly on how

professionally he is able to communicate with the students (Onasanya, 2010). Communication is also seen as the shared code or codes of verbal and non-verbal symbols and each one of the two types of communications verbal and nonverbal must have at least three components.

The first component is the person who starts the communication; the second component is the communication itself and the third component is the person who receives the communication. For example, in speech-based communication, the one who starts the communication is the speaker, the words he used are the communication (message), and the listener is the receiver of the communication. An example of nonverbal communication would be a person wearing a special cloth, the cloth itself, and the person seeing the cloth. In other word, the communicator, the message and the receiver are the three essential elements necessary for any form of communication to occur.

Relating this to the classroom situation, the teacher is the communicator (sender of message), knowledge being taught by the teacher is the message and the receivers are the student. Communication is used to educate or impart knowledge in the society and values are passed through communication. In formal schools or lectures are conducted to impart knowledge, training is used in organization which tests and examinations serves as feedback of what had been taught. Communication is simply the art of transferring information from one place to another. Communication is sending and receiving information between two or more people. The person sending the message is referred to as the sender while the person receiving the information is called the receiver (Krumsvik, 2010).

The information conveys includes facts, ideas, concepts, option, beliefs, attitude, instructions and emotions. It is an approach through which messages, information's, knowledge, thoughts, experiences, feelings and ideas are conveyed, disseminated or transmitted from the source/sender to the receiver/destination through media or channel. Communication is a continuous and interactive process. A process is a continuous interaction of various variables with a continuous change in values taken by those variables. Every communication involves four basic components viz: source/sender, message/information, media/channel, receiver/destination. Adeyemi and Olaleye, (2010) observed that communication has to do with transmission of information from sender to receiver and from receivers to the senders. He emphasized that communication is more of circular that linear process. These characteristics of communication made it an effective way of transmitting knowledge from one generation to another through educational process, with communication media education is effectively carried out.

Teleconferencing media is the integration of text, graphics, animation, sound and or video. Teleconferencing media is used to describe two or more types of media combined into single package usually denoting a combination of some or all the following: video, sound, animation, text and pictures (PC Magazine, (2010). Teleconferencing virtual technologies media gives the user an opportunity to influence the presentation of materials. The selection and manipulation of various aspects of presentation materials is the interactive aspect of teleconferencing media presentation. Teleconferencing media are possible in many contexts including the web, CD ROMS and live theatre (Wayner, 2005). Further states that, teleconferencing virtual can be recorded and played, displayed, dynamic, interacted with or accessed by information content processing devices such as computerize and electronics devices but can also be part of live performance. Teleconferencing media devices are electronic media devices used to store and experience teleconferencing communication media content.

On the other part teleconferencing media is an extension to providing virtual technology facilities such as those handling sound and video. Sharkey (2013) stated that

teleconferencing media extends the notion of the communication media link to include links among any set of teleconferencing media objects including sound, motion videos and virtual reality. It can also connote a higher level of user/network interactivity; computer based medium combining text, audio, videos, hypertext, animation and other devices for instruction and information management (Katabe, 2015).

Therefore, the advent of teleconferencing virtual technologies process of communication no doubt is deliberate act of enhancing communication among people. Integration of these processes for instructional delivery in university library schools education will not only enhance communication in the teaching and learning process but also increase the productivity of both library schools lecturers providing instructions and the learning population.

Instructional Delivery

Instructional delivery is seen as the quality of service which entails the extents of effectiveness to which lecturers or teachers generally carryout their classroom teaching and learning process. Spodark (2013) posits that, new instructional techniques that use teleconferencing virtual technology provides different modalities of instruments such as allowing access to tools that adjust attention span and interaction and enhancement. Effective instructional delivery is carry out through several communication media, hence in this modern age instructional delivery can be carried out by means of teleconferencing virtual technologies.

Krumsvik (2010) is of the opinion that technology and interaction type should be taken into action in order to design effective and efficient teaching and learning environment. World Bank, (2010) notes that, the kind and quality of training and development opportunities and culture in which a teacher works will influence their promotion of life-long learning values and their ability to help students to learn to succeed.

CONCLUSION

The implementation of teleconferencing virtual technologies as communication media in university library schools should be highly ranked by university education providers (library schools). Active participation, initiative and prior will to enhancing teleconferencing virtual technologies in library schools and university education as whole should be demonstrated.

Teleconferencing virtual technologies has a driven force that has changed and impacted titanic on various fields of human endeavours like; bank training, journalism, medicine and law. Most so it is imperative that, government has intention to position teleconferencing virtual technologies in Nigerian universities but the move cannot be said to be fully achieved due to the dwindling economic of the country. This paper presents the momentous of using teleconferencing virtual technologies as a communication media for instructional delivery in university library schools, in which if used teleconferencing virtual technologies would be enhanced by university library schools.

Recommendations

The following recommendations are made:

- The provision of teleconferencing virtual technologies requires concentrate efforts since it has cost intensive. Therefore non- governmental organizations, influencer individuals and donor agencies should assist the government in proving teleconferencing virtual technologies as the cost cannot be footed by the government alone.
- Lecturers/instructors/teachers at all educational level should ensure success of teleconferencing virtual technologies and be encourage to use it as it is a driven teaching media considering its significance of practical knowledge it contains while the conventional teaching and learning method should be updated to teleconferencing virtual technologies re-oriented for a more effective and efficient instructional delivery.
- The use of teleconferencing virtual technologies for instructional delivery requires a lot of electricity energy supply, whereby university institutions need standby generators, solar energy and installation of power inverters systems to stain the inefficient power supply in dwindling economic situation of Nigeria today.

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