The Impact of Social Networks and Social Software on Academic Libraries and Student Outreach
An Annotated Bibliography

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Introduction and Scope

This bibliography covers how social networks and social software is affecting academic libraries and how this technology can help with student outreach. The focus is on liberal arts colleges and undergraduate students, and virtual world software is not included. Due to the cutting edge nature of this technology, the articles were all published from 2007-2010. The articles discuss Web 2.0 features such as blogs, wikis, social networking sites, tagging/bookmarking, and podcasting, how universities are using these tools, and if they are effective in improving library services. Several articles are included that discuss methods of determining student needs and preferences about these tools, and the importance of student opinion. Articles are included that discuss specific Web 2.0 features, such as wikis, and social bookmarking, and how universities can best use them to reach out to students and improve library services. Tagging has potential to be used to improve academic library catalogs and three articles are included discussing whether or not this would make catalogs more accessible. Several articles discuss the impact of Facebook and MySpace and how librarians can use them to promote services and connect with students.

Description of the topic/issue

Web 2.0 consists of social software designed to make the Internet more collaborative. Library 2.0 adapts these tools for a library environment in order to make library services more user friendly and participatory. This software is especially relevant for academic libraries as they cater to young adults who have grown up with this type of technology. The software facilitates an online community where users can participate in the sharing of information. Library 2.0 includes a wide range of software that is easy to learn with a low barrier to participation. Blogs are one of the most widely used features, and are a type of online diary. Wikis are shared websites that can be added to by users. Wikis, such as Wikipedia are popular because they are simple to use
and adaptable to many situations. Podcasting allows users to easily listen to or download recordings online. Vidcasting is similar to podcasting, but allows video viewing. Instant messaging allows people to communicate and send content in real time. Social networks are simply sites that allow people to connect, communicate, and share information with each other. RSS feeds are additions to websites that let users subscribe to blogs and other content. Tagging or social bookmarking allows users to mark a website for future reference and assists in defining and locating online content. Delicious is a widely used bookmarking website which allows users to develop community according to their interests. The main goal is to help libraries reach out to users and remain current and viable.

The subject has become popular in recent months, and has been the subject of increasing amounts of research. (Harinarayana & Raju, 2010) The majority of studies have been published in recent years, and the most common research method for this topic is surveys and focus groups. The majority of studies are exploratory, and it can be difficult to acquire statistical data. There has been informative research on the subject, but almost all the studies described the need for more research.

**Literature Review**

Since these technologies are so new, research has shown that many libraries have yet to implement them. Xu, Ouyang and Chu (2009) found that over half of libraries studied have been slow to adopt any of the technologies. A study by Harinarayana & Raju (2010) had similar findings, 43 percent of the universities studied had not used any of the features. The Web 2.0 technologies have potential to affect many different aspects of higher education, especially distance education, as well as academic libraries, as many of the features are affective learning tools. The technology is constantly evolving and the software will continually develop and create more opportunities for growth and collaboration.

The topic focuses on how libraries are using, and can effectively use, Web 2.0 tools. Some of the articles provide information on how universities have implemented and used Web 2.0 tools and how they can improve library services. Delicious, and its social bookmarking features, can be used in reference, resource guides, instruction, and as a collaborative learning tool. (Kapucu, Hoeppner, Dunlop, 2008) Chu’s (2009)
research highlights that the strong information sharing characteristics of wikis can be used to make a library’s website more interactive and current and increase collaboration between librarians and users.

A consistent finding in the research is that it is important for each university to survey the student body to find out their preferences before implementing virtual services. Not every student will respond favorably to new technology. (Ishmail, 2010) Many students are unaware of the content offered by Web 2.0 sites and these features may take longer to catch on. A focus group study by Burhanna, Seeholzer, and Salem (2009) found that students were interested in Web 2.0 tools, but had little to no experiences with many of the features and did not plan on using them. The participants noted many concerns, such as the accuracy of wikis and MySpace pages, and privacy concerns. (Burhanna, Seeholzer, and Salem, 2009)

A study by Xu, Ouyang, and Heting (2009) sheds some light on how these Web 2.0 features are being used: instant messaging appears to be widely used for reference services, blogs and RSS for news updates, tagging for indexing digital materials, wikis allow users to comment on library materials, and social networks allow libraries to create an online presence and share pictures. (Xu, Ouyang, and Heting, 2007) According to a study by Harinarayana & Raju (2010) blogs can be used effectively for marketing, reference, and creating subject guides. Tagging assists with creating an online community and organizing library content. (Harinarayana & Raju, 2010) These features are very flexible and can be modified depending on a library’s needs.

