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**Review of *Web 2.0 and Libraries: Impacts, Technology and Trends*,
Dave Parkes & Geoff Walton, eds.**

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INFORMATION TECHNOLOGY

Web 2.0 and Libraries: Impacts, Technology and Trends. Dave Parkes & Geoff Walton, ed. 2010. Neal-Schuman Publishers, Inc./Chandos Publishing. Softcover. 188p. ISBN: 978-1-84334-346-2. \$75.

Busy library professionals will appreciate the practical and user-friendly information in this book edited by Dave Parkas and Geoff Walton. Both are Staffordshire University (UK) librarians with experience working in and with technology of all types.

The book is divided into four parts that cover specific aspects of Web 2.0 and libraries. While it focuses on academic libraries, the data and information could translate to special academic libraries and may be of interest to some public libraries.

In the first part, Space, or the area in which the library functions is discussed along with the learning environment the library provides for users. The first two essays of the book also delve into why we need the library as a building and what other types of libraries could be seen in the future, for example e-buildings. An interesting question posed in this section asks; [i]f libraries did not exist, would we build these structures today? This thought-provoking question asks us to consider what a library is and how librarians and users perceive the space.

Part Two moves the discussion from library

space to People, a fitting segue after reviewing how the library environment is used. This section covers social networking and e-learning; demonstrating how the two can be used in tandem. As more students are using Web 2.0 applications there is greater opportunity for informal learning by both the student and educators or librarians. A strength to this section is the detail provided on what Web 2.0 is, explaining how people use particular applications (Wikipedia, Facebook) and offering practical examples. Both essays in the section discuss in detail how e-learning can

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help students while including successful models and relevant data.

Part Three, which includes several essays on Technology, is both timely and engaging. While the first two sections of the book cover the library as a Space and the People within it, the discussion in Part Three is about how libraries are using Web 2.0 technologies for educational and information purposes. Most people have heard of Web 2.0 applications and are using social media sites such as Twitter or blogs. This section provides direction on implementing Web 2.0 applications by an educational institution, and includes several UK case studies. The essay authors discuss technology risks and opportunities and provide helpful information on managing student privacy. They also discuss outside vendors and working with the IT department. An in-depth essay on emerging technologies ends this section, providing definition and explanation of specific Web 2.0 issues and lingo. Also discussed is what Web 3.0 is or will be. This essay's author suggests mobile learning as the "new" or future technology. Librarians who are interested in or responsible for their library's social media presence should read this section.

Part Four is the Conclusion of this book but instead of just tying up the loose ends, its authors encourage librarians to accept the challenges and joys of Web 2.0 and "just do it." Social media is successful because people are constantly creating content and sharing information, our libraries should be no different.

This book would be a useful addition for librarians interested in the details and effects of Web2.0.

—Marcia L. Dority Baker, Access Services
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