

Spring 9-2-2017

Library as a Goldmine: Social Media Technologies (SMT) as the Way Forward

OLUWABUNMI DORCAS BAKARE

University of KwaZulu-Natal, South Africa, darasimi4jessie@gmail.com

Stephen Mutula

University of KwaZulu-Natal, mutulas@ukzn.ac.za

Follow this and additional works at: <http://digitalcommons.unl.edu/libphilprac>

 Part of the [Scholarly Communication Commons](#), and the [Scholarly Publishing Commons](#)

BAKARE, OLUWABUNMI DORCAS and Mutula, Stephen, "Library as a Goldmine: Social Media Technologies (SMT) as the Way Forward" (2017). *Library Philosophy and Practice (e-journal)*. 1605.
<http://digitalcommons.unl.edu/libphilprac/1605>

Library as a Gold Mine: Social Media Technologies (SMT) as the Way Forward

Abstract

There is no gainsaying that academic libraries are a natural goldmine for the University community and for the general public as a whole. Extant literature has shown that academic libraries are source of enrichment for curriculum and research thus leading to academic productivity and global visibility of the parent institution. The realization of this fact has gone a long way in enhancing the status of academic libraries globally by changing the orientation of library clientele and also correct the misconception in which they perceive the library as an antique, a reading place and has little or nothing to offer them. Thus, 21st-century academic library is now being viewed as an invaluable resource and a gold mine which is supposed to be harnessed and cherished by library clientele. The paper, therefore, looks at academic libraries and how her roles have changed due to the technological innovation brought to fore by Social Media Technologies (SMT). An emerging technology which makes academic library pervasive, thus not constraint but time, means and location. The study also takes into cognizance how these technologies can be leveraged for clientele in accessing the wealth of the priceless resources the library has to offer so as to improve the research output of staff, students and faculty members of these institutions.

Keyword: Academic Library; Social Media Technologies; Library Services

Introduction

The history of the library dates back to unknown antiquity, and its impact on human development in all spheres of human endeavour cannot be over accentuated. It has for centuries provided a haven of support for collection development, acquisition of materials, arrangement of these collections, accessibility to organise collections of these documents, processing of these resources and the ability to retrieve these processed collections by clientele without seamlessly. But, traditionally, the library has been regarded as compendium of manuscripts and books used for reading or scholarship housed in a building in which such a collection is kept. However, Leigh, Douglas, Frank and Salman (2017) affirmed that libraries have emerged since the middle of the 20th century as a far-reaching body of information resources and services that do not even require a building but been pervasive

The advent of Social Media Technologies (SMT) which is hinged on the interactive web, engage users to participate in online discussion of their interest. So also, commenting on and creating content as means of communicating and connecting with other users. This encourages public forum which has gone a long way in repositioning the library from being collection specific to user-centric. Not that the library does not care about her clientele in previous centuries, but extant literature has shown that the library was more conscious of keeping her collections safe because there is the believe that these collections makes up the “library”. This is a great misconception that the present 21st century library has changed in all its entirety.

In those rare cases where it was possible for a scholar to consult these collections, there seems to have been no direct access to the stacks (Phillips, 2010), libraries were parochial in disposition (Castagna, 1967) and was not uniformly opened to the public (Predeek, 1947). In all recorded cases the books were kept in a relatively small room where the staff went to get them for readers, who had to consult them in an adjacent gallery or covered alley.

Nonetheless, contemporary libraries play a vital role in the dissemination of knowledge in any organisation in which it plays a vital role in making information readily available to clientele at real-time at the click of a button. It has been referred to in many quotas as the heart of the intellectual system of an institution (Chaka, 2013), most especially academic libraries which are the focal point of any tertiary institution.

Thus, the importance of academic libraries in the curriculum and research output of their parent institution cannot be quantified in unequivocal terms. The onus, therefore, lies on the management of these University institutions to see the library as a gold mine that need to be harnessed since it determines the success of a robust curriculum and enhanced research productivity of these institutions. The main objective of this paper therefore, is to examine the library as a gold mine by taking into cognizance the fact that SMT upon which the 21st century is hinged are veritable technologies in making library clientele tap into the wealth of library resources as gold mine. This will advertently lead to meaningful research output and enhanced research productivity of the academic community that the library is located so as to be able to compete favourably with their counterparts in developed world.

