Social Media and Social Networking in School Libraries:

An Annotated Bibliography

Lynn Kennedy Twedt

INFO 522: Information Access & Resources

March 17, 2013
Introduction and Scope

The following bibliography highlights the positive and negative correlations and impact of social media and social networking in school libraries and media centers. The articles seek to draw upon school libraries, showing research, use and experiences with social media, social networking, YouTube, blogs, Facebook, Twitter, and a variety of other social software and networking mediums. The articles demonstrate through analysis, comparisons and contrast the impact of social media on schools today. The articles are scholarly, peer-reviewed, refereed and were all published between 2007 and 2013 so are current, relevant sources. Search limits were placed on including the English language only and databases incorporating library science only. A goal was placed on locating and including up-to-date articles to best represent the ever changing, recent trends and research into social media, social networking, and technology in schools today.

Description

Social networking and social media in school libraries today are an up and coming trend. Often included are Facebook, Internet forums, social bookmarking, podcasts, Twitter, wikis, social blogs, magazines, social networking, photograph or video rating, YouTube, weblogs, webcasts, and social tagging. Social media refers to the methods of interactions between people in which they exchange, create and share information and ideas in online virtual communities and networks. There are many Internet based utilizations that constitute the technological formations of Web 2.0 and that allow the formation and interchange of user produced materials. Furthermore, social media depends on web based technologies to build and maintain interactive connections where groups and individuals may work together, discuss, create and share subject matter. Many think that social media and social networking are one in the same but social
media is considered an approach and an avenue for informing via electronic media. Social networking is an instrument and a function for linking with others. Most feel as though social networking came about first which progressed into social media.

**Summary of Findings**

Schools, school libraries, and education in general have been the focus of the use or non-use of social networking and social media in past years. My research and findings have been limited to scholarly, refereed and peer-reviewed articles dating from 2007 – 2013. Due to the subject matter and content of my research into social media and social networking in school libraries, these dates have brought me to many appropriate works. According to Pereira, Baranauskas and daSilva (2013, p. 7) in regards to literature on learning technologies, they discuss the necessary characteristics of collaborative adaptive learning platforms. Despite the push to bring school libraries into the generation of Web 2.0, many librarians and media specialists are reluctant to join the ever challenging technical arena.

The amount of available, current, relevant, and scholarly research analyzing school libraries and media centers in the use of social media and social networking is overwhelming. As one would calculate, the majority of these articles, studies, and surveys have focused on school library media centers and the implications both positive and negative on the use of social software. Numerous research has also concentrated on students learning through conventional methods versus online social environment venues. Rheingold (2012, p. 54) in his article mentioned that the critical uncertainty about the future of digital media is literacy.

While studying about students in school library and media center settings, researchers seem to favor qualitative methods of questioning over quantitative. Most of the articles contained in this bibliography list mentioned the use of surveys, interviews or online data
collection to acquire their statistics in graphs, charts, and timelines. There are years of quality research into school libraries and media centers and their use of social media and social networking since the beginning of the first Social Network site in 1997. Boyd and Ellison (2007, p. 212) showcase a vertical timeline in their article, highlighting the launch dates of major social networking sites from 1997 to 2006. This generates a knowledge base of when each site began, how it has changed and evolved, and how it functions today.

Students of literacy in educational settings today seek information in varying ways, means, and through multiple avenues. Using social networking and social media software at home and on the go are everyday occurrences for most students but using these types of Internet based tools in learning in the school library or media center is another story. “Empower young people with free web-based technologies that help them transform web-based information into meaningful, motivating learning experiences. Many students are unaware how they can use the power of online resources and tools for inquiry” (Lamb & Johnson, 2012, p. 67).

During this research, through my career as a Media Specialist, and through observations, one can detect that students are willing, able, and enthused towards learning through technology. All the articles listed have shown that students from age 5 – 18 prefer learning via the Internet, social software tools, and digital sources in general. The Internet is a faster paced forum, it is colorful, it is interactive, and it hooks students on reading, writing, and learning. Ercegovac in her article titled, *Letting Students Use Web 2.0 Tools to Hook One Another on Books*, stated “The fact that the students are increasingly participating in every step of the information life cycle, acting as creators, curators, and consumers of online products, reaffirms the increasing importance of digital media literacy across all libraries. The “love of reading,” along with
various means of developing it ought to become integral parts of digital media literacy programs in the future” (2012, p. 39).

Student reliance on technology in the library is filled with negatives and positives. First, librarians and media specialists must welcome social media software into their information and literacy world. Second, social media and social networking must be used in a safe, positive, and effective way. We all can learn from others and what better way to learn from others than in a virtual social networking environment. Specifically, there has been a changing nature of reading. Agosto suggests, “Although many adults are quick to condemn time spent online as wasted cognitive time, it doesn’t necessarily mean that children and teens are spending time online instead of reading. Actually, much of youths’ online activities involve reading and writing, such as texting friends, surfing the web, and playing interactive online games. However, it does mean that the nature of reading itself is changing. With the prevalence of online social networking (such as Facebook) and other digital interactions (such as cellphone texting), reading is becoming more and more a fundamentally social act” (2012, p.36). As Jackie Marsh explains, “Recent work indicates that young children are becoming increasingly social in their reading and writing on the Internet” (2011, p.117).

Furthermore, in an information seeking world, rich in technology it can be said that students can have it all by following the guidance of librarians and media specialists to find the most relevant, reliable, and useful information, data, facts, and web interactions to enrich their education and learning. Following the reading of these articles, learning from the research attained, and studying the data, graphs, and charts, one can see that professionals and experts in the area of bringing social networking and social media into school libraries and media centers will continue to grow and improve digital educations. Through this information, those in
educational libraries can develop programs, curriculums, and learning experiences that allow students to learn from others via social software. In my experience, learning from others has always been a positive.

