The current issue and full text archive of this journal is available at
www.emeraldinsight.com/0737-8831.htm

Received 8 June 2009
Revised 11 November 2009
Accepted 6 December 2009

Bloggership, or is publishing a blog scholarship? A survey of academic librarians

Arthur Hendricks
Branford Price Millar Library, Portland State University, Portland, Oregon, USA

Abstract

Purpose – The aim of this paper is to gauge how academic libraries treat publishing a blog.

Design/methodology/approach – As blogging becomes more popular, the question arises as to whether it should count as scholarship or a creative activity in academic promotion and tenure. To find out, the author sent a link to a questionnaire to several e-mail lists, inviting academic librarians to answer a short survey.

Findings – In total, 73.9 percent of respondents indicated that their institution expects them to engage in scholarly activities and/or publish scholarly articles, 53.6 percent indicated that their performance review committees do not weigh a blog the same as an article published in a peer-reviewed journal.

Research limitations/implications – As technology changes, policies will need to change.

Practical implications – Libraries may need to adapt to new forms of scholarship. Electronic scholarship needs a mechanism for peer-review.

Originality/value – The paper is original – the author did not find any other surveys regarding blogging as scholarship in the library literature.

Keywords Academic libraries, Communication, Career development, Academic staff, Internet

Paper type Research paper

Introduction

Web logs, or blogs as they are more commonly referred to, have gained popularity among people in all stations of life. Anyone with access to a computer and an internet connection can blog. Everyone has something to say, and that includes librarians. As blogging becomes more popular, the question arises as to whether it should count as scholarship or a creative activity in academic promotion and tenure. To find out, the author sent a link to a questionnaire to several e-mail lists, inviting academic librarians to answer a short survey.

Literature review

A review of library literature reveals that while much has been written about blogs, there is no discussion as to whether academic libraries treat it as scholarship or not. William Savage, Jr, in his article, "You Can't Spill Mustard on a Blog," likens publishing a blog to self-publishing with a mimeograph. He writes of blogging, "Does it have a place in the arena of learned discourse? Probably. Is it an acceptable alternative to traditional academic publishing? Probably not" (Savage, 2006). He also likens academic blogging to talk radio for intellectuals, noting that occasionally you might hear an intelligent remark,

Library Hi Tech
Vol. 28 No. 3, 2010
pp. 470-477
© Emerald Group Publishing Limited
0737-8831
DOI 10.1108/07378831011076701

but "[. . .] the medium seems to exist to encourage nitwits and crackpots to believe that somebody out there truly cares about their opinion" (Savage, 2006).

Laurel A. Clyde's article, "Weblogs – are you serious?," deals with blogs in libraries and the novelty (for that time) of them. She discusses the history of blogs, stating that they started in the late 1990s. She discusses the various types of blogs. She states, "One of the reasons commentators tend to disagree about the usefulness of Weblogs is that they are discussing a particular type of Weblog rather than Weblogs as a whole" (Clyde, 2004). She does not discuss blogging as a means of scholarship.

Blogs (or blawgs in legal circles (Levit, 2006)) are having an impact on legal scholarship. At a scholarly conference on the impact of blogs on legal scholarship held in 2006 at Harvard Law School, a panel of various law professors debated the merit of "bloggership" (Caron, 2006). One scholar stated that although blogs can serve a "pre-scholarship" function in germinating and developing ideas that eventually flower into traditional long-form scholarship, the public nature of blogs makes them more akin to presenting at an academic conference or publishing an op-ed (Caron, 2006). If scholarship is about making a contribution to knowledge, then blogs can serve as a delivery medium (Caron, 2006). However, no indication is given as to whether law academics have actually given blogging the same weight as publishing in a scholarly journal.

Ellen S. Podgor, another legal scholar, writes in her article, "Blogs and the promotion and tenure letter," that blogs can be factored into the promotion and tenure letter and that the focus should be on the content, not the medium (Podgor, 2006). She writes, "Blogs, without doubt, fit the category of 'service' in the candidate's portfolio" (Podgor, 2006). She also states that the weight the external reviewer can give to a blog depends on the institution's policies. There is no discussion as to actual instances where a blog was counted the same as publishing an article, however.

In the Humanities, it falls under the larger term digital scholarship (Cheverie *et al*, 2009). Aimée Morrison, in a chapter entitled "Blogs and blogging: text and practice," writes that "Blogging has its attractions for scholars, as a venue for writing, teaching, and occasionally primary and (more occasionally still) secondary research" (Morrison, 2007). She does not discuss whether blogging should count the same as publishing in a peer-reviewed journal, however.