Two of the articles give suggestions as how to best implement Web 2.0 features successfully. Xu, Ouyang, and Heting (2009) give five crucial characteristics that Library 2.0 services must apply. The services must be adaptable and constantly evolving. Users must play a part in the services and be able to contribute. The services must combine many features to meet goals. They must help create community and cooperation between librarians and patrons. The software must allow users to participate and feel valued as a part of the library community. Shu (2008) gives many suggestions for library websites, such as how to format the homepage and necessary features to incorporate. Shu suggests that websites be personalized with a login space, and can include many
types of software such as blogs, wikis, and podcasts. The goal should be to make websites as unintimidating and easy to use as possible. Shu describes the most important characteristics to consider when developing a library website as user focus, personalization, user engagement, and online communities. (Shu, 2008)

Many libraries are considering using Facebook or MySpace to improve library services. The topic of this bibliography examines the many ways these social networks are affecting library services. One way these sites are affecting libraries is by offering new and inexpensive ways to market library services through the use of Facebook groups. (Grahn, Faix and Hartman, 2009) Facebook or MySpace has potential to be an easy and accessible way for students to ask questions, learn about library information or upcoming events, or comment on services through profile pages. (Chu & Meulemans, 2008) A study by Connell (2009) found that, for the most part, a library Facebook page would be a welcome form of communication with students that could be used for relaying news and answering reference questions. Facebook can be used to foster solidarity on a college campus and can facilitate student outreach. (Chamigo & Bumett-Ellis, 2007)

A key point in the research is that librarians need to carefully consider student opinions when it comes to outreach on Facebook. Students may prefer to use Facebook and MySpace only in a social context. A survey by Chu & Meulemans (2008) revealed that students may be hesitant to participate in academic activities on Facebook due to privacy concerns, embarrassing pictures, and the fact that Facebook is considered more of an entertainment medium. Chamigo and Bumett-Ellis (2007) highlight that privacy concerns are very important to keep in mind while considering how to utilize Facebook, and that Facebook could possibly be more of a diversion than an academic tool. A study by Burhanna, Seeholzer, and Salem (2009) also found that students were hesitant to use Facebook as an educational resource. A survey by Connell (2009) found that a significant number of students were open to “friending” a library on Facebook, but some students feel this is an invasion of privacy. Connell recommends that libraries create Facebook pages, but should be aware that “friending” large numbers of students may alienate them. Also, the students made it clear that frequent and unimportant updates would be bothersome and unwelcome.
(Connell, 2009) Libraries should be very attentive to the opinions and preferences of the students.

Tagging has potential to make library catalogs more accessible by letting users categorize materials in ways that are meaningful to them. (Lawson, 2009) However, a study by Rolla (2009) showed that there are considerations to keep in mind concerning academic libraries. Tagging is most effective with popular books rather than specialized collections. Tagging may not be effective in all academic libraries. Rolla (2009) concluded that tags will most likely help increase subject access, but they should not replace traditional subject headings.

Academic libraries have been slow to adopt the software such as LibraryThing for Libraries (LTFL). A study by Mendes, Quinonez-Skinner and Skaggs (2009) found that the LTFL features on a university library website were infrequently used, but more research is warranted as to how tagging can be used in university catalogs.

Library 2.0 has the potential to revolutionize the way patrons view and access the library. Academic libraries must constantly attempt to find new ways to connect with students to encourage them to use the library. Library 2.0 tools have potential to assist with learning and information seeking.

**Annotated Bibliography**

**Entry 1**

**APA citation style Bibliographic citation**


**Abstract:** Social tagging enables librarians to partner with users to provide enhanced subject access. This paper quantifies and compares LC subject headings from each of 31 different subject divisions with user tags from Amazon.com and LibraryThing assigned to the same titles. The intersection and integration of these schemas is described and evaluated.

**Annotation:** The WorldCat subject headings are compared to the Amazon and LibraryThing tags of 155 books in order to examine the quality of social tagging versus traditional subject headings. There has been a great deal of discussion about integrating tagging into library catalogs, and studies such as this are very relevant.
Despite the presence of subjective labeling and other problems, tagging has great potential to make academic library catalogs much more accessible to users and researchers. A strategy is proposed which would help with the problems of subjective tags, which involves a librarian choosing which tags to include and which to avoid. The format is somewhat confusing and difficult to understand.

**Search Strategy:** This was the first database I searched. I started searching using controlled vocabulary to find articles that focused solely on my topic. I selected ERIC because of its large collection of education and information science focused articles. I looked up the terms relating to my topic in the thesaurus and searched them as descriptors. Tagging was not listed in the thesaurus, so I decided to search this term using the abstract field. I found the article in the ProQuest ABI/INFORM Global database through the SFX link on ERIC.