**Bibliography**

**Entry 1:**

**Abstract:** “[…] much of youths' online activities involve reading and writing, such as texting friends, surfing the web, and playing interactive online games. [...] If a positive relationship with reading is promoted in the home, it is likely to be passed on to the children. Regardless of whether today's and tomorrow's children are learning to read from paper books or from e-books, or from some other future invention, librarians must continue to provide literacy support, especially to children from disadvantaged family backgrounds.”

**Annotation:** This article was one of my best discoveries. The writing provides an overview and summary of the benefits to children and students using online social networking, social media, and virtual worlds. The author writes indicating that literacy skills are part of virtual worlds and that students are learning important traditional literacy skills and media literacy skills through the use of social media. It is mentioned on several occasions that many teachers and librarians do not see social media and social networking as beneficial to their students. This article in its easy to read format, simple vocabulary and the authors’ understandable writing style proved very useful.

**Search Strategy:** I chose to search ProQuest Library Science Advanced Search using Thesaurus terms. I searched for “school library”, “social media” and “social networking”. I combined the given Thesaurus terms with AND and OR. I limited my search to full text, scholarly journals,
peer reviewed, and between the dates of 2007 – 2013 to assure that my results would be current for this subject. I also limited my search to the English language. I sorted my results by relevance.

**Database:** ProQuest Library Science

**Method of Searching:** Subject headings with Thesaurus terms

**Search String:** SU.EXACT("School libraries") OR SU.EXACT(“School media center”) AND SU.EXACT("Social networks") OR SU.EXACT("Social media")

**Scholarly/Refereed Status:** Children & Libraries is published by the American Library Association. It is listed on Ulrich’s Web Global Serials Directory as both refereed and peer-reviewed. In visiting the website of this journal, it states, “Children and Libraries (CAL) is the official, refereed journal of the Association for Library Service to Children.”

**Entry 2:**


**Abstract:** “Web 2.0 is a new concept that represents change in the ways that the Web can be used to search for, contribute to and share information. Web 2.0 is facilitated by such Web tools and services as Chats, Blogs, Wikis, RSS feeds and social network sites. Web 2.0 also provides opportunities and challenges for libraries and librarians in their mission to provide information services to their clienteles, and many librarians in developed countries and some in developing ones are already harnessing its potentials for library and information service delivery. This paper surveys the knowledge and use of Web 2.0 by librarians in Anambra State, in South-East Nigeria. A questionnaire was used to collect data from 57 librarians, representing 78.1 per cent
of the librarians who were sampled Findings show low knowledge and use of Web 2.0 tools by the librarians, which could be attributed partly to the absence or inadequate Internet connectivity in most of the libraries and library schools from where the librarians were sampled The findings highlight the need for these institutions to address the current inadequate Internet connectivity situation, as well as the for librarians themselves to explore and use Web-based innovations for information service delivery and management in their constituencies. They should also lobby and spearhead efforts to develop and improve the Internet connectivity facilities in their work places.”

**Annotation:** Even though this article is written about Africa, it still proved to be a beneficial publication. While reading the article one could compare and contrast social media and social networking here in the United States to Africa. This text discusses the many varieties of online communities for students in Africa, including blogs, wikis, Facebook, among others. The authors state on page 33, “Web 2.0 social technologies provide opportunities and challenges for the more effective and efficient delivery of library services” (Anyaoku, Orakpor, & Ezejiofor, 2012). This article provides an excellent understanding for anyone seeking to compare Web 2.0 here in the United States with another continent.

**Search Strategy:** I chose to search Web of Science on the Drexel Library website as I know this to be full of scholarly peer-reviewed articles. I chose this time to use a field tag search approach of all years.

**Database:** Web of Science

**Method of Searching:** Field tag search in advanced search

**Search String:** TS=(social network OR social media OR social software OR blog OR wiki OR facebook OR twitter OR youtube) AND TS=(school library OR school media center)
Scholarly/Refereed Status: I checked on Ulrich’s through the Drexel Library website and found that African Journal of Library Archives and Information Science is refereed. Then I checked the journal website and it stated, “African Journal of Library, Archives and Information Science is established mainly to provide a forum for librarians, archivists, documentalists, information scientists and other information related professionals in Africa to report their research findings but with emphasis on African setting. The Journal is refereed by distinguished scholars. Emphasis is on empirical research.”

Entry 3:

Abstract: “As more and more educators face the impact of Web 2.0, and as we see emerging what could be called a Learning 2.0 environment, it becomes urgent to extend teaching to meet the literacy and learning needs of the Net Generation. These 'new' learners and their expanding literacy needs have major implications for current models of school library programs which are largely focused on reading promotion and information literacy skills. We join others in recognizing the need to critically question long held tenets of school libraries and to create a new research-based vision that will accord with the current economic and social directions driving educational change. This paper contributes to that process by proposing a framework for the work of school libraries in new times based on research in new literacies, today's learners, and emerging concepts of knowledge.”

Annotation: The authors have presented this article as a wakeup call of sorts to realizing that literacy in schools as it was known a generation ago is not literacy of today’s students. For those
wanting to research the changes in literacy and Internet use over the past years, this would be a great choice. The article highlights all types of Internet use, even Google searches but intertwined as a common thread is that learners today cannot be passive, watch from the sidelines learners, but interactive, hands on, social networking types of learners. As the “Net Generation”, as the authors call students today, youth are connected with friends, connected with their teacher, connected with their community through cell phones, blogs, social media, social networking, text messaging, and chat. This article serves as a great example of how the Internet has evolved over the past ten years.

**Search Strategy:** I chose to search ProQuest Library Science Advanced Search using Thesaurus terms. I searched for “school library”, “social media” and “social networking”. I combined the given Thesaurus terms with AND and OR. I limited my search to full text, scholarly journals, peer-reviewed, and between the dates of 2007 – 2013 to assure that my results would be current for this subject. I also limited my search to the English language. I sorted my results by relevance.