Survey

The purpose of this survey was to discover how academic libraries and/or their parent institutions weigh blogs in terms of promotion and tenure. The survey instrument was created using WebSurveyor, a program that allows one to create web-based surveys. A list of the questions used in the survey were:

- What is your title?
- Is this a staff, faculty, or administrative position?
- If you are faculty or administrative, what is your rank?
- Is this a tenure-track position?
- What is your age?
- How many years have you held this position?
- How many years have you been at your current institution?

- Does your institution expect you to publish scholarly articles and/or engage in scholarly activities?
- Please list which library (or library-related) blogs you regularly read:
- Of these blogs, do you consider any of them to be scholarly?
- If you consider the above blogs to be scholarly (equal to an article published in a peer-reviewed journal), please describe why.
- If you do not consider the above blogs to be scholarly (equal to an article published in a peer-reviewed journal), please describe why.
- At your institution, do performance review committees believe publishing a blog is weighted the same as publishing an article in a peer-reviewed journal?
- Do you publish a blog?
- If you do publish a blog, do you believe it should count as scholarship?
- If you do not publish a blog, why not?
- Any other thoughts about blogs and scholarship?

An invitation to participate was sent to five lists, COLLIB-L, ASIS-L, ACRL-FRM, WEB4LIB, and LITA-L since they are geared toward academic librarians and technology. A total of 67 complete responses were received, but due to the nature of lists it is hard to report with any accuracy the return rate. According to the software, 66 percent of respondents abandoned the survey. It does not indicate whether someone just opened up the survey and then came back later or not. The return rate may seem very low, but it should be borne in mind that the survey was aimed at tenure-track or tenured librarians.

Analysis of results

The survey started with a question, "What is your title?" Although the job titles varied, they fit into several categories as seen in Table I. Most of the respondents were librarians, followed by Library Directors.

The next question was whether the respondent was staff, faculty, or administrative. About 70 percent of the respondents are faculty, with 13.4 percent listing themselves as other. Four of the respondents indicated that their position was both faculty and administrative. One was all three, another is Academic Staff, and another indicated that it really was not specified. The distribution of the positions can be seen in Table II.

The next question dealt with rank. The results can be seen in Table III. About 35.8 percent are at the rank of assistant professor followed closely by associate professors

Table I. Title

	Number	%
Library director	13	19.4
Assistant director	3	4.5
Department head	7	10.4
Systems/IT/web	9	13.4
Librarian	32	47.8
Other	3	4.5
Total	67	100

at 20.9 percent. Among the other comments, many of the titles used librarian rather than professor, so there are assistant librarians and associate librarians. Some do not have rank, and some have library director as rank. Some respondents did not answer the question.

Next, respondents were asked if they were on a tenure track. The results may be seen in Table IV. About 77.6 percent are, and 7.5 percent listed themselves as other. Among the other comments, some indicated that tenure did not apply to library directors or that they have continuing appointments.

Respondents were next asked about their age. They were given ranges and also had the opportunity to not indicate it. The results are found in Table V. The majority,

	Number	%
Other	9	13.4
Staff	5	7.5
Faculty	47	70.1
Administrative	6	9.0
Total	67	100

Table II. Is this a staff, faculty, or administrative position?

	Number	%
Valid		
Other	13	19.4
Assistant Professor	24	35.8
Associate Professor	14	20.9
Professor	9	13.4
Total	60	89.6
Missing	7	10.4
Total	67	100

Table III. If you are faculty or administrative, what is your rank?

	Number	%
Other	5	7.5
Yes	52	77.6
No	10	14.9
Total	67	100

Table IV. Is this a tenure-track position?

	Number	%
22 to 30 years	8	11.9
31 to 40 years	14	20.9
41 to 50 years	17	25.4
More than 51 years old	27	40.3
Rather not answer	1	1.5
Total	67	100

Table V. What is your age?

40.3 percent, are over 51, followed by 25.4 percent in the 41 to 50 year range, which is closely followed by the 31 to 40 year range (20.9 percent).

Respondents were asked how many years they had held their current position. About 22.2 percent had it for a year or less, followed by 7.9 percent who have held it for 12. The average length of time is slightly over seven years. The mean is 7.17 years. They were asked how long they had been at their current institution and the average number of years is 10.5, and the mean is 10.32. About 20 percent of the respondents had only been at their institution for one year or less, followed by 10.8 percent who had been there for three years.