**Database:** ERIC Ebsco Host

**Search Method:** Controlled vocabulary search

**Search String:** DE Academic Libraries and DE social networks or AB tagging, limit peer reviewed

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**Entry 2**

**Bibliographic citation:**

**Abstract:** The purpose of this paper is to discover whether Facebook Groups are conducive for library marketing. Facebook Groups at two major research universities in the USA, along with two global Groups, were analyzed for their activity and membership to examine their performance of effectively promoting library visibility. It finds that the success of Facebook Groups can be controlled by the active organization of librarians and by using more general topics to keep discussions alive. It also finds that Facebook Groups should target not only students but also faculty and staff in support of their research and teaching. By effectively organizing Facebook Groups as useful social networking, libraries can extend their services to more users. The findings of this paper provide insight into a new means of library marketing. Previous studies on this topic did not analyze the actual activity of specific Facebook Groups. This research is one of the very few, if any, to go into individual groups and examine several important aspects of messages and members in these Groups.

**Annotation:** The Facebook groups created by students and faculty at two research libraries were studied and evaluated, this included over 60,000 students. The research is extensive and could likely be applied to other schools. Librarians looking to effectively use Facebook as a free marketing tool would greatly benefit from this research as it
describes possible benefits and concerns to consider, and how librarians can utilize Facebook without alienating students. Practical guidelines are provided, discussing how librarians can create successful groups and which practices to avoid. Librarians can take note that key ways to have successful groups include proactive organizers, participation of faculty, and current subjects and news. It can be challenging to market through Facebook, but these strategies can be a great resource.

**Search Strategy:** I chose LISA because of its large collection of scholarly literature on library and information science. I wanted to find articles focusing on how libraries are using Facebook and MySpace to connect with students and how this software is affecting library services. I started my search using controlled vocabulary terms I found in the thesaurus. I found the article using SFX through the Haggerty catalog. I found the article in the ProQuest ABI/INFORM Global database.

**Database:** LISA  
**Search Method:** Controlled Vocabulary  
**Search String:** DE=(academic libraries) and DE=(social networks) only peer reviewed results

**Entry 3**

**Bibliographic citation:**  

**Abstract:** Many academic libraries are trying a variety of innovative services to meet net generation users “on their own turf” and “on their own terms”. This paper aims to address the need for academic libraries to determine the wants and preferences of their institution's own net generation students before launching any new service that could be costly and ineffective, and to discuss a method for doing so.

**Annotation:** A recurring theme in the scholarly literature of this bibliography is the importance of understand the needs of each university’s students before implementing any kind of new virtual services. The experiences of Marywood University clearly show that not all virtual services are attractive or preferable to Net Gen students, a large number preferred in-person reference. This article would be valuable for a university library looking to expand their virtual services, as they could learn from these mistakes and gain insights into how to survey students. In regards to the research, the number of students actually surveyed was small and the results cannot be generalized, but some interesting trends were noted. A key point is that what librarians believe about student preferences may be inaccurate, such as how many students felt uncomfortable using Facebook/MySpace, as well as instant messaging for help.
Search Strategy: I decided to do a keyword search on several terms relevant to my topic to make sure that I did not miss anything in my previous searching. I used the SFX link on the LISA website to find the article.

Database: LISA

Search Method: Keyword

Search String: (academic libraries or college libraries or university libraries) or (social networks or tagging or facebook) or (myspace or librarything or library 2.0) limited to peer reviewed

Entry 4

Bibliographic citation:

Abstract: The article gives an overview of social bookmarking in libraries and discusses the University of Central Florida (UCF) Libraries Delicious project and its outcomes in depth. It also addresses technical issues involved with setting up a library Delicious account; barriers to participation; training requirements; integration with other library sites and services; and overall use of and satisfaction with the service. The article offers an overall perspective for all those currently using or interested in utilizing Delicious. To evaluate the utility of Delicious for the UCF Libraries, the authors examined usage statistics, conducted a survey, and gathered anecdotal evidence.

Annotation: Information is provided on how one university set up a Delicious account and how this can be an extremely helpful tool, especially in organizing online resources. The information would be of great help to a library considering using tagging software, as it provides valuable information on the logistics of setting up an account, and discusses installation problems and how to get around them. Delicious has potential to revolutionize library instruction and reference, as it allows librarians to create easily retrieved customized lists of digital resources. The tone is highly in favor of Delicious and does not discuss any of the shortcomings or potential problems making this analysis very one sided. The research included a survey of how students responded to Delicious; the survey was brief and limited, but did show that active promotion is necessary to the success of a program such as Delicious.