**Database:** ProQuest Library Science

**Method of Searching:** Subject headings with Thesaurus terms

**Search String:** SU.EXACT("School libraries") OR SU.EXACT("School media center") AND SU.EXACT("Social networks") OR SU.EXACT("Social media")

**Scholarly/Refereed Status:** It is stated on that School Libraries Worldwide is a Scholarly Journal and is listed as refereed on the ProQuest Library Science database. On the Journal’s website it also states that it is a Scholarly Journal and articles are refereed.

**Entry 4:**

**Abstract:** “Social network sites (SNSs) are increasingly attracting the attention of academic and industry researchers intrigued by their affordances and reach. This special theme section of the Journal of Computer-Mediated Communication brings together scholarship on these emergent phenomena. In this introductory article, we describe features of SNSs and propose a comprehensive definition. We then present one perspective on the history of such sites, discussing key changes and developments. After briefly summarizing existing scholarship concerning SNSs, we discuss the articles in this special section and conclude with considerations for future research.”

**Annotation:** This article was written to outline the evolution of social networking and social media. Included is a vertical timeline graphic of the launch dates of many major social networking sites. An interesting read for those unaware of these sites and their beginnings. This article, while solid information on social networking mentions the positives and negatives to schools and students quite briefly. This article would be best suited for someone looking to read a beginning to the present time synopsis of social networking.

**Search Strategy:** I searched Google Scholar using Advanced Search by browsing. I limited my search to 2007 – 2013.

**Database:** Google Scholar

**Method of Searching:** Browsing

**Search String:** (social network? OR social media OR social software OR blog? OR wiki? OR facebook OR twitter OR youtube) AND (school librar? OR school media center?)
Scholarly/Refereed Status: The Journal of Computer-Mediated Communication can be located on Ulrich’s website as refereed and peer-reviewed. I also looked on the journals’ website and in the Overview it states, “The Journal of Computer-Mediated Communication (JCMC) is a web-based, peer-reviewed scholarly journal.”

Entry 5:

Abstract: “Learning is enhanced by opportunities to share and learn with others. Students need to develop skills to share knowledge and to learn with others, both in face-to-face situations and through technology. With the support of the U.S. Department of Education, the Center for Technology in Learning at SRI International articulates a 21st-century School 2.0 vision in which students construct, observe, and share knowledge in learning ecosystems with peers, parents, and community partners. Information gathering becomes a key activity, and social technologies are the lead tools for sharing knowledge. The common belief that learning has a social context and the concomitant benchmarks bridge an important divide between teaching how to use newer social media and why they are vital to education.”

Annotation: This piece was written exactly directed towards schools, instructors, educators, parents and even students. It explains how learning is complemented by opportunities to learn from others and to share. Schools give students the chance to share knowledge in person but technology gives the student the opportunity to share and learn via social networking tools. The reader can feel the excitement of the author about the advantages of technology in a student’s education today.
**Search Strategy:** I chose LISA (Library and Information Science Abstracts) for my search as it contains scholarly journals and other scholarly information within the discipline of Library and Information Science. I completed a subject search.

**Database:** Library and Information Science Abstracts (LISA) through ProQuest

**Method of Searching:** Subject search

**Search String:** (social()network? OR social()media OR social()software OR blog? OR wiki? OR facebook OR twitter OR youtube) AND (school()librar? OR school()media()center?)

**Scholarly/Refereed Status:** Ulrich’s lists this journal as peer-reviewed and a refereed journal. It is produced by the American Library Association. According to the journal website, “[it] is published … by the American Association of School Librarians, Knowledge Quest is devoted to offering substantive information to assist building-level school librarians, supervisors, library educators, and other decision makers concerned with the development of school library programs and services. Peer refereed articles address the integration of theory and practice in school librarianship and new developments in education, learning theory, and relevant disciplines.”

**Entry 6:**


**Abstract:** “In other words, we needed at least two kinds of learning spaces: one that would allow students to be individuals who publish their work from their personal lens and another that would allow many students to construct knowledge through social networking processes. By creating a learning commons for the school library, perhaps inviting a group of students to assist with the design, one can invest time in the beginning of a new school library web site and then, over time, move to the role of managing editor.”
Annotation: The author presents this article in a fun and entertaining way in which it holds your attention from beginning to end. One of the most interesting aspects of this writing is the portion devoted to teacher-librarians assessing and evaluating not only standard classroom assignments but virtual world learning as well. This article is truly true to life reality.

Search Strategy: I chose to search ProQuest Library Science Advanced Search using Thesaurus terms. I searched for “school library”, “social media” and “social networking”. I combined the given Thesaurus terms with AND and OR. I limited my search to full text, scholarly journals, peer reviewed, and between the dates of 2007 – 2013 to assure that my results would be current for this subject. I also limited my search to the English language. I sorted my results by relevance.

Database: ProQuest Library Science

Method of Searching: Subject headings with Thesaurus terms

Search String: SU.EXACT("School libraries") OR SU.EXACT("School media center") AND SU.EXACT("Social networks") OR SU.EXACT("Social media")

Scholarly/Refereed Status: I checked first on Ulrich’s and Teacher Librarian is listed as peer-reviewed and also refereed. I then went to the Teacher Librarian website and it states, “The Journal for School Library Professionals”. It also states, “Feature articles are peer-reviewed” and this was a Feature article.

Entry 7:


Abstract: “Purpose - The goal of this paper is to examine the use of the major social networking tools in academic libraries in the USA. As college students are heavy users of social networking,
such efforts provide academic libraries with outreach possibilities to students who do not use the physical library. The paper also seeks to examine the concerns about their use both from students and within the academic library. Design/methodology/approach - The paper summarizes findings from articles published since 2006 found in the Library Literature and Information Full Text database. The first author also examined librarian blogs and library accounts in various social networking sites. Findings - Social networking can be an effective method of student outreach in academic libraries if libraries take care to respect student privacy and to provide equal coverage for all subject areas. Research limitations/implications - Most information about social networking is anecdotal with very little statistical analysis of its effectiveness. The popularity of the various social networking sites can change quickly. Practical implications - Academic libraries should consider using social networking as an outreach effort but take care to avoid the potential negative consequences. Originality/value - This paper provides a snapshot on the use of social networking in academic libraries through a thorough review of the available literature and an examination of the libraries' presence on the most popular social networking sites. It also provides help for academic libraries wishing to implement social networking.”