Respondents were asked if they were expected to publish or engage in scholarly activities. The results can be seen in Table VI. About 74.6 percent indicated yes, 14.9 percent indicated no, and 10.4 percent indicated other. Among the other responses, one wrote, "It's all rather vague. We have to do something." Another wrote, "There is no specific 'expectation' but publishing scholarly articles or engaging in scholarly activities is a significant consideration when applying for promotion, especially to full-professorship." Another response was, "we have a multitude of options in our 'Statement of Mutual Expectations' from research, to 'extension' and service."

Respondents were next asked to list what library-related blogs they regularly read. A total of 22 respondents indicated that they did not read any library-related blogs regularly. A few indicated the number of blogs they read, such as 80, but without listing any. ACRLog was the most popular, listed 18 times. Information wants to be free was listed 14 times. Another popular blog is the librarian in black, which was listed eight times. The shifted librarian was also popular, with seven listings. In the library with a lead pipe was listed three times. The free range librarian was listed six times. The annoyed librarian was listed two times. Some of the blogs listed are not library related, such as National Public Radio's blog. Interestingly, some of these blogs are listed on the Top 25 Library Blogs web site (http://oedb.org/library/features/top-25-librarian-bloggers-by-the-numbers), such as The shifted librarian and librarian in black.

The survey asked respondents whether they consider any of these blogs to be scholarly. About 17.6 percent of respondents indicated yes, while 26.5 percent indicated no. About 55.9 percent indicated other. Among the comments, some were, "If we use the usual definition of scholarly, then those blogs that I've read so far are not." Most of the comments indicated that the respondent did not read blogs. Someone else wrote, "I consider them to be current awareness tools." Another wrote, "I would consider our own blog, ConXn, 'academic/professional' in content. Scholarly to me implies research-based."

Respondents were then asked, "If you consider the above blogs to be scholarly (equal to an article published in a peer-reviewed journal), please describe why." Answers varied, but one person wrote, "I'm not sure I would say 'equal to peer reviewed journal' but as intellectually thoughtful, important, and influential? sometimes. They tend to be more in

Table VI.
Does your institution expect you to publish scholarly articles and/or engage in scholarly activities?

	Number	%
Other	7	10.4
Yes	50	74.6
No	10	14.9
Total	67	100

the formative stage, like a conference presentation rather than the lengthy, substantial, finished nature of a peer reviewed article." Another wrote, "Although I stated yes above I need to clarify. I think that blogs point to information that is helpful and oftentimes provide a comment or summary about the finding. However, when I think of peer reviewed journal article I think about research, time and budget concerns which I do not think ring true with the short time frame of a blog post. These are more research tools which, as I stated, point the reader in the direction of information they may find helpful."

Respondents were next asked, "If you do not consider the above blogs to be scholarly (equal to an article published in a peer-reviewed journal), please describe why." Answers varied, but a common theme was that blogs do not go through a peer review and are newsier. One respondent wrote, "Hardly anyone posts a true scholarly paper on a blog (one that is supported by research, has a literature review, a research methodology, findings, conclusions, etc.). This being said, I think that blog publishing is valuable, even if it is not scholarly in nature. I personally find blogs essential for keeping up with the field."

The next question asked was, at your institution, do performance review committees believe publishing a blog is weighted the same as publishing an article in a peer-reviewed journal? About 53.7 percent indicated no, while only 1.5 percent stated yes. About 31.3 percent indicated they were unsure, and 13.4 percent indicated other. The other comments varied, with one respondent writing, "I'm not aware of it having ever come up. It would depend on how good the blog is and how it fits into the overall portfolio." Another wrote, "I've been chairing the *ad hoc* faculty committee revising our faculty manual and this issue has been raised in consideration of a new faculty evaluation system. There has been discussion as to how to treat all types of e-writing." Another interesting comment was, "Diary-type blogs have been offered as 'publications' and that's been disputed, but without a final consensus being reached. Publication has only become important here in the last 5-10, so the form it takes has not been rigorously defined." Someone else wrote, "I'll be finding out in the next year or two."

Respondents were next asked if they publish a blog. About 35.8 percent indicated that they do, whereas 59.7 percent stated that they do not. About 4.5 percent indicated other, and the comments were fairly short. One person wrote, "no – but I contribute to one on occasion." Respondents were then asked if they thought their blog should count as scholarship. About 16.7 percent think it should, while 40.5 percent thought it should not. About 16.7 percent are unsure, 26.2 percent selected other, and some of the comments varied. One wrote, "I'm not sure if I care or not. It reflects scholarly work, but I don't use APA or any other scholar-approved format – I give my sources the internet way – via links." Another wrote, "I have a personal blog, so no. But I'm starting a blog for library/academic topics, and I do believe there should be some benefit." Interestingly, the general opinion differed between those who identified themselves as library directors versus librarians. About 11.1 percent of the directors thought their blog should count as scholarship versus 66.7 percent who did not. None were unsure. Among the librarians, however, 23.1 percent thought their blog should count and 30.8 percent did not. About 19.2 percent were unsure.