The Academic Library

An academic library is a library that is attached to a higher education institution which serves two complementary purposes to support the school's curriculum and to support the research of the university faculty and students¹. This support comes in the form of providing relevant materials and resources for various programs being run by the University. Due to decreasing budgets, specific course-related resources are usually provided by the library, such as copies of textbooks and article readings held in 'reserve'². The implication of this therefore is that these materials are loaned out only on a short-term basis, usually a matter of hours so that these limited copies can be readily accessible to the vast numbers of students. The preceding is one fundamental problem that academic libraries worldwide have been battling with and the management of the library has been finding means of keeping their heads afloat despite these scarce resources.

Therefore, sections of the libraries are working in unison to provide adequate and effectual library services so that the resources of the library can be harnessed by library patrons. There are different sections and units within an academic library and these sections can be broadly categorised into the frontend section and the backend section. The backend section of the library is the technical section which sees to collection development, acquisition, cataloguing and classification of library collections. That is, these are services that are carried out behind the scene without the knowledge of end users. It is when all these library materials are acquired and processed that they are made available to library patrons by being arranged according to their classification mark on the shelves for easy accessibility. Classification marks are called "Call Marks" which are a unique identifier of each library materials through which it can be retrieved from the catalogue box. It is the technical unit that ensures that a catalogue card is prepared for each library material. These catalogue cards contain bibliographic description of each material which could be arranged according to authors name or by subject title. While the frontend services relate directly with services offered directly to library users.

The image maker of the library is the Reader's service section which is the frontend of the library. This houses the reference section, automation section, document delivery section, and serial's sections in most academic libraries. The circulation unit sees to the registration of users, provide easy access to library materials for patrons by introducing them to manual and Online

¹ *Encyclopaedia of Library and Information Sciences*

² <https://archeit.wordpress.com/>

Public Access Catalogue (OPAC), providing selective dissemination information services (SDI), displaying of newly acquired books to create current awareness services (CAS) and charging and discharging of library materials³. The reference section of the academic library holds books that are meant for facilitating a robust research⁴. Such as dictionaries, encyclopaedias, bibliographies, Memoirs, Study guides, Atlas and the likes are common reference books, and are therefore not lent out⁵. These materials are fundamental to research by providing quick and accessible information on any particular topic and are usually used to find facts or provide broad overviews of topics. This section is managed by a reference librarian whose primary responsibility is to attend to users' queries, provide bibliographic services, indexing services and abstracting services. The reference librarian is expected to be well vast with the library collections and should, therefore, be able to direct readers to the library catalogue which is the pointer to library collections. The serials' section on the other hand houses current and back issues of both foreign and local Journals, Magazines, Newspapers, Special Collections, such as Government Publication, Inaugural Lecture Series and other significant collections⁶

Academic libraries also ensure that they provide support for research and resource linkage for students and faculty of the educational institution. These libraries organise in-house training for their clientels on various aspects that the management of the library believe is pertinent in improving the research productivity of each department as a whole. These hands-on training can be series of workshops and seminars which are outside the formal or course work of each department to ensure that these library patrons are better equipped to succeed in their programs. These workshops may include help with citations, effective search techniques, Journal databases, and electronic citation software⁷. This goes a long way in better equipping these students with skills that can help them achieve success in their academic careers. So also by preparing them for the challenges of the outside world when they graduate from the university because they will find the knowledge gained during these hands-on training very handy which they may not learn inside the classroom.

³ http://laspotechlibrary.net/?page_id=45

⁴ <http://libanswers.uwinnipeg.ca/faq/156256>

⁵ Ehrenhaft, George; Howard Armstrong, William; Lampe, M. Willard (August 2004). Barron's Educational Series. p. 263.

⁶ http://laspotechlibrary.net/?page_id=45

⁷ <https://archeit.wordpress.com/>

Extant literature has shown that academic library plays an essential role in the research output and research productivity of any tertiary institution which in essence determine the webometric ranking of such institutions. It is a general saying that the research output of any institution is sacrosanct to the webometric ranking and international ratings of any institutions. Therefore, it is of utmost importance that academic libraries in Nigeria be well equipped in all wise, that is both physically with rich collections and most especially well furnished electronically in order to be able to act as a bed rock on which tertiary institutions are built.