Search Strategy: I wanted to find more articles solely about tagging and academic libraries, and decided to use descriptors that I had seen on articles about the subject. I looked up my terms in the thesaurus and found that LISA had many relevant terms to
my topic. I found the article through SFX on the LISA web site, and found the article in Informaworld Taylor & Francis Journals Complete.

**Database:** LISA

**Search Method:** Controlled Vocabulary

**Search String:** (DE=academic libraries or DE=university libraries or DE=college libraries) and (DE=tagging or DE=social bookmarking or DE=social tagging) limited to peer reviewed

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**Entry 5**

**Bibliographic citation:**

**Abstract:** Purpose - The purpose of this paper is to present the implementation of LibraryThing for Libraries (LTFL) in an academic library and analysis of usage of LTFL data and their potential for resource discovery in the catalog. Design/methodology/approach - The paper reviews the literature on social tagging and incorporation of third-party user-generated metadata into the library catalog. It provides an assessment based on the analysis of total absolute usage figures and frequency of use of LTFL data. Findings - Based on the data available, usage of LTFL data in the catalog is low, but several possible contributing factors are identified. Originality/value - The paper contributes to the literature on the implementation of LTFL in an academic library and provides usage statistics on LTFL data. It also provides directions for future research about tagging in the catalog.

**Annotation:** Provides a good, easy to read overview of folksonomies, including definitions of basic terms, the difference between and problems with tags and traditional subject headings. A study of LTFL usage at an academic library is important because there has not been a lot of research on the subject, and more research is warranted. The study only analyzed one library’s experience with LibraryThing for Libraries and the research covered the first 170 days of use. The results showed that tags were not used frequently, but this is not a good reflection of the potential of LTFL because it was a limited time frame and only studied one library, along with other problems.

**Search Strategy:** I started my searches on Web of Science with my three broad, basic terms, and then limited the results using the filters. The initial results were very large, but the filters limited them to a manageable level. I used the SFX link on the WOS website to find the article in Emerald Current.

**Database:** Web of Science
**Search Method:** Keyword

**Search String:** Topic=(academic libraries) AND Topic=(social networks) OR Topic=(tagging) Refined by: Subject Areas=( INFORMATION SCIENCE & LIBRARY SCIENCE ) AND Document Type=( ARTICLE ) AND language =(ENGLISH) Timespan=All Years.

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**Entry 6**

**Bibliographic citation:**


**Abstract:** While the burgeoning trend in online social networks has gained much attention from the media, few studies in library science have yet to address the topic in depth. This article reports on a survey of 126 academic librarians concerning their perspectives toward Facebook.com, an online network for students. Findings suggest that librarians are overwhelmingly aware of the "Facebook phenomenon." Those who are most enthusiastic about the potential of online social networking suggested ideas for using Facebook to promote library services and events. Few individuals reported problems or distractions as a result of patrons accessing Facebook in the library. When problems have arisen, strict regulation of access to the site seems unfavorable. While some librarians were excited about the possibilities of Facebook, the majority surveyed appeared to consider Facebook outside the purview of professional librarianship.

**Annotation:** Several matters regarding Facebook are discussed, especially how academic librarians view Facebook and its impact on libraries. This provided interesting perspective, as few articles have researched this viewpoint. The value of the survey of 126 librarians is that it revealed the variety of views and opinions on Facebook, such its use in marketing, in connecting with students, whether or not it should be allowed on library computers, its academic possibilities, and its role in increasing campus unity. There were no dominant opinions of how to use Facebook, but the survey showed that the majority of librarians felt that the use of Facebook should be evaluated and observed because it is important to students. The writing style is more informal with the authors mentioning their opinions on a couple matters.

**Search Strategy:** While searching I discovered that libraries have been using Facebook and MySpace to connect with students. I wanted to find more articles on this because it fits perfectly with my topic. I used the filters to limit the results. I found the article through the SFX link on the WOS webpage. I found the article through SFX on Wilson Library Lit and Information Science.