**Annotation:** Throughout this article the authors repeat the impact of social networking in academic libraries, both positive and negative. This paper is a photograph somewhat of the uses of social media and social networking in an education library setting. This passage could serve as a user manual for school library media specialists in utilizing social networking in their learning environment.

**Search Strategy:** ProQuest Research Library on the Drexel Hagerty Library website was my choice for this search as it has the capabilities of narrowing the search to only full text articles and writings and also only peer reviewed articles. This article seemed to be an overall picture of
the use of social networking and social media in schools. It was current, peer-reviewed, refereed, scholarly, and came from an authoritative source.

**Database:** ProQuest Research Library

**Method of Searching:** Keyword searching

**Search String:** (social()network? OR social()media OR social()software OR blog? OR wiki? OR facebook OR twitter OR youtube) AND (school()librar? OR school()media()center?)

**Scholarly/Refereed Status:** After locating the article through the above steps, the article was located under the “Peer-Reviewed Journals” tab. Additionally, Ulrich’s lists it is a scholarly journal and that it is refereed. At the top of the full-text article, it says, “Refereed Article”.

**Entry 8:**


**Abstract:** “Designed to be a safe and welcoming library program that provides expert guidance and allows students to choose what they want to read, ReadReviewRecommend connected reading and writing with widely popular social media and mobile devices, and made reading exciting and meaningful across different levels of reading comprehension, individual preferences, and technological competencies. [...]some of the students who were accomplished musicians wanted more CDs and DVDs. Since the conversations were kept informal and were not linked to required readings, students felt free to discuss and share their insights.”

**Annotation:** This article is a forum for explaining and educating others on the Los Angeles based program called, ReadReviewRecommend. The author, through her straight forward, easily understood text, has highlighted and explained the program. The main components being, to develop new skills in the library media center; to become a creator, curator, and a consumer; to
connect reading with and to technology; and to apply reading across all content areas. This program has found creative ways to connect reading and writing via blogging, social media, and social networking to gain achievement. Following reading this article, one is tempted to learn more.

**Search Strategy:** I chose to search ProQuest Library Science Advanced Search using Thesaurus terms. I searched for “school library”, “social media” and “social networking”. I combined the given Thesaurus terms with AND and OR. I limited my search to full text, scholarly journals, Peer-reviewed, and between the dates of 2008 – 2013 to assure that my results would be current. For this subject. I also limited my search to the English language. I sorted my results by relevance.

**Database:** ProQuest Library Science

**Method of Searching:** Subject headings with Thesaurus terms

**Search String:** SU.EXACT("School libraries") OR SU.EXACT("School media center") AND SU.EXACT("Social networks") OR SU.EXACT("Social media")

**Scholarly/Refereed Status:** After locating the article through the steps shown, I checked Ulrich’s list and found that Knowledge Quest to be refereed. I then checked the Knowledge Quest website for verification of this, and according to the journal website, “[it] is published … by the American Association of School Librarians, Knowledge Quest is devoted to offering substantive information to assist building-level school librarians, supervisors, library educators, and other decision makers concerned with the development of school library programs and services. Articles address the integration of theory and practice in school librarianship and new developments in education, learning theory, and relevant disciplines.”

**Entry 9:**

**Abstract:** “In this article the author presents and explains in detail the elements, including the pros and cons, of two contrasting schools of thought in one of the key debates which the author introduced as a teaching tool at the UNESCO Training-the-Trainers (TTT) Workshop that took place in Granada, Spain, 27-29 October, 2008. That debate, briefly stated, is whether or not Information Literacy (IL) and Media Literacy (ML), to be truly effective, should be pursued as complementary concepts, not in some way opposing concepts. One side in this debate argues that the two concepts have mutually inter-dependent goals, and therefore should be ideally learned and pursued together, and, most effectively, learned and pursued in the context of Social Networking and Web 2.0 tools and applications. The other side of the debate disagrees, and concedes that while the two concepts are indeed inter-related, they should be pursued largely independently, with only an occasional cross-reference. The debate is directly related to the role which Information Literacy and Media Literacy play in helping students become literate in a digital, networking-based society. Without necessarily taking sides in the debate, although expressing a preference for complementarity, the author contends that it is absolutely essential that all persons (not just students) learn to become both Information Literate and Media Literate in this digital world in which we now find ourselves. Additionally, the author contends that Web 2.0 and Social Networking tools, such as Facebook, Tuenti (in Spanish context), MySpace and Twitter, including the rich portfolio of applications they encompass, can substantially assist people in achieving that goal. The author presents a number of case examples to support her thesis, drawn largely from Spanish libraries and Spanish educational institutions that already are
using Web 2.0 and Social Networking tools extensively to train people to become digitally competent. The ideas presented in this article, both the theories and best practices, are current insofar as the Spanish context is concerned, but the original arguments and supporting evidence put forth by the author at the aforementioned Granada UNESCO 2008 TTT workshop have been updated because of new developments and ideas that have occurred since the workshop took place. However, the original materials which were presented to and debated by the participants and the expert-presenters, including the author, at the workshop, can be easily accessed at the public domain virtual space of the University of Granada website Universidad de Granada, 2008. Two UNESCO ITT workshops, not just one, were actually organized at Granada. One was a traditional type held on-campus at the library of Andalusia, and the other was an online, or a virtual workshop. During the on-campus workshop, as well as during the online workshop that preceded it, an interesting discussion took place between and among the participants and the expert-presenters concerning the necessity to redefine IL from its current, largely Web 1.0 focus and orientation, to the newer Web 2.0 focus, with emphasis on Social Networking. This article tries to capture, amplify and hopefully clarify the key points of this debate as it was presented by the author and then debated in the participant discussions which ensued (see http://www.slideshare.net/nievesglez/taller-alfin-unesco-sesion-paratela-al fi n-20-presentation).