The Changing Role of the Academic Library

The 21st century has redefined the academic library from the previous traditional library that is just a building that houses collections that is waiting for users to harness their resources which are most of the time not consulted. These materials, therefore, become dusty and outdated without been consulted at all by users because majority of these users believe that these academic libraries have nothing to offer them and they use the spaces provided by the library as a reading space (Nwezeh, 2010). But contemporary academic libraries have something new and substantiated to offer her clientele which is hinged on the fact that there is a paradigm shift in definition of service provision. Information Communication Technology (ICT) came to play in the library thus providing digital access to material, which may be in a physical building or room, or a virtual space, or both⁸.

Research has shown that library resources purchased through orthodox acquisition procedures were used about 20% of the time by clientele. While those demanded directly by students and faculty has 80% level of usage and this is helping the library to take advantage of this observation by dramatically streamlining the discovery-to-delivery process⁹. That is, acquisition of library materials is now based on users' needs and not on what the library believes that users need. There is now a fundamental change in library acquisition which is now mostly by the contents that are being consumed by users. Gone are the days that the library believe that these are the resources patrons need and go ahead to make the purchase. The contemporary tide now is to "hear from the horse's mouth", that is clientele what they really need because if their opinion is not taking into consideration, these materials will just lie fallow on the shelves.

⁸ *The Pocket Oxford Dictionary of Current English*. Oxford: Clarendon Press; p. 421

⁹ <https://www.oclc.org/en/academic.html>

Furthermore, the advent of ICT ushered in another way and manner of attending to users' needs in academic libraries and this is what is called 'digital or virtual library'. With the introduction of software that stores, manages and delivers digital content, library collections can be digitised so that these collections can be available and accessible from anywhere in the world via SMT at the click of a button. The digital library has improved the library offerings which has gone a long way in changing the ennuui that library patrons have towards the library. Both students and staff in the academic community are fond of saying that there is nothing the library has to offer them because with the internet at their disposal, there is little or no need of the library to their research output. But they have forgotten that there are information explosion and information glut on the internet and the only institution that brings sanity to this chaos is the academic library. The preceding presupposes the fact that academic librarians which are core professionals in the library are trained to decipher this pandemonium and make sense out of it, and that is the fundamental reason why library clientele cannot wish away the library because for them to have meaningful research productivity, they must make the library their back bone.

Social Media Technologies (SMT) which is an appendage of ICT has brought these digital libraries to the door step of the academic community. These technologies which is defined as computer based-mediated tools allow people to create, share, or exchange information, career interests, ideas, videos, pictures in virtual communities and networks (Buettner, 2016). Kaplan and Haelein (2010) categorise SMT into Collaborative Tools (Wikipedia; Blog and Microblogs-Twitter); Content Communities (YouTube; Social Networking Sites-Facebook, LinkedIn, Google + and others). Boyd and Ellison (2007) argue that academic libraries can use SMT to render a variety of library services and communicate with 21st-century clientele. This goes a long way in encouraging their clientele's passion for the library and its offerings (Bell, 2007). Witte (2014:89) refers to the transformation brought about by SMT in providing library services managed by SMT as the 'humanization' of libraries.

This implies that SMT has changed the narrative of the library from being collection specific (library in the life of the user) to user-centric (users in the life of the library) thus affording the library telling the story from the lens of end users. Academic libraries have therefore realised that contemporary library patrons usually begin their research with online sources outside of the library. Therefore, rather than waiting for these users to come to the library, the library has therefore taken a proactive step and approach to integrating their collections with non-library online resources which are made readily available at the click of a button. With this, the

academic library is supporting a better user experience and help users find library resources more easily.

SMT inclusion in academic libraries has been advocated because of the following characteristics that they command according to Maness (2006).