**Database:** Web of Science

**Search Method:** Keyword
Entry 7

**Bibliographic citation:**

**Abstract:** Purpose – The purpose of this paper is to explore recent trends in the application of Web 2.0 and Library 2.0 features as exemplified through university library web sites around the world. Design/methodology/approach – The top 100 universities from the ranked list of 200 provided on the Times Higher Education web site were considered for collection of data and from this list a selection was made of 57 of these universities. This selection was based on whether the site was in English and whether it had at least one Web 2.0 feature. For each of these universities their web sites were visited and data on their Web 2.0 features (such as Blogs, RSS, Instant Messaging, Wikis and the like) were collected and analyzed. Findings – Results reveal that 37 university libraries use RSS feeds for dissemination of library news, events and announcements and 15 university libraries provide blog space for users. Whereas wiki is the least applied Web 2.0 technology, with only one university using it, Instant Messaging is another most widely applied feature with 37 libraries already providing reference service through it. Podcast (used in three libraries) and Vidcast (used in six libraries) are yet to become popular facilities to be offered in university library web sites. Research limitations/implications – The study is based on the university ranking for 2007, as the World Top 200 Universities 2008 was not published until October 2008 when this article was being finalized. However, this does not affect the outcome of the Web 2.0 features being utilized by the universities. Originality/value – Most of the earlier studies on the subject deal with Web 2.0 tools and how they could be used in the library context. The present paper, however, provides concrete evidence of the application of Web 2.0 in university libraries. As such it should prove of interest to all types of libraries, even though its context is university libraries.

**Annotation:** The application and purpose of Web 2.0 technologies in 57 university library websites are explored. This is a good overview of what the features are, and which are most popular and widely used. This information would be helpful for an academic library attempting to implement Library 2.0. The results are surprising, as few libraries are implementing more than one or two, if any features, but the research is exploratory and cannot be generalized. It is interesting to note which features are most commonly used, such as RSS and instant messaging, and which are the least valued, such as wikis and social networking tools. A key finding is that Web 2.0 features are not that widely
used in the top 100 university libraries, as 43 have not used any of the tools. It is important for academic libraries to be innovative and explore new technologies to meet the needs of students.

**Search Strategy:** I did a cited reference search of an article very relevant to my topic on Web of Science. I searched the authors name and year the article was published. I looked through the results and selected the two options that listed the correct journal, and clicked finish search. I then looked through the results and selected this article because it is scholarly and relevant.

Cited reference search of:

**Database:** Web of Science

**Search Method:** Cited reference

**Search String:**
Cited author: Liu S
Cited year: 2008
Selected:
LIU S COLL RES LIB
LIU S COLL RES LIBR
Then Finish Search

**Entry 8**

**Bibliographic citation:**

**Abstract:** How are college students using and communicating with online social networking? How can these technologies be utilized by libraries and librarians? A review of the literature provides current context of social networking sites, the usage and viability of related technologies in academic libraries, and the role of computer-mediated communication (CMC) in facilitating student learning. Data from a survey and focus group provide insight into how students are using MySpace and Facebook, two widely adopted social networking sites. Findings are discussed to consider appropriate implementations of MySpace/Facebook in a university library setting, specifically on the pedagogical and practical feasibility of integrating social software in library instruction, reference, and outreach.
Annotation: The research consisted of a focus group and a survey of 89 students about MySpace/Facebook general usage and their opinions on what role social networks can play in academics. The survey was not extensive, but it does provide important information about student concerns, such as privacy. The importance of student opinion is highlighted as many students view social networks as more of a way to connect with friends rather than professors or librarians. These concerns must be kept in mind when considering how to integrate new technologies, but social networks have great potential to help with student outreach. Practical suggestions are offered to utilize social networking now, such as through workshops, marketing, and groups. Librarians can use Facebook to remain aware of campus life and relevant student interests and opinions.

Search Strategy: Along with searching multiple Dialog databases, I wanted to search a single one as well to compare results. I found I had very similar results with both searching LLIS on Dialog and the database on its own. To start my search on Dialog I expanded college and university libraries to find the controlled vocabulary term because searching the terms academic libraries, college libraries, and university libraries on their own was not coming up with very many results. I found the controlled vocabulary term and combined it with social networks which is also a controlled vocabulary term. I also combined it with tagging in the abstract field. I found the article through the “Get It” link under the listing in the LLIS database.

Database: Library Literature and Information Science (Dialog)

Search Method: Controlled Vocabulary

Search String:

e college and university libraries

Ref Items Index-term
E1 1147 COLLEGE AND UNIVERSITY LIBRARIANS
E2 121 COLLEGE AND UNIVERSITY LIBRARIANSHIP
E3 17441 *COLLEGE AND UNIVERSITY LIBRARIES

se3/de and (social networks/de or tagging/ab)

t s2/3/1-27

Entry 9

Abstract: This study surveyed 366 Valparaiso University freshmen to discover their feelings about librarians using Facebook and MySpace as outreach tools. The vast majority of respondents had online social network profiles. Most indicated that they would be accepting of library contact through those Web sites, but a sizable minority reacted negatively to the concept. Because of the potential to infringe on students' sense of personal privacy, it is recommended that librarians proceed with caution when implementing online social network profiles.