Annotation: This article, though well-written was hard to follow and understand. This article is a summary of the pros and cons of the ongoing debate of information literacy in schools with and without social networking and social media usage. The writing stresses the importance of all people, not just students becoming digitally information and media literate in this digital world. Portions of this article were not useful to me as it referred to a conference held in 2008 but the majority of the article was useful.
Search Strategy: I chose the ProQuest Research Library through Drexel’s Hagerty Library because I felt that was a good starting point to initiate my search. This was my first search using this database so I chose a keyword approach.

Database: ProQuest Research Library

Method of Searching: Keyword Search

Search String: (social()network? OR social()media OR social()software OR blog? OR wiki? OR facebook OR twitter OR youtube) AND (school()librar? OR school()media()center?)

Scholarly/Refereed Status: Ulrich’s lists this publication as peer-reviewed and refereed.

According to the website of this publication, “access peer-reviewed full-text articles through The International Information & Library Review.”

Entry 10:


Abstract: “The concept of Social Media is top of the agenda for many business executives today. Decision makers, as well as consultants, try to identify ways in which firms can make profitable use of applications such as Wikipedia, YouTube, Facebook, Second Life, and Twitter. Yet despite this interest, there seems to be very limited understanding of what the term “Social Media” exactly means; this article intends to provide some clarification. We begin by describing the concept of Social Media, and discuss how it differs from related concepts such as Web 2.0 and User Generated Content. Based on this definition, we then provide a classification of Social Media which groups applications currently subsumed under the generalized term into more specific categories by characteristic: collaborative projects, blogs, content communities, social
networking sites, virtual game worlds, and virtual social worlds. Finally, we present 10 pieces of advice for companies which decide to utilize Social Media.”

**Annotation:** This article contained many statistics pertaining to social networking and social media. The author included a portion about what social media is and what it is not which was a good explanation for beginners. Using easy to read charts and graphs, the authors demonstrated aspects of social websites. Most of the writing was very precise and technical but the visuals helped to engage those not Web savvy.

**Search Strategy:** I selected to search Google Scholar because of its wealth of scholarly articles related to many subjects, including schools and library science. This was my first search on Google Scholar so I chose to complete a keyword search.

**Database:** Google Scholar

**Method of Searching:** Keyword searching, Advanced search

**Search String:** (social()network? OR social()media OR social()software OR blog? OR wiki? OR facebook OR twitter OR youtube) AND (school()librar? OR school()media()center?)

**Scholarly/Refereed Status:** After finding this article through the steps outlined above, I found that on the website for Business Horizons it states, “articles published in *Business Horizons* are grounded in scholarship…” I also found that Business Horizons is a Journal within the Science Direct publications. I also entered the journal title into the Ulrich’s website and it was marked as peer-reviewed.

**Entry 11:**

Abstract: “Rather than a passive place for reading web-based content, the web has become a dynamic place where people can interact, participate, and share ideas without needing skills in web development. Reflect on how much the Internet has changed in the past decade. Can they use a Google account? * Are controls provided that limit access to private, semi-private, group access, or public settings? * Are teacher controls separated from student controls? * Is it possible to track student progress or performance? * Is personal data protected? * Does the tool work with your computers, browsers, and infrastructure (i.e. proxy, filters)? * Will downloads, browser plug-ins, or other system requirements interfere with use? * Does the cost and/or advertising meet the needs of the assignment? Are there options for ratings, comments, or other feedback? * Do the tools provided fit the needs of the project? * Do the tools allow retention of intellectual property rights? * Are options provided to label the copyright status of the materials?

USABILITY * Is it easy to use and understand?”

Annotation: This article was easy to read and follow and would be a great starting point for those desiring information on social networking. It is shown in this article that many students do not realize how the web has changed over the years. It is stated that there are four elements to Web 2.0; dynamic, social, participatory, and interactive. Students can learn through social network pages, view varying media types and engage in discussions online. Six roles of the digital learner were discussed as searchers, curators, inquirers, socializers, organizers, and storytellers. This article was written in 2012 and was up-to-date and informative.

Search Strategy: I chose to search ProQuest Library Science Advanced Search using Thesaurus terms. I searched for “school library”, “social media” and “social networking”. I combined the given Thesaurus terms with AND and OR. I limited my search to full text, scholarly journals, peer-reviewed, and between the dates of 2007 – 2013 to assure that my results would be current.
for this subject. I also limited my search to the English language. I sorted my results by relevance.

**Database:** ProQuest Library Science

**Method of Searching:** Subject headings with Thesaurus terms

**Search String:** SU.EXACT("School libraries") OR SU.EXACT("School media center") AND SU.EXACT("Social networks") OR SU.EXACT("Social media")

**Scholarly/Refereed Status:** I checked first on Ulrich’s and Teacher Librarian is listed as peer-reviewed and also refereed. I then went to the Teacher Librarian website and it states, “The Journal for School Library Professionals.” It also states, “Feature articles are peer-reviewed” and this was a Feature article.

**Entry 12:**


**Abstract:** “This paper shall cover a discussion of the efforts exerted by the author to teach Web 2.0 applications in the planning and development of Information Literacy programs and strategies for different types of libraries and learning centers. It focuses on the vital role played by librarians and information professionals in coming up with initiatives to introduce and spearhead the use of Web 2.0 tools in the development and enhancement of information literacy teaching aimed at educating users of information. After participating in the various trainings, seminars and workshops covering topics on Web 2.0 applications and information literacy, the author embarked on various efforts to echo and share new approaches and strategies learned with other librarians and library and information science students. By serving as Resource speaker and
workshop facilitator, the author was able to impart to a number of participants new knowledge and strategies in using Web 2.0 tools Information Literacy teaching. The first public lecture delivered on the topic was held at the School of Library and Information Studies, University of the Philippines (UP-SLIS), the premiere school for library and information science with students, members of the faculty and librarians for audience and participants. Other opportunities to teach included invitations for activities, conferences and seminar-workshops that were sponsored by a professional librarians’ association. Invitations also came from alumni associations.