Of those who publish a blog, 57.1 percent indicated that they find other's blogs to be scholarly. None indicated that they did not find other blogs scholarly and only 14.3 percent were unsure. About 28.6 percent had other comments. Of those who do not publish a blog, 63.6 percent indicated that they do not think blogs should count as scholarship.

Therefore, it appears those who find their own blogs to be scholarly consider blogs a scholarly medium, which is unsurprising.

Age also seems to be factor in whether a blogger considers blogs to be scholarly or not. Of those 22-30 years of age, 40.0 percent indicated that they thought their blog should count as scholarship, and of those 31-40 years of age, 27.3 percent thought their blog should count. None of those 41-50 years of age indicated that their blog should count as scholarship, and of those over 51, 12.5 percent considered their blog scholarly. However, of those from 21 to 30, 20.0 percent thought their blog should not count as scholarship. Of those 31-40 years of age, 36.4 percent indicated that their blog should not count as scholarship, and of those from 41 to 50 years of age, 44.4 percent indicated that their blog should not count. Of those over 50, 50.0 percent indicated that their blog should not count as scholarship. Therefore, younger librarians are apparently more inclined to think of their blog as counting toward scholarship compared to their older colleagues.

Next, respondents were asked if you do not publish a blog, why not? Answers varied, but a common theme was a lack of time. Another theme was of not having something to blog about, summed up nicely in this statement: "I do not have anything of general interest to say which is not already being said by someone else." Other comments dealt with the usefulness of blogs, such as "Obviously I have not embraced the concept of blogs and for that matter, social networking. Blogs at the low end of the spectrum are mostly mental masturbation – at the high end they are democratization of truth. Truth has more of an absolute quality and isn't arrived at by vote or majority opinion. Scholarship involves authority, reliable duplication, and peer review. All these components can be discussed on blogs, which is fine – but discussion about research is not scholarship." Another wrote, "Not everyone needs to blog. Most blogs now are simply compilations of postings on other blogs or websites. I don't need to contribute to the endless rehashing."

Finally, respondents were asked if they had any other thoughts about blogs and scholarship. There were various comments, with some reiterating that blogs are not scholarly. One respondent commented, "blogs are diaries for exhibitionists." Another respondent wrote, "I do think blogs have a place in our profession. On rare occasion, someone will comment on a blog posting, but I have yet to see evidence that any comment or feedback on a blog actually caused the blog author to change their content in the least. In my opinion, blogs allow authors to go around the need for peer review – without actually needing to take any of the review comments seriously previous to publication. Blogging is faster than traditional publication, but any 8 year old can throw content onto a blog without doing any 'research' whatsoever. If scholarship was simply publishing daily content, then publishing a newspaper article would count as scholarship & I've yet to see any university that allowed that to count as scholarship toward tenure – even in a journalism program."

Another respondent wrote, "At our library, blogging is considered professional service or, if it's a blog for one's library or subject area, librarianship. Librarianship, research, and service are all evaluated for tenure and promotion decisions. Blogging is not considered on a par with rigorous, peer-reviewed research articles."

Someone else wrote, "thank you for doing this research! I feel it's time for the profession to address this issue since so much of our communication with our constituents has moved on the Web 2.0 sphere."

Finally, a blogger wrote, "I think blogs can be more scholarly, and we can make it happen. That's why some colleagues and I started In the Library with the Lead Pipe

(inthelibrarywiththeleadpipe.org) where we publish long articles once a week that have been reviewed by internal (to the blog) and external reviewers. We hope it can be a model of something better to come."

Conclusion

It is clear from the survey responses that at this point in time, most academic library promotion and tenure committees do not weigh publishing a blog the same as publishing a peer-reviewed article. Some recognize it as service toward the profession, especially if it is related to the scholar's library. However, that does not mean that they can not become more scholarly in the future, especially as technology advances. It also depends on the type of content published. Some institutions treat publishing a blog as service to the profession. As one respondent wrote, "I'm not sure that blogs will ever be, or should be, considered scholarly publications. I think open source journals are more likely to step into this role. I think there has to still be some form of peer review for something to be considered scholarly."

Certainly, there are issues to be discussed and resolved. Since younger librarians are more apt to consider publishing a blog as scholarship, in time, scholarly standards may be applied to blogs or other forms of electronic publishing. The question still remains whether blogs can be peer-reviewed and by whose standard. At the very least, library tenure and promotion statements (guidelines) need to include a decision about the relative worth of blogs and other forms of electronic publishing.