Annotation: A large amount of information is given on many different types of universities and how they are utilizing Facebook and Myspace, and the proper ways to gain a presence on Facebook and Myspace without alienating students. The research methods are thorough, including surveys and analysis of actual Facebook activity. The information is valuable as it evaluates how students prefer to communicate with librarians and professors online. It is very important for each university to customize to the student body they serve, and consider opinions of the students. A wide variety of other relevant studies are objectively evaluated. Cornell describes ways libraries can properly function, expand their services, and meet students needs through Facebook and Myspace.

Search Strategy: I used a large number of synonyms and used the Boolean operator “or” to receive many relevant results. I limited the results to journal articles. I found the article by going to the Haggerty website and looking up journal title and clicking on the online resources. I found the article through SFX.

Database: Dialog using the Infosci one search category

Method: Keyword.

Search string:
? b infosci
S1: s e3 or academic librar? or college librar? or university librar?
S2: s social networks or tagging or web 2.0 or library 2.0 or myspace or facebook or librarything
s s1 and s2
s s3 and dt=journal articles
? t s4/3,K/1-18

Entry 10

Bibliographic citation:

Abstract: Visits to 81 academic library websites in the New York State reveal that 42% of them adopted one or more Web 2.0 tools such as blogs while implementation of those tools in individual libraries varies greatly. We also propose a conceptual model of Academic Library 2.0 in this report.

Annotation: The research consisted of analysis of 81 New York state university websites to see how they were using Web 2.0 tools. The results are similar to the Harinarayana and Raju (2010) study, in that the tools were not widely used, and that instant messaging and blogs were found to be popular. This is a good overview of the basic roles the features play in academic library websites. Though tagging and many other features have potential to greatly change library virtual services, a large number of academic libraries have not yet adopted them. These tools have a lot of potential, but it can take time for these things to catch on. This research shows that there are many ways to use these tools, and libraries can use them to best suit their needs. Libraries looking to expand their services could benefit from this information, as it provides guidelines. A conceptual model is offered that can be used as starting point for Web 2.0 implementation.

Search Strategy: To find articles about Web 2.0 and Library 2.0 I decided to do a controlled vocabulary search using many synonyms connected by “or” because of the variety of databases in the One Search category.

Database: Dialog One Search Category

Search Method: Controlled Vocabulary

Search String: e college and university libraries
S1: s e3/de or college librar?/de or university librar?/de or academic librar?/de
S2: s web 2.0/de or library 2.0/de
S3: s1 and s2
t s3/3,K/1-57


Abstract: This article examines current academic library web site practices and
recommends a conceptual model for future academic library website design. The author investigated 111 ARL member library websites and has summarized current site content, design patterns, and innovative features. The author discusses the Web 2.0 principles as defined by Tim O'Reilly, and reviews the current literature on Web 2.0 implications for library web services. The author proposes making the academic library website a virtual place and recommends a conceptual model to inform future academic library website design based on the investigation and the discussion. Future academic library websites might feature any of the following: 1) user focus, 2) personalization, 3) user engagement, 4) online communities, and 5) remixability.

**Annotation:** Information is provided on making an academic library’s website more technologically advanced, to make it more accessible and relatable to technically savvy students. It is very relevant and useful and provides good insights for a university looking to update its website and provide new features to make it more user-friendly. Guidelines are provided to make a library’s website relevant to students, and a large number of features are evaluated, such as home page customization to fit individual needs, aggregated resources, blogs, RSS, etc. The research was very thorough with 111 library websites evaluated. The research showed goals that academic library websites should strive for, revealing that the most successful websites were the most easy to use, relevant to user needs, and provide information only available through the library. The most successful websites allow students to easily connect with others and share ideas. 

**Search Strategy:** I used a large number of synonyms and used the Boolean operator “or” many times to receive many relevant results. I used all of the major terms that related to my topic to expand my results. I had already done a large number of more specific searches using descriptors, and wanted to find more articles by combining many of the relevant terms I had learned. This search is similar to one above, Entry 10, except that I did not limit the results to journal articles. I found that this filter also reduced the number of scholarly articles. I did not use the filter and weeded through all the results checking to make sure they were peer reviewed.

**Database:** Dialog Infosci One Search Category

**Method:** Key word

**Search String:**
?
infosci
college and university libraries
S1: e3 or academic library? or college library? or university library?
S2: s social network or tagging or web 2.0 or library 2.0 or myspace or facebook or librarything
S3: s s1 and s2
Entry 12

Bibliographic citation:


Abstract: Purpose – Facebook has become one of the fastest growing social networking sites on the Internet. Due to its increasing popularity, using Facebook presents a prime opportunity to engage with students in the virtual environment. The purpose of this paper is to present an overview of the experimental group librarians at Kimbel Library created to try and connect with students. Design/methodology/approach – This paper begins with a brief overview of social networking as well a basic literature review. Although most of the paper focuses on Kimbel Library’s experiences with Facebook, a brief survey of 100 academic librarians is also included. The main purpose of conducting the survey was to determine how and if other libraries were using Facebook to connect with their students. Findings – After evaluating the survey it was a surprise to find out that most of Kimbel Library’s experiences were consistent with other academic libraries. Although use of Facebook began for the express purpose of engaging with students, it was a surprise how well using this technology allowed professional relationships to develop as well. Results from the survey, as well as suggestions for integrating and improving the usage of Facebook, are also discussed. Originality/value – The value of social networking technology in higher education is still being determined. However, it is evident from the experiences presented that these technologies are here to stay. This paper attempts to address gaps in the current literature about the use of Facebook in academic libraries.