In these efforts to teach, the author included in the presentation an introduction to different Web 2.0 tools which can be applied in the development of IL programs, including the use of blogs and social networking sites to reach out to users. Emphasis was also given to the convenience offered by wikis and RSS feeds in providing updated information. File sharing sites were also discussed and its various uses in providing end users of information easy access to what used to be totally untapped and undiscovered sources of information. And more than just teaching about the technology, the author presented Web 2.0 as tools that can be utilized by anyone regardless of age, race, orientation, educational attainment and socioeconomic status. Emphasis is given on the importance of critical thinking and being a lifelong learner, both essential aspects relating to information literacy.”

**Annotation:** One of the highlights of this article was to show librarians and educational librarians new methods to add to their old bag of tricks. Web 2.0 is a collective name used to encompass many varying services and tools which use the Web as a base. Another idea that was promoted was the role of librarians in borderless learning. Social Networking sites become venues for students to explore collaborative research endeavors, can be used to organize and
present class content, and tagging can become part of students critical thinking. All in all this was a great composition.

**Search Strategy:** After reading one of my articles from *The International Information & Library Review* which I found through the ProQuest Research Library I looked through the references listed and came upon this article. I then went to the Drexel library website and searched the catalog by title to see if the article and conference proceedings were in the libraries holdings. I was able to access the full text of the article through Science Direct on the Drexel Hagerty Library website. This was written as the proceedings to the 2009 International Association of Scientific and Technological University Libraries (IATUL) Conference in conjunction with Purdue University.

**Database:** N/A

**Method of Searching:** Footnote chasing, title search

**Search String:** Referenced in:


**Scholarly/Refereed Status:** After locating the conference proceedings through the above mentioned steps, the article was also located in the Science Direct Database on Drexel Hagerty Library’s website. According to Science Direct, it is a peer-reviewed conference proceeding.

**Entry 13:**

Abstract: “This study examined the literacy practices of children ages 5-11 as they engaged in out-of-school and in-school use of virtual worlds. The purpose of the study was to explore the nature, purpose, and role of literacy in children's use of a virtual world. In this article, I reflect on how children's use of literacy practices in the virtual world constructed and maintained an online social order. One hundred seventy-five children in an English primary school completed an online survey from which their use of virtual worlds was examined. Individual and group interviews were then conducted with 26 children across the year. The interviews established that children used the virtual worlds to extend contact with peers they had regular interaction with in the offline world. Further, three 11-year-old children were filmed at home as they used the virtual world Club Penguin. Additional interviews were conducted with the three children and their parents. Data analysis focused on the ways in which children drew on specific literacy practices to construct and maintain an interaction order. A key finding is that literacy operates as a means of developing online social cohesion, but the literacy practices that serve this function are located within the social, material, and cultural structures in which the children operate in the offline world and thus cannot be viewed in isolation from these wider discourses.”

Annotation: In this article, Marsh compares and contrasts children in home and school settings while using online social networking and social media and when not. The author shows correlation between social order and literacy and interaction order of face-to-face and in the virtual world. This writing was interesting, fascinating and would be beneficial to all parents, educators, and librarians.

Search Strategy: When reading the article More Than Just Books, I checked the references at the bottom and found this article. I then went to the Drexel Library website and searched the
catalog (by Title) to see if I could locate the article in the library’s holdings. I was able to access the full text of the article through ProQuest.

**Database:** N/A

**Method of Searching:** Footnote chasing and Title search

**Search String:** Referenced in:


**Scholarly/Refereed Status:** After locating the article through the above steps, the article was also located in ProQuest and was located under the “Peer-Reviewed Journals” tab. Additionally, Ulrich’s website lists this journal to be peer-reviewed and refereed. Next I went to the journals website and it stated, “The Reading Research Quarterly journal covers the complete range of scholarly and professional subject disciplines, serving an extensive range of researchers, students, and faculty members.”

**Entry 14:**


**Abstract:** “This article presents the unique online learning contexts and content in which Net generation students are currently engaging, and challenges school libraries to take a different approach to literacy instruction. More specifically, it explores the role school libraries can play in developing information literacy curriculum that enables students to cope with rapid changes in multimodal forms of communication, while fostering critical thinking skills that offset students' risky online surfing behaviors. Current research and literacy theory supporting the incorporation of multiliteracy pedagogy and critical thinking in school library curriculum is examined. Practical activities for cultivating these skills in students are presented. And a discussion of the
positive effects that multiliteracy and multimodality instruction in the school library can have for each student is imagined for their global futures.”

**Annotation:** The author transmits his research into a goal of showing how most school libraries work towards the development of students’ skilled thinking and transmission of ideas. He writes of multi-literacies and the need for multi-engagement. The article is informative, states numerous facts and figures but would be better used by someone needing a lot of statistics on this subject.

**Search Strategy:** I chose to search ProQuest Library Science Advanced Search using Thesaurus terms. I searched for “school library”, “social media” and “social networking”. I combined the given Thesaurus terms with AND and OR. I limited my search to full text, scholarly journals, peer-reviewed, and between the dates of 2007 – 2013 to assure that my results would be current for this subject. I also limited my search to the English language. I sorted my results by relevance.

**Database:** ProQuest Library Science

**Method of Searching:** Subject headings with Thesaurus terms

**Search String:** SU.EXACT("School libraries") OR SU.EXACT("School media center") AND SU.EXACT("Social networks") OR SU.EXACT("Social media")

**Scholarly/Refereed Status:** It is stated that School Libraries Worldwide is a Scholarly Journal and is listed as refereed on the ProQuest Library Science database. On the Journal’s website it also states that it is a “Scholarly Journal and articles are refereed.”