1. SMT is user-centered since users participate in the creation of the content and services. Stephens (2007) maintains that clienteles are involved in planning library services, evaluating those services and suggesting improvements in an open conversation.
2. SMT provides a multi-media experience. Both the collections and services of SMT contain video and audio components. For instance, by using YouTube users can view and listen to video presentations.
3. SMT are socially productive, which involves that the library's web-presence includes users' presence. There are both synchronous (Instant Messaging allowing on the spot communication through Google talk) and asynchronous (Wikis allowing collaborative production of content) ways for users to communicate with one another and with academic librarians. Via online communities' users can opt in to share their library use, current check-outs, favourites, interests (Stephens, 2007).
4. SMT are communally innovative. SMT rest on the foundation of libraries as a community service but understand that as communities' change, libraries must not only move with the tide, and they must allow users to transform the library. They seek to continually change services, to find new ways to permit communities to seek, find, and utilise information. Stephens (2007) revealed that experience and a sense of discovery afford academic librarians a chance to learn, make mistakes and celebrate successes and new initiatives.

The question is not anymore whether academic libraries do SMT but how well these technologies are harnessed and used in fulfilling the information needs of 21st-century clienteles who are tagged digital millennials and whose vast majority are digital savvies. Academic libraries are therefore harnessing these technologies so that clienteles can tap into the wealth of digitised library resources as a gold mine which will go a long way in affecting the research output of the academic community. Shakeel Ahmad Khan and Rubina Bhatti (2012) assert that the whole business of SMT is about connecting people with information and this is its fundamental essence in academic libraries. Social Network Sites (SNS), Blogs and Wikis which are examples of SMT that will be discussed in this paper helps in reaching out to

the academic communities and providing them information that they need in a very accessible way.

Social networking (SNS) has become a cultural phenomenon among a variety of internet users, most notably millennials and it has made it simple to develop relationships that transcend age, race, culture and geographical differences (Graham and Hartman, 2009). Faisal (2015) described SNS as an online platform that allows users to create a public profile and interact with other users on the website. Based on this fact, most academic libraries globally, have attached a link of SNS to their library's web pages which provides services 24/7 round the clock. Ayiah and Kumah (2011) observed that the idea of having SNS linked to an academic library's web page is to enable patrons' have a live discussion with a professional on issues about the use of the library, research interest of the clientele and also allow the libraries to advertise their programs and activities.

Shakeel Ahmad Khan and Rubina Bhatti (2012) opine that Facebook is used by the library to inform the library users about major events, activities and recent acquisitions through posting photos, videos and links to resources about the library. This is corroborated by Hendrix and Zafron (2009) found that the main purpose of using Facebook in academic libraries is to market the library and push out announcements to clienteles for promotional purpose. Therefore, in order to have a presence on SNS like Facebook, libraries post photos of different services offered in the library and provide chat reference service. Faisal (2015) agreed that SNS are been integrated with academic library's online interfaces in a big way and the most commonly used services are Facebook and Twitter through which the library now offers a cleaner and more intuitive interface with regular improvements. The main purpose of using SNS as library services is to:

- (i) publicise and promote library resources and activities so that patrons can tap into the wealth of library resources;
- (ii) market library resources and services which offers more than just traditional ways of marketing library services. It allows user to create, connect, converse, contribute, vote and share information (Shakeel Ahmad Khan and Rubina Bhatti, 2012);
- (iii) provide current awareness service (new resources, journal alerts, library timing);
- (iv) Interact with users and get feedback and to
- (v) reach out to the users at their space at real-time.

The Chu and Du (2013) findings revealed that academic librarians perceived SNS to be very helpful regarding information sharing, knowledge sharing, enhancing reference services, and promoting library services. While Mishra (2008) acknowledged that Facebook is the most popular now because it is librarian- friendly, with many applications like JSTOR search, World Cat, and live stream of library events, a hyperlink to tell the story of the library at real-time much more. Academic librarians can interact with users to know their information need, and academic libraries try to link some of these specialised library applications to Facebook. Graham, Faix and Hartman (2009) decided that it is high time academic libraries in developing countries like Nigeria realise that SMT is not a fashion fad but a fundamental change of our way of communicating with the users and the meeting place now is via SMT sphere. Chu and Du (2013) affirm that findings of their study indicate a change in academic librarians' regard use of SNS, which appears to be moving towards a favourable trend. This assertion is confirmed by the study of Mahmood and Richardson (2011) which concluded that that academic libraries were using SNS for sharing news, pictures, and video clips and marketing their services.