Annotation: The research discusses a university library’s semester long experience with using Facebook for reference questions, and comparing its popularity to other forms of reference. Each step the librarians used to get a presence, such as individual librarian profiles and groups, is outlined in an easy to read format. Academic libraries could learn from these experiences and get novel ideas on how to use Facebook, and learn about important concerns. A unique benefit is described, how Facebook can increase camaraderie between library staff and faculty. It can be difficult to keep a professional image on such an informal medium. A survey provided some interesting perspectives on how librarians view and use Facebook, such as success on this medium is difficult to measure. It is important for libraries to have a strategy in place before using Facebook.

Search Strategy: I was not finding very many articles with each search on Dialog Infosci, so I decided to try different strategies. I chose keyword in order to receive as many results as possible. I changed my search a little and combined MySpace and Facebook with academic libraries. I found the article using SFX in the Haggerty catalog and received the article through the ProQuest Research Library.
Bibliographic Citation

Abstract: This study explores Web 2.0 technologies in an academic library through focus groups with undergraduates at Kent State University. Results reveal that students, despite being heavy users, are less sophisticated and expressive in their use of Web 2.0 than presumed. Students set clear boundaries between educational and social spaces on the Web, and the library may be best served by building Web 2.0 into its site and extending its services into course management systems.

Annotation: The research is not nearly as broad as other studies, as only 26 students were studied. The study would have more validity and applicability if more were studied. However, the researchers were able to talk to students in focus groups and found out in depth information about their opinions of Web 2.0 technologies. The importance of customizing an academic library’s services to the needs and expectations of the students is stressed, and how modern students have different expectations of library services than their predecessors. The main contribution of the article is showing the importance of student opinion and preferences when adopting new technologies. Other schools could use the same format when evaluating their own services. The results bring up some interesting questions about integrating social networks and academic libraries, such as would integration of sites meant for entertainment with learning be counterproductive and distracting? There are also questions of authority, intrusion, privacy, and authenticity with several of the technologies, which are important for academic libraries to consider.

Search Strategy: I decided to do a cited reference search for this article because it fits perfectly with my topic. I expanded on the author’s name and date to find different variations of the article. E4 and E5 referenced the article I was looking for. I searched the correct variations and looked through them to make sure they were relevant. I
found the article by going to Haggerty’s website and searching for the online resources of the journal. I found the full text article through SFX.

Cited Reference search for:

Database: Dialog Databases 7 and 34

Method: Cited Reference Citation search

Search String:
B 7,34

? expand cr=chamigo l, 2007

E3 0 *CR=CHARNIGO L, 2007
E4 7 CR=CHARNIGO L, 2007, V26, P23, INFORM TECHNOLOGY
E5 2 CR=CHARNIGO L, 2007, V26, P30, INFORM TECHNOLOGY
E6 1 CR=CHARNIGO R, UNPUBL LOCAL GLOBAL A
? s e4 or e5

t s2/3,K/1-9

Entry 14


Abstract: This is an exploratory study investigating the use of wikis in academic libraries. Reasons for using and not using wikis, level of control exerted on wikis users and perceived benefits and costs of using wikis are the major areas examined. Sixty universities were selected to complete either survey 1 or survey 2, depending on their usage of wikis at the time the study was conducted. Telephone interviews were conducted for those libraries from whom there were no email replies. The response rate reached 80%. Sixteen (33.3%) used wikis for work, four (8.3%) used wikis in experimental stages, 13 (27.1%) were potential users who planned to use wikis and 15 (31.3%) did not plan to use wikis at all. The advantageous features of wikis were found to be the main reasons for their use. MediaWiki is the most commonly adopted wiki software in university libraries, and the level of control is closely related to the reasons for wiki use.