**Entry 15:**

Abstract: “This article is an introduction to some of the most popular Web 2.0 learning tools for teachers and teacher librarians. The authors supplement their discussion of social software by describing the major tools of Web 2.0 and by illustrating how they are being applied in various school settings. Most importantly, the authors (both academic librarians) believe that social software is critical to learning in the digital age, and cite several major educators in this area to bolster their perspectives, A number of these emerging tools impact "teaching, learning and creative expression within learning-focused organizations" (Horizon Report, 2008) and encourage collaboration, knowledge-building and collective intelligence ("wisdom of the crowds"). In promoting Web 2.0, we argue that teacher librarians can play prominent roles in K-12 schools and raise awareness of relevant pedagogies for the iGeneration (Wikipedia, 2008). Many teachers have already dubbed this trend School Library 2.0 (Harris, 2005).”

Annotation: Well written and easy to read, the article asks the question of which Web 2.0 tools are the most useful and also which would promote learning in schools the most. It is the belief of the author that social networking and social media both encourage students to experience new ways to engage in learning in this technology centered world that they are growing up in. School libraries now participating in School Library 2.0 are engaging students to participate in a social user environment with technology at the center of learning. This document has one main goal and that is student success.

Search Strategy: I chose the Library and Information Science Abstracts (LISA) database because it provides through the Drexel University Hagarty Library website Scholarly articles within the Library and Information Science subject.

Database: Library and Information Science Abstracts (LISA)

Method of Searching: Title Search
Search String: Social media OR social networking AND school libraries OR school media centers

Scholarly/Refereed Status: It is stated that this is a Scholarly Journal and is listed as refereed on the LISA database. On the Journal’s website it also states that it is a Scholarly Journal and articles are refereed.

Entry 16:


Abstract: “Social software is a growing reality worldwide and several authors are discussing its use to promote social interaction in learning contexts. Although problems regarding privacy, reputation, and identity are commonly reported in social software, an explicit concern regarding peoples’ values is not a common practice in its design and adoption, in part, due to the lack of research in this subject. The issue of values becomes even more critical as social software crosses the boundaries of people’s cultures to pervade every aspect of their lives, from personal relationships to work, from play to education. In this paper we shed light on this scenario by presenting an informed discussion about values in the context of social software, as it may bridge the gap between informal and formal learning. An organization of 28 suggested values is presented in the Value Pie, as a way of informing the design of social software. Our discussion is grounded on Organizational Semiotics and the Building Blocks of Culture.”

Annotation: The author in simple wordage explains the approach of social software, the obstacles and adjustments it brings. This is a concise summary of education technology and
social software. In the writing, the author includes a helpful and information packed survey of the use of educational social software. The article sums up the topic well.

**Search Strategy:** I chose the ProQuest Research Library database for this search as it seems to have the most results for my research question.

**Database:** ProQuest Research Library

**Method of Searching:** Subject search

**Search String:** (social()network? OR social()media OR social()software OR blog? OR wiki? OR facebook OR twitter OR youtube) AND (school()librar? OR school()media()center?)

**Scholarly/Refereed Status:** According to the journals website, it is a peer-reviewed journal and Ulrich’s has it classified as refereed.

**Entry 17:**


**Abstract:** “The article examines the role of librarians as stewards of literacy and curators of knowledge in the age of digital media. According to the author, the power of individual digital media is truly active only when the power is accompanied by the social skills that apply to networked publics. The author stresses that librarians need to know how to behave in an online community and grow a personal learning network.”

**Annotation:** The author highlights how school libraries and school librarians play a critical part in the social and digital component of literacy. The writer describes ethical collaborative research and the networking of knowledge to gain for information. This publication is a powerful writing not to be missed by educational librarians and teachers alike.

**Search Strategy:** I selected the Library Literature & Information Science database through the ProQuest as I knew it contained scholarly articles on library and information science topics. This
was the first search I did on this database.

**Database:** Library Literature & Information Science

**Method of Searching:** Subject search

**Search String:** (social()network? OR social()media OR social()software OR blog? OR wiki? OR facebook OR twitter OR youtube) AND (school()librar? OR school()media()center?)

**Scholarly/Refereed Status:** After locating the article through the steps shown in the database of Library Literature & Information Science, I checked Ulrich’s list and found that the Knowledge Quest to be refereed. I then checked the Knowledge Quest website for verification of this and found that it states, “It is produced by the American Library Association. According to the journal website, “[it] is published bimonthly September through June by the American Association of School Librarians, a division of the American Library Association, *Knowledge Quest* is devoted to offering substantive information to assist building-level school librarians, supervisors, library educators, and other decision makers concerned with the development of school library programs and services. Articles address the integration of theory and practice in school librarianship and new developments in education, learning theory, and relevant disciplines.”

**Entry 18:**


**Abstract:** “This paper reports research results from a 2008 study of the social networks of school library media specialists (SLMS) in north Texas and a 2007/2008 survey of science teacher attitudes towards SLMS in north Texas. Analytic methodologies included: social network
analysis, statistical analysis, and qualitative content analysis of interviews. Analyses of the results suggest that two key dimensions may provide a foundation for building relationships in the school social network: credibility and visibility. These dimensions may provide opportunities to strengthen the collaboration efforts between SLMS and science teachers. Future research will include proposals to develop collaboration skills and measure the impact of these efforts on student science achievement. With a national emphasis in the United States on requisite science literacy skills, efforts to strengthen cross disciplinary collaboration skills and opportunities should yield positive results.”

**Annotation:** This article was chosen for its 2008 study. The basis for this writing was to show the importance of the library and librarians in the digital world students are surrounded by. The article highlights the perceptions of teachers that are introducing students to social networking and social media in the library/media center setting of schools. It develops a correlation between technology, social media and confidence in conducting research. It also showed the necessity of librarian-provided social networking and instruction to pre-college students.

**Search Strategy:** I chose the Library and Information Science Abstracts (LISA) database because it provides through the Drexel University Hagerty Library website Scholarly articles within the Library and Information Science subject.