Likewise, the study of Shakeel Ahmad Khan and Rubina Bhatti (2012) in which respondents were asked that which type of SMT can be used to market library resources and services and they strongly agreed that academic libraries can use SNS to create professional connections with them which goes a long way in improving their research productivity. Consequently, a few academic libraries also offered online reference service and OPAC search on their Facebook pages. This might be related to the increasing popularity of SNS in the society in general and most especially in academic libraries because it allows information to be communicated at real-time which is the basic tenet of SMT. The conclusion of the study of Shakeel Ahmad Khan and Rubina Bhatti (2012) revealed that since most of library clientele are in their teens, Facebook which is much popular among teens is recommended to be integrated on the library web sites because this would keep the library fresh in teen's minds

Bradley (2007) stated that blogs were the vanguard of SMT development. It is described as online diaries maintained by an individual and contains regular entries of commentary, description of an event or other materials such as pictures, videos, and are arranged in reverse chronological order. Researchers have studied blogging in general (Blood, 2004; Herring, Scheidt, Kouper and Wright, 2007), and librarianship is not an exception. This is because academic libraries also acknowledge the fact that blogs can serve as a source of competitive

intelligence and that they can play a role in monitoring library products and services (Maness, 2006). Hence, blogs can be used as a form of publications which could be accessed by clientele (Maness, 2006), marketing of library resources and events (Stephens, 2007). This made Bar-Ilan (2007) propose that library blogs are ideal for disseminating, commenting on, and expressing opinions from clientele which goes a long way to determine whether the information needs of these clientele are met.

Faisal (2015) observed that in the present era of sharing and collaboration, blogs could be effectively incorporated into library services and used as:

- a. An information and communication medium: to inform, announce to, and communicate with the users and get their feedback on library resources and services.
- b. A library marketing and promotional tool: to market, promote and publicize new resources, events and services through RSS, email subscription and other features.
- c. A platform to share and create content collaboratively: with users through messages, comments and forums.

Moreover, extant literature has shown that blogging enhances clientele's comprehension of library news, communication and enhances library literacy (Huffaker, 2004) and that it may serve as a basis that stimulates clientele to reflect on their learning process (Clyde, 2005). Barsky (2006) stressed that the most obvious implication of blogs for academic libraries is that they are another form of publication and need to be treated as such. They lack editorial governance and the security this provides, but many are nonetheless integral productions in a body of knowledge, and the absence of them in a library collection could soon become unthinkable. Blogs are used as tools to provide reference services also and some libraries create subject specific blogs to provide current awareness service and SDI service. The study of Mahmood and Richardson (2011) also revealed that through blogs libraries were publishing news and marketing their services. Some libraries were providing information about new acquisitions and recommending internet resources.

Del, Leif and Skarl (2012) reveals that there is substantial variation in terms of the level of engagement and use of Twitter in academic libraries, with some libraries tweeting relatively frequently and others not at all. This corroborates the findings of Lepi (2012) who assert that in the past couple of years there appears to be growing engagement with twitter from the library community. Twitter chats like #uklibchat (launched in July, 2011) and #irelibchat (launched in June, 2012) are now popular discussion platforms. This chat

provides an innovative opportunity to “connect with and learn from clientele in their professional personal space.”

Kaplan and Haelein (2010) perceived LibraryThing which enables users to catalogue their books and view what other users share those books. The implications of this site on how academic librarians recommend reading to users are apparent. LibraryThing allows users, to recommend books to one another simply by viewing one another's collections. It also permits them to communicate asynchronously, blog, and tag their books. Also with Lib.rario.us an academic librarian can put media such as books, CDs, and journals on display for easy access and tracking (Mishra, 2008). Libraries can use blogs as promotional tools to inform clients of changes, additions and other developments in library services and collections (Alcock, 2003).

Faisal (2013:6) described a “Wiki” as a website or database developed collaboratively by a community of users, allowing any user to add and edit content. Thus, Gorman (2005) and Cohen (2005) opined that it is safe to say that most of what is being penned regarding wikis in librarianship tend to focus on wiki-based reference sources, their questionable credibility, and how this question of credibility may impact information literacy (Clyde, 2005). Bell (2007) affirmed that Wikis invite users to generate their content and this is the wiki’s greatest strength. Thus, academic libraries have a tool for more powerful internal and external communication when incorporated into the provision of library and information services to clientele. Academic libraries mostly use the wiki as an internal communication tool and a good example is a wiki in a reference department and staff can quickly add content about specific assignment to the wiki (Bell, 2007). It can be used to give notice to students asking for specific resources or provide suggestions and tips for helping those students, where they can equally add their own thoughts too. Wikis are becoming popular because they provide an easy way for staff to participate and share information among themselves and for effective interaction with library clientele.