Annotation: The idea of wikis in academic libraries is new and there is not a great deal of research on the subject, making studies such as this one crucial. The information is very valuable as it provides an overview of how wikis can be used in libraries, the advantages and possible problems. This information would be especially useful as a guide for a university evaluating the cost and benefits of wikis and how to use them. The information on the value of wikis is relevant to libraries today as it can make communication between librarians and students easier and more beneficial. It has
potential to help librarians reach out to students more by allowing them to contribute to the learning process and make the library more accessible. The research is objective and extensive with 60 universities surveyed and involved many aspects of wikis in an academic environment. A compelling case is made for the vast potential that wikis have in academic libraries.

**Search Strategy:** I chose to do a cited reference search of this article because it fits with my topic, and its older date made it more likely that it would be referenced in other articles. I expanded the name of the author and date to find all the variations of this specific article, and then looked over the results. E4 referenced the article I was looking for. I looked through the nine results, found this article and read the abstract. I found the full text by looking up the journal in the Haggerty Catalog under journal name, and used SFX to find the article.

Cited Reference search for:

**Database:** Dialog Databases 7 and 34

**Method:** Cited Reference Search

**Search String:**

```
? expand cr=bordeaux a, 2007
E2 1 CR=BORDEAUX A, 2005, V48, P295, SERIALS LIBR
E3 0 *CR=BORDEAUX A, 2007
E4 3 CR=BORDEAUX A, 2007, V52, P263, SERIALS LIBR
E5 1 CR=BORDEAUX AC, 2004, V7, P37, J INTERNET CATALOG
```

? se4

? t s3/7/1-3

**Entry 15**

**Bibliographic citation:**

**Abstract:** Some members of the library community, including the Library of Congress Working Group on the Future of Bibliographic Control, have suggested that libraries
should open up their catalogs to allow users to add descriptive tags to the bibliographic data in catalog records. The website LibraryThing currently permits its members to add such user tags to its records for books and therefore provides a useful resource to contrast with library bibliographic records. A comparison between the LibraryThing tags for a group of books and the library-supplied subject headings for the same books shows that users and catalogers approach these descriptors very differently. Because of these differences, user tags can enhance subject access to library materials, but they cannot entirely replace controlled vocabularies such as the Library of Congress subject headings.

**Annotation:** The research consisted of comparing user tags on LibraryThing with the LC subject headings and how each affects subject access, and is valuable because it clearly shows the ways that these classification methods differ. The author studied 45 books and used specific books and tags as examples of observations, clearly illustrating the results. The research does a good job displaying the basic strengths and weaknesses of both methods, and suggests that tags could supplement traditional subject headings. A key point for academic libraries is that tags may not be as relevant for specialized collections, as tagging is most accurate with popular literature. Controlled vocabulary is especially important for the serious research that is a part of most universities.

**Search Strategy:** I found the searches that connected all my key words with “or” and used many synonyms were some of the most successful. I tried this search on every database to find articles that my more specific searches may have missed. These searches always brought up a lot of results, but I found articles I may have missed otherwise. I limited the results to scholarly articles. I received the article directly from LISTA.

**Database:** LISTA

**Search Method:** Keyword

**Search String:**
(academic libraries or college libraries or university libraries) and (social networks or tagging or library 2.0 or web 2.0 or librarything or facebook or myspace) limited to peer reviewed, scholarly journals

**Personal Statement**

I have a much better understanding of tagging and the different Library 2.0 technologies. This helped me learn more about a subject I knew very little about. The topic has been very interesting and will be very relevant in my future, as my concentration is digital libraries. It was interesting how my topic came into place. I started with a broad topic then modified it, depending on the articles I found. I had more luck finding articles on academic libraries than public libraries, so decided to
narrow my topic. In the process I learned about how social networks affect public libraries as well. Also, I had never heard of Web 2.0 or Library 2.0, but kept finding the term in my results. I researched it and found that it fit perfectly with my topic and began using both terms in my search strategies. Additionally, since I have learned about this topic I have been noticing Web 2.0 features in library websites in my area, such as how the Seattle Public Library uses LibraryThing for Libraries. I have really enjoyed the topic and the majority of the articles were very interesting. The main thing I learned is how important it is for librarians to understand the needs of the community when considering new technology. I have also learned how crucial it is for libraries to make people aware of new technologies, and how they can be helpful.

This has been more searching than I have ever done in my life. I was able to use what I had learned in class. My searching abilities have improved and I have experiences with the many databases I used in this assignment. I learned that it is important to have a consistent strategy when doing research. By using the same terms in each database I was able to find consistent results. I understand more about analyzing my search strategy and fine tuning it when I did not find the results I was looking for. It has been helpful experimenting with all the different searching methods.

I understand more about how to evaluate scholarly articles. At first I had included literature reviews in my bibliography. However, after I read more about the scholarly articles necessary for this assignment, I realized that the articles must include research and add to the discipline. I understand how to evaluate scholarly articles and not accept them at face value.