Further research examining the content of scholarly blogs should be pursued.

References

Caron, P. (2006), "Are scholars better bloggers? – bloggership: how blogs are transforming legal scholarship", *Washington University Law Quarterly*, Vol. 84 No. 5, pp. 1025-42, available at: http://ssrn.com/abstract=947637 (accessed 22 April 2009).

Cheverie, J., Boettcher, J. and Buschman, J. (2009), "Digital scholarship in the university tenure and promotion process: a report on the sixth scholarly communication symposium at Georgetown university library", *Journal of Scholarly Publishing*, Vol. 40 No. 3, pp. 219-30.

Clyde, L. (2004), "Weblogs – are you serious?", *The Electronic Library*, Vol. 22 No. 5, pp. 390-2.

Levit, N. (2006), "Scholarship advice for new law professors in the electronic age", Vol. 16, pp. 947-82, available at: http://ssrn.com/abstract=939007 (accessed 22 April 2009).

Morrison, A. (2007), "Blogs and blogging: text and practice", in Siemens, R. and Schreibman, S. (Eds), *A Companion to Digital Literary Studies*, Blackwell, Malden, MA, pp. 369-87.

Podgor, E. (2006), "Blogs and the promotion and tenure letter", *Washington University Law Review*, Vol. 1109, available at: http://ssrn.com/abstract=1120817 (accessed 22 April 2009).

Savage, W. (2006), "You can't spill mustard on a blog", *Journal of Scholarly Publishing*, Vol. 38 No. 1, pp. 47-51.

About the author

Arthur Hendricks is a Reference Librarian at the Branford Price Millar Library at Portland State University. Arthur Hendricks can be contacted at: bvah@pdx.edu

To purchase reprints of this article please e-mail: **reprints@emeraldinsight.com**
Or visit our web site for further details: **www.emeraldinsight.com/reprints**

In the Library with the Lead Pipe

From Wikipedia, the free encyclopedia

In the Library with the Lead Pipe is a website which focuses on topics about libraries. Though the format is essentially a blog, submissions are peer reviewed by one internal and one external reviewer.[1] Most posts are formatted as scholarly articles, between 2000 and 5000 words each and with footnote citations.[1] The editors and primary authors of the site are Brett Bonfield, Ellie Collier, Hilary Davis, Emily Ford, Eric Frierson, Kim Leeder, and Leigh Anne Vrabel; Derik Badman was one of the founding editors and did most of the design for the website.[2]

Researcher Arthur Hendricks conducted a survey of 67 university librarians and archivists. He found that of those, 5% were regular readers of In the Library with the Lead Pipe.[3] The Library and Information Technology Association (LITA) incorporated involvement with In the Library with the Lead Pipe into its 2010 Strategic Plan.[4]

In the Library with the Lead Pipe material is licensed under Creative Commons.[1]

References

1. ^ *a b c* "Submission guidelines" (http://www.inthelibrarywiththeleadpipe.org/submission-guidelines/) . In the Library with the Lead Pipe. http://www.inthelibrarywiththeleadpipe.org/submission-guidelines/. Retrieved 25 September 2010.
2. ^ "Authors" (http://www.inthelibrarywiththeleadpipe.org/authors/) . In the Library with the Lead Pipe. http://www.inthelibrarywiththeleadpipe.org/authors/. Retrieved 25 April 2011.
3. ^ Hendricks, Arthur (2010). "Bloggership, or is publishing a blog scholarship? A survey of academic librarians" (http://www.emeraldinsight.com/journals.htm?issn=0737-8831&volume=28&issue=3&articleid=1881587&show=html&PHPSESSID=lknauqa59jl8477220er16b4a4) . *Library Hi Tech* **28** (3): 470–477. http://www.emeraldinsight.com/journals.htm?issn=0737-8831&volume=28&issue=3&articleid=1881587&show=html&PHPSESSID=lknauqa59jl8477220er16b4a4. Retrieved 25 September 2010.
4. ^ "Draft LITA Strategic Plan" (http://connect.ala.org/node/92607) . ALA Connect. 18 January 2010. http://connect.ala.org/node/92607. Retrieved 25 September 2010.

External links

- In the Library with the Lead Pipe homepage (http://www.inthelibrarywiththeleadpipe.org/)

Retrieved from "http://en.wikipedia.org/wiki/In_the_Library_with_the_Lead_Pipe"
Categories: Blogs | Library science

- This page was last modified on 25 April 2011 at 14:10.
- Text is available under the Creative Commons Attribution-ShareAlike License; additional terms may apply. See Terms of use for details.
  Wikipedia® is a registered trademark of the Wikimedia Foundation, Inc., a non-profit organization.