Wikis is also being used in academic libraries for collaborative resource sharing and content creation. Bejune (2007) identified four types of collaboration in the development of library Wikis.

- a. **Collaboration among libraries (extra-organizational):** To develop and share contents like instructional materials, guidelines, manuals, handouts, bibliographies, tutorials, encyclopaedias.

- b. **Collaboration among library staff (intra-organizational):** To share and create resources among the library staff, which include, library documents like answers to commonly asked questions, user manuals, staff training resources, working papers, information about conferences, scholarships. Examples are University of Connecticut Libraries' Staff Wiki
- c. **Collaboration among library staff and patron:** To create subject guides and knowledge databases.
- d. **Collaboration among patrons:** The wiki is editable by the patrons to add book reviews, comments, and other contents.

Chu and Du (2013) stated that Wikis are used to handle enquiries and frequently asked questions (FAQ), which is consistent with earlier findings by Chu (2009) that wikis have enabled communication between academic librarians and users. Wikis have also been used to create, capture, share and transfer knowledge (Chu 2008). Faisal (2015) asserted that Wikis are used in libraries for sharing of information, supporting professional development activities, gathering of documents, supporting conference, managing web content and creating digital collections. It also facilitates collaboration among academic librarians and library patrons, developing Intranets, providing reference desk support, creating knowledge bases, creating subject guides, and collecting reader reviews and feedback. Matthies, Helmke and Slater (2006:32) established in their study on how to use the wiki for enhancing library instruction that reviewed literature has revealed that academic librarians have not utilized it well. This is quite against the findings of the study which demonstrated that “rather than struggling to keep users engage during a typical lecture-based library instruction sessions, this enterprise allows users, faculty, and academic librarians to be collaboratively involved in the teaching and learning process. Thus, academic librarians and instructors became mediators and used their expertise to guide discovery learning in the areas that students do not understand.

Fitcher (2005:50) also reinstated that wikis are also used on the library intranet for “project teams, departmental initiatives, or special programs”. In the same vein, Davies (2004) argue that another potential use for wikis in academic libraries is for project brainstorming and this is supported by Lamb (2004) who opine that wiki can be created for specific projects like library course design. Bristow (2005) reiterated that wikis create a virtual study area between academic librarians and their clientele. Delio (2005) supported the previous assertion that wikis are fundamental in any project that requires the ability to gather input from multiple

clienteles and attends to their quires at real-time. Fitcher (2005:33) conclude that wiki serves as a virtual repository of students work which allowed academic librarians to diagnose each team's initial business plan and research. In this way, "academic librarians were better prepared to help students continue their research, and were able to identify problems at the earliest stage of the semester".

Conclusion and Recommendation

Social Media technologies (SMT) have changed and allowed ever new ways of creating, storing, organising, and providing information which has enhanced public expectation of academic libraries as a gold mine which needs to be harnessed to improve the research output of our clienteles. Contemporary academic libraries have therefore found that users want information faster, they want the full text of a document instead of a citation to it, and they want information that clearly answers their questions. In response, academic libraries are proactively providing SDI and CAS, in which librarians choose information that may be of interest to their users and forward it to them before the users request it. Academic libraries should, therefore, provide an enabling environment for her clienteles to be able to harness the resources in the library at real-time without any constraints of time, means and location because of the ubiquitous nature of SMT. This will go a long way in enhancing the research output of students and faculty members of the institution which in essence give the tertiary institution a levelling environment with other institutions globally. Therefore, it is recommended that the management of academic libraries should realise that the wealth of library collections is a gold mine which library patrons must be encouraged to harness. Also, this wealth of collections can be brought to the door steps of these users at real-time due to the technological innovation brought to fore by SMT.