**Database:** Library and Information Science Abstracts (LISA)

**Method of Searching:** Title Search

**Search String:** Social media OR Social networking AND school libraries OR school media centers
**Scholarly/Refereed Status:** School Libraries Worldwide: It is stated that this is a Scholarly Journal and is listed as refereed on the LISA database. On the Journal’s website it also states that it is a Scholarly Journal and articles are refereed.

**Entry 19:**

**Abstract:** “In recent years, many technological interventions have surfaced, such as virtual worlds, games, and digital labs, that aspire to link young people’s interest in media technology and social networks to learning about science, technology, engineering, and math (STEM) areas. Despite the tremendous interest surrounding young people and STEM education, the role of school libraries in these initiatives is rarely examined. In this article, we outline a sociocultural approach to explore how school library programs can play a critical role in STEM education and articulate the need for research that examines the contributions of school libraries as potential hybrid spaces for STEM learning. We propose that school library programs become active participants in STEM learning through the specific roles that school librarians currently play in schools, such as information specialist, instructional partner, and technology ally. We also highlight how these roles can be tailored toward helping young people develop STEM identities.”

**Annotation:** This article is written in a technical style compared to the others. An important topic in this article is to answer the question of how to engage young people in Science, Technology, Engineering, and Math (STEM) and make progress in their education and their professional paths. Technology and media play a huge role in the ways that students connect to
learning, namely through Social Media and Social Networking in the school library and classroom. School library programs can play a crucial role in education and create a perfect hybrid space to bridge the gap between the formal traditional library and the broader web based library space. While well written this article would be better suited for someone knowledgeable of STEM and planning a curriculum.

**Search Strategy:** I chose to use Web of Science for this search. I knew that this database has a category search of Information Science Library Science. I chose to do a topic search.

**Database:** Web of Science

**Method of Searching:** Topic search

**Search String:** Topic=((social network? OR social media OR social software OR blog? OR wiki? OR facebook OR twitter OR youtube) AND (school librar? OR school media center?))

**Scholarly/Refereed Status:** After locating the above article in Web of Science using the above steps, the article had been published in The Library Quarterly. I looked in Ulrich’s lists and it is listed as being peer-reviewed and refereed. I also went to the website homepage of The Library Quarterly and it states, “*The Library Quarterly (LQ)* is an international journal dedicated to scholarship about libraries as organizations that connect their communities to information. The journal publishes research that explores the changing roles of libraries as they pertain to the growing influence of information in policymaking, equity, access, inclusion, human rights, and other societal issues.”

**Entry 20:**

Abstract: “As budget cuts loom in school districts throughout the United States, school librarians are expected to show artifacts and share data to justify their role as instructional leaders. This is based on the theory that the effectiveness of the school library media program must be measured by what students learn as a result of their experiences. Social software enables this evidence building through cumulative evidence archived publicly in three-dimensional virtual worlds, collaborative spaces, and social networking tools. Their features support students' knowledge articulation and critical thinking processes, with a profound impact on the way students learn through searching, sorting, and synthesizing multiple sources of information.”

Annotation: The reasoning behind this article is that students enjoy and learn from having a public voice in their learning. It demonstrated that it was easy to manage, simple to edit, free to set up, and often not blocked by school district filters, wikis, websites, blogs, and many forms of social networking and social media. They can collaborate with one another’s work and edit each other’s work which in turn fosters learning from one another. The article highlighted that even in the depths of budget cuts teacher librarians can show that learning is at the forefront in this digital age.

Search Strategy: I chose the ProQuest Research Library on the Drexel Hagerty Library website as it has the capabilities of narrowing the search to only full text articles and writings and also only peer reviewed articles. This article seemed to be a positive take on the use of social networking and social media in schools. It was current, scholarly, peer reviewed, refereed, and came from a trusted source.

Database: ProQuest Research Library

Method of Searching: Browsing

Search String: (social()network? OR social()media OR social()software OR blog? OR wiki?)
OR facebook OR twitter OR youtube) AND (school()librar? ORschool()media()center?)

**Scholarly/Referee Status:** Ulrich’s lists this journal as peer-reviewed and a refereed journal.

It is produced by the American Library Association. According to the journal website, “[it] is published bimonthly September through June by the American Association of School Librarians, a division of the American Library Association, *Knowledge Quest* is devoted to offering substantive information to assist building-level school librarians, supervisors, library educators, and other decision makers concerned with the development of school library programs and services. Articles address the integration of theory and practice in school librarianship and new developments in education, learning theory, and relevant disciplines.

**Conclusion and Personal Statement**

In conclusion, school libraries and students can benefit by the proper use of social media and social networking in their educational curriculum plans. An importance is placed on the phrase, “proper use” as there are positives and negatives to using Web 2.0 in school media centers and libraries. In reading many articles, including the 20 listed above, I have come to the conclusion that librarians, teachers, and school administrators may in some ways restrict students from engaging in the full benefits of using social media and social networking during school hours. My thoughts are that the benefits outweigh the disadvantages.

As with any change, adjustment may take time for librarians, media specialists, school administrators, and students. My feeling is that the changes will be positive, welcomed, and innovative. Technology is a way of connecting students to affirmative outside social groups that will foster learning, teamwork, allow students to have a public voice in their educational experience, and will bridge the gap between traditional library programs and the newer web based library space.
During this assignment, I learned to read articles carefully, to evaluate for currency, authority, accuracy, objectivity and coverage. I was also careful to be assured that the information structure was what I really needed or wanted, to become familiar with differentiating between articles that are scholarly, peer-reviewed and refereed and those that are not. During my searches, I learned to be very cautious, accurate, and discriminating towards good solid research based scholarly articles versus those that some would consider not respectable. This assignment was eye opening for me. It was the first of its kind that I had completed in this much depth, length, and detail. It was a good experience for me and I hope that it will make me a better information specialist and librarian. I feel more confident in my search strategies, search languages, Boolean operators, using natural languages, and the use of varying databases at the end of this class. I feel as though I am more confident and comfortable with APA citations now than I was before entering this course.