The Gypsy Librarian

My blog to reflect about librarianship, my work, literacy, stuff I read, and a few other academic things. By the way, I read a lot of the LIS literature so you don't have to. If it is personal, not discussed in polite company (i.e. religion and politics), or more miscellaneous, I put it in my personal blog, *The Itinerant Librarian*.

FRIDAY, OCTOBER 01, 2010

Article Note: Are blogs written by academic librarians scholarly?

Citation for the article:

Hendricks, Arthur, "Bloggership, or is Publishing a Blog Scholarship? A Survey of Academic Librarians." *Library Hi Tech* 28.3 (2010): 470-477.

Read via Emerald.

This short article reports on a survey that tries to answer the following question: should blogs written by academic librarians count as scholarly or creative activity at tenure time? The author sent a survey to various librarian e-mail lists to get some responses. He received 67 responses, which while he admits is a low number due to aiming the survey at tenure-line folks, it still seems awfully low to me. I wonder how the sample could have been enlarged.

The author points out in the literature review that the question has not really been discussed. He cites an article by William Savage, Jr. where that author likens academic blogging to talk radio for intellectuals (qtd. in 470). Overall, the conclusion as we come out of the literature review is that blogs may have a place in academia in terms of making a contribution, but they are not academic sources in and of themselves.

The rest of the article goes over the results of the survey; the survey questions are included in the article. From the survey, we get the impression folks see academic librarian blogs or rather library-related blogs as good for things like staying informed, but not necessarily as good as peer reviewed articles, which require longer research; the terms seem somewhat interchangeable. For instance, the *Librarian in Black*, Sarah Houghton-Jan works for a public library system. That blog is listed among the top "must-reads" for survey respondents. The only thing I am saying by pointing this detail out is that the designation of what is an academic librarian blog does not seem consistent, or at least it seems fluid.On an interesting note, well to me, of the folks who write blogs themselves, "57.1 percent indicated they find other's blogs to be scholarly" (475). So it seems bloggers

About Me

Angel, librarian and educator
I was an Instruction Librarian, and now I am an Outreach Librarian. I still teach. I have been a librarian since 2004, and I started blogging in 2005. Prior to this, I have been a high school teacher and a college adjunct instructor. The idea of the gypsy librarian is really quite simple. In academia, the gypsy scholar is the adjunct college professor without any chance of tenure who teaches at two or three different places to make ends meet (it is way for colleges and universities to get faculty to teach the undergraduate courses the senior professors refuse to teach without actually paying decent salaries). While librarians tend to have a bit more security in terms of jobs, it is not by much for one. Also, a gypsy is a wanderer, and I am a wanderer at heart. As Tolkien wrote, "not all who wander are lost." Married, I have a daughter who reminds me innocence and wonder are great things. I also have two cats who keep life interesting.

View my complete profile

What I Am Reading

may be a bit more open to a blog as a scholarly platform or text. At least in one case, a respondent said that "at our library, blogging is considered professional service, or, if it's a blog for one's library or subject area, librarianship" (476).

In addition, at this point in time, it does not seem blogs would be considered as publishing for our academic librarians in terms of their dossiers. When the respondents were asked if a blog had the same weight as publishing an article in a peer-reviewed journal, "about 53.7 percent indicated no, while only 1.5 percent stated yes" (475). However, we do have to keep in mind that the concept of publication has come into question over the years as electronic publications gain prominence, so the question will likely be raised again and again.

The article's conclusion: "it is clear from the survey responses that this point in time, most academic library promotion and tenure committees do not weigh publishing a blog the same as publishing a peer-reviewed article. Some recognize it as service toward the profession, especially if it is related to the scholar's library" (477). My two cents? I think there are a few, a very select few, academic librarian blogs that could qualify as scholarly. They are probably as good as some of the opinion or essay pieces you do see in some of the peer reviewed journals.

SHARE

Posted by Angel, librarian and educator at 8:17 AM Labels: Blogging and Writing, Higher Education, L2 and Infotech, Librarianship, LIS articles, Professional Development

0 comments:

Post a Comment

Links to this post

Create a Link

Newer Post Home Older Post

Subscribe to: Post Comments (Atom)

goodreads

Labels

Articles (Non LIS) (19)
Blogging and Writing (48)
Books and reading (194)
Celebrations and Holidays (36)
Civics and activism (12)
GovDocs and Other Reports (11)
Higher Education (47)
Humor (6)
Information Literacy (27)
Instruction and Teaching (28)
K12 Education (5)
L2 and Infotech (86)
Librarianship (94)
Libraries (46)
LIS articles (207)
On Campus (21)
Outreach and Promotions (35)
Professional Development (84)
Reference Tools and Stuff (42)
Reflections and musings (136)
Wanderings and travels (13)

Personal Links

THE MEDIUM IS THE MESSAGE

ON LIBRARIES, TECHNOLOGY, INNOVATION AND TRENDS (WITH RESPECT TO MARSHALL MCLUHAN)

TUESDAY, NOVEMBER 09, 2010

Are Blogs Given Any Weight in Library Tenure and Promotion Cases?