References

- Alcock, M. (2003). Blogs-what are they and how do we use them. *Retrieved May, 5, 2005.*
- Ayiah, E. M., & Kumah, C. H. (2011). Social Networking: a tool to use for effective service delivery to clients by African Libraries. In *World Library and Information Congress: 77th IFLA General Conference and Assembly*, 1-14. Retrieved from <http://www.ifla.org/past-wlic/2011/183-ayiah-en.pdf>
- Bar-Ilan, J. (2007). The use of weblogs (blogs) by librarians and libraries to disseminate information. *Information research*, 12(4), 12-4. Retrieved from <http://d-scholarship.pitt.edu/25116/2/paper323.html>
- Barsky, E., & Purdon, M. (2006). Introducing Web 2.0: social networking and social bookmarking for health librarians. *Journal of the Canadian Health Libraries Association/Journal de l'Association des bibliothèques de la santé du Canada*, 27(3), 65-67. Retrieved from <https://ejournals.library.ualberta.ca/index.php/jchla/article/download/22472/16701>
- Bejune, M. (2007). Wikis in libraries. *Information Technology and Libraries*, 26(3), 26-38. Retrieved from <http://ejournals.bc.edu/ojs/index.php/ital/article/download/3273/2886>
- Bell, S. J. (2007). Building better academic libraries with Web 2.0 technology tools. *Library Issues*, 28(2), 1-4. Retrieved from <http://www.libraryissues.com/sub/PDF2802Nov2007.pdf>
- Blood, R. (2004). How blogging software reshapes the online community. *Communications of the ACM*, 47(12), 53-55. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.470.4018&rep=rep1&type=pdf>
- Boyd, D. M & Ellison, N. B. (2007). Social network sites: Definition, history, and scholarship. *Journal of Computer-Mediated Communication*, 13(1), 210-230. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1111/j.1083-6101.2007.00393.x/full>
- Bradley, P. (2007). *How to use Web 2.0 in your library*. Facet Publishing.
- Bristow, R. (2005). Beyond email: Wikis, blogs and other strange beasts. *Ariadne*, (42). Retrieved from <http://www.ariadne.ac.uk/issue42/beyond-email-rpt>

- Buettner, R. (2016). Getting a job via career-oriented social networking sites: The weakness of ties. In *2016 49th Hawaii International Conference on System Sciences (HICSS)*, 2156-2165. IEEE. Retrieved from <http://www.prof-buettner.com/downloads/buettner2016b.pdf>
- Castagna, E. (1967). Early Public Libraries: A History of Public Libraries in Great Britain before 1850. Retrieved from <http://www.jstor.org/stable/25540047>
- Chu, S. K. W., & Du, H. S. (2013). Social networking tools for academic libraries. *Journal of librarianship and information science*, 45(1), 64-75. Retrieved from <http://lis.sagepub.com/content/45/1/64.full>
- Clyde, L. A. (2004). Library weblogs. *Library management*, 25(4/5), 183-189. Retrieved from <http://www.emeraldinsight.com/doi/pdf/10.1108/01435120410533765>
- Cohen, S., Ferreira, J., Horne, A., Kibbee, B., Mistlebauer, H., & Smith, A. (2000). Personalized electronic services in the Cornell University Library. *D-Lib Magazine*, 6(4), 1082-9873. Retrieved from <http://www.dlib.org/dlib/april00/mistlebauer/04mistlebauer.html?wa=IPEMBI14>
- Davies, J. (2004). Wiki brainstorming and problems with wiki based collaboration. *Report on a project submitted for the degree of Information Processing in the Department of Computer Science at the University of York*. Retrieved April, 20, 2009. Retrieved from http://f3.image-jura.ch/spip/IMG/pdf/wiki_collaboration_an_2A52A.pdf
- Delio, M. (2005). Enterprise collaboration with blogs and wikis. *InfoWorld*.
- Del Bosque, D., Leif, S. A., & Skarl, S. (2012). Libraries atwitter: Trends in academic library tweeting. *Reference Services Review*, 40(2), 199-213. Retrieved from http://digitalscholarship.unlv.edu/cgi/viewcontent.cgi?article=1429&context=lib_articles
- Faisal, S.L. (2015). Use of Social Media in Libraries. Capacity Building of SCERT, DIET and School Librarians to Modernise the Library, A PAC Training Programme, 19-23 January 2015, Regional Institute of Education (NCERT), Mysore, India. Retrieved from https://www.google.co.za/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwi245nTvaDUAhXEIcAKHZVEAjYQFggiMAA&url=http%3A%2F%2Fwww.academia.edu%2F11980034%2FUse_of_Social_Media_in_Libraries&usg=AFQjCNGwT8YjLZoA8JCVBX8rzp4j2ydoA&sig2=RXXYGioAKnsiASSHeLBGGQ
- Fichter, D. (2005). The many forms of e-collaboration: Blogs, wikis, portals, groupware, discussion boards, and instant messaging. *Online*, 29(4), 48-50. Retrieved from <http://pm440.pbworks.com/f/many%20forms%20of%20e-collaboration%20blogs%20wikis%20portals.pdf>

- Gorman, G. E. (2005). Editorial: Is the wiki concept really so wonderful?. *Online Information Review*, 29(3), 225-226. Retrieved from <http://www.emeraldinsight.com/doi/abs/10.1108/14684520510607551>
- Graham, J. M., Faix, A., & Hartman, L. (2009). Crashing the Facebook party: one library's experiences in the students' domain. *Library Review*, 58(3), 228-236. Retrieved from <http://www.emeraldinsight.com/doi/full/10.1108/00242530910942072>
- Herring, S. C., Scheidt, L. A., Kouper, I., & Wright, E. (2007). Longitudinal content analysis of blogs: 2003-2004. *Bloggng, citizenship, and the future of media*, 3-20. Retrieved from http://www.academia.edu/download/44126715/A_Longitudinal_Content_Analysis_of_Weblo20160326-30363-un01r3.pdf
- Huffaker, D. (2004). The educated blogger: Using weblogs to promote literacy in the classroom. *First Monday*, 9(6). Retrieved from <http://firstmonday.org/ojs/index.php/fm/article/viewArticle/1156/1076>
- Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of Social Media. *Business Horizons*, 53(1), 59-68. Retrieved from <http://michaelhaenlein.com/Publications/Kaplan,%20Andreas%20%20Users%20of%20the%20world,%20unite.pdf>
- Lamb, B. (2004). Wide open spaces: Wikis, ready or not. *EDUCAUSE review*, 39(5), 36-48. Retrieved from [http://tccl.rit.albany.edu/knilt/images/c/c1/Lamb\(final\).doc](http://tccl.rit.albany.edu/knilt/images/c/c1/Lamb(final).doc)
- Leigh, S. E., Douglas, J.F., Frank, C.F., and Salman, H (2017). Library. In *Encyclopedia Britannica*. Retrieved from <https://www.britannica.com/topic/library>
- Lepi , K. (2012). 25 ways to use Twitter to improve your professional development [Blog post]. Retrieved from <http://edudemic.com/2012/09/25-ways-to-use-twitter-to-improve-your-professional-development>
- Mahmood, K., & Richardson Jr, J. V. (2011). Adoption of Web 2.0 in US academic libraries: a survey of ARL library websites. *Program*, 45(4), 365-375. Retrieved from <http://www.academia.edu/download/31215912/adoption.pdf>
- Maness, J. M. (2006). Library 2.0 theory: Web 2.0 and its implications for libraries. *Webology*, 3(2), 2006. Retrieved from <http://www.webology.org/2006/v3n2/a25.html>
- Matthies, B.; Helmke, J.; and Slater, P (2006). Using a Wiki to Enhance Library Instruction. 32-4. Retrieved from <https://scholarworks.iupui.edu/bitstream/handle/1805/1484/The%20Well-Read%20Librarian.pdf?sequence=1>
- Phillips, H. A. (2010). The Great Library of Alexandria?[Electronic resource]/Heather A. Phillips. *Library Philosophy and Practice*.–August.

Predeek, Albert (1947) *A History of Libraries in Great Britain and North America*. Chicago: American Library Association; p. 58

Stephens, M., & Collins, M. (2007). Web 2.0, Library 2.0, and the hyperlinked library. *Serials Review*, 33(4), 253-256. Retrieved from <http://www.sciencedirect.com/science/article/pii/S0098791307001050>

Witte, G. G. (2014). Content generation and social network interaction within academic library Facebook pages. *Journal of electronic resources librarianship*, 26(2), 89-100. Retrieved from <http://www.tandfonline.com/doi/pdf/10.1080/1941126X.2014.910356>