I have stated in the past that I feel that blogging is a valid form of scholarly communication in the discipline of academic librarianship. Still the question continues to arise as to whether blogging should count as scholarship or a creative activity in academic promotion and tenure.

In "Bloggership, or is publishing a blog scholarship? A survey of academic librarians," Arthur Hendricks (Library Hi Tech, Vol. 28 Iss: 3, pp.470 - 477 DOI 10.1108/07378831011076701) details the results of a survey of academic librarians to uncover how much weight their libraries, and/or their parent institutions, place on blogs in promotion and tenure reviews. Of the 67 complete responses, 53.6 percent indicated that their performance review committees do not weigh a blog the same as an article published in a peer-reviewed journal, while only 1.5 percent stated they did.

Respondents were asked, "*If you consider the above blogs to be scholarly (equal to an article published in a peer-reviewed journal), please describe why.*" Answers varied, but one person wrote, "I'm not sure I would say 'equal to peer reviewed journal' but as intellectually thoughtful, important, and influential? sometimes. They tend to be more in the formative stage, like a conference presentation rather than the lengthy, substantial, finished nature of a peer reviewed article." Of those respondents who publish a blog, 57.1 percent indicated that they find other's blogs to be scholarly.

Younger librarians are more inclined to think of their blog as counting toward scholarship when compared to older colleagues. Of those 22-30 years of age, 40.0 percent indicated that they thought their blog should count as scholarship, and of those 31-40 years of age, 27.3 percent thought their blog should count. None of those 41-50 years of age indicated that their blog should count

PROFILE

ERIC SCHNELL

Associate Professor, The Ohio State University Libraries, Prior Health Sciences Library

VIEW MY COMPLETE PROFILE

SYNDICATE

RSS Feed

Bloglines

MY YAHOO!

Add to Google

SHAREIT

SHARE

TWITTER

Storm fells half of "Shawshank Redemption" oak http://t.co/byqJco0 #fb about 9 hours ago

Pubget Launches Major Redesign http://newsbreaks.infotoday.com/Digest/Pubget-Launches-Major-Redesign-76852.asp 1 day ago

Pre-Order the Star Wars Blu-ray Boxset For Only $40 http://gizmodo.com/5826478/ 1 day ago

as scholarship, and of those over 51, 12.5 percent considered their blog scholarly.

From the information provided in the paper, it appears that many of the respondents equate research with scholarship, when in fact research is a subset of scholarship. Scholarship is the creation of new knowledge or organization of knowledge within a new framework or presentation. Scholarship *can* take the form of a peer-review publication, but it *can also* be evidenced in other ways such as exhibits, public performances, digital resources, and papers at professional meetings. So, if a blog communicates some sort of new knowledge or the organization of knowledge within a new framework or presentation, or is even seen as a equivalent of a conference presentation, it *is* indeed scholarship.

Criteria for evaluation of any work of scholarship in any form should take into consideration originality, breadth of dissemination, and impact on scholarship and/or practice in the field of librarianship. I would argue that blogs may be having a greater impact in the practice of librarianship than are traditional publications. Blogs have invigorated the exchange of ideas within librarianship and have enabled academics to connect with a larger general readership for their insight and expertise.

What was very interesting was that being an article that discusses scholarly blogging it did not include one reference from a blog. If blogs are to be recognized as scholarly contributions, then they should also be viewed as such.

See also:

The "voice" of academic librarianship Sphere: Related Content

POSTED BY ERIC SCHNELL AT 11/09/2010 10:36:00 AM

3 COMMENTS:

library2.0 said...

Cheers Eric, I certainly feel bloggingis rarely assists when you tell employers you blog. Its certainly seen more as a self indulgence. Great article though.

3:32 PM

Dale A said...

Yes, congrats! #roushIII RT @akhurma: @ntderosu hope mom & Roush the third are well! Congrats! 3 days ago

follow me on Twitter

BLOG ARCHIVE

► 2011 (2)

▼ 2010 (10)

► December (1)

▼ November (1)

Are Blogs Given Any Weight in Library Tenure and P...

► October (2)

► August (1)

► June (1)

► February (2)

► January (2)

► 2009 (44)

► 2008 (73)

► 2007 (76)

► 2006 (83)

► 2005 (15)

WHAT I AM READING

Not Just Any Old Bottle Opener Case, It Also Tracks...

Q: What Does Quora Mean For The Future Of Blogging?...

Rest in Peace, Del.icio.us [Rip]

NASA HD iPad App Clears the Tower [Space]

Dushare Is a Peer-to-Peer One Click File Sharing Solution...

View all »

As a professional librarian who blogs, I tend to agree that they should be considered relevant for tenure/promotion decisions. The definition you present here for scholarship, however, makes me wonder if the right word to describe many library blogs (my own explicitly included) is *scholarly* when I think *professional* might be a better term. Blogs contribute to professional discourse, and help spread/promote ideas, even when the content per se is not scholarly even by a broader definition of the term that lacks the research component.

2:46 PM

Eric Schnell said...

Webster's defines "scholar" as "one who as attended an advanced study in a special field." It defines "scholarship as the "..activities, or attainments of a scholar."

Therefore, the blogging activities those with an advanced degree in library and information science are, by definition, scholarly.

As with traditional publications, the question should be what contribution does the blog content make and what are the quality indicators. Head over to Science Blogs for some excellent examples of quality "scholarly blogging."

The problem I have is that committees are too quick to dismiss blogging as self indulgence without doing any due diligence or quality assessment.

5:13 PM

Post a Comment

LINKS TO THIS POST

Eric Schnell article

Create a Link

Newer Post Home Older Post

Subscribe to: Post Comments (Atom)

- Live Traffic Feed

See your visitors in RealTime! Get the Free Live Traffic Feed Get Feedjit Now!

A visitor from Portland, Oregon viewed "The Medium is the Message: Are Blogs Given Any Weight in Library Tenure and Promotion Cases?" 0 secs ago

A visitor from Pflugerville, Texas viewed "The Medium is the Message: Six Soon To Be Obsolete Technologies" 3 hours 36 mins ago

A visitor from Avondale, Arizona left "The Medium is the Message: Moving Towards an Innovative Library" via 2.bp.blogspot.com 3 hours 55 mins ago

A visitor from Avondale, Arizona viewed "The Medium is the Message: Moving Towards an Innovative Library" 3 hours 56 mins ago

A visitor from Saint Austell, Cornwall viewed "The Medium is the Message: Scanning Bar Codes with Cell Phones: A Smart Materials Technology?" 5 hours 51 mins ago

A visitor from United States viewed "The Medium is the Message: Single Business Model and Emerging Library Systems" 6 hours 4 mins ago

A visitor from Belgium viewed "The Medium is the

The Sacred Page

The Sacred Page is a blog written by three Catholic Ph.D.s who are professors of Scripture and Theology: Michael Barber, Brant Pitre and John Bergsma. The title of the site alludes to the Second Vatican Council's teaching that, "the study of the sacred page is, as it were, the soul of sacred theology" (*Dei Verbum*, 24).

CONTRIBUTORS

- John Bergsma
- Michael Barber
- Brant Pitre

CONTACT US ABOUT SPEAKING INVITATIONS OR WITH OTHER QUESTIONS

email: mpsbarber[at]yahoo[dot]com

SUBSCRIBE TO THIS BLOG!

Posts

Comments

LINKS TO MICHAEL BARBER'S STUFF

- CDs and DVDs of Michael Barber's presentations
- John Paul the Great Catholic University
- The Saint Paul Center

LINKS TO BRANT PITRE'S STUFF

- Brant Pitre's website
- Brant Pitre's New Book
- Catholic Productions (for Brant's audio sets)
- Outlines and Audio Samples

TUESDAY, NOVEMBER 23, 2010

SBL Paper: Weblogs and the Academy

Below is the text of my SBL paper, "Weblogs and the Academy: The Benefits and Challenges of Biblioblogging." Again, I would like to thank Bob Cargill for the invitation to present this paper. It was an honor to be included with the other presenters, who all did a fine job. James Davilla and Chris Brady have posted their papers on-line as well. I am going to support Brady's proposal.

"Weblogs and the Academy:
The Benefits and Challenges of Biblioblogging"

© Michael P. Barber, John Paul the Great Catholic University

2010 Annual Meeting of the Society of Biblical Literature in Atlanta
S22-209 SBL Blogger and Online Publication Section

The title of this paper, "Weblogs and the Academy," will rankle some who might make the case that the two words do not even belong in the same sentence.[1] It might seem that blogs have absolutely no real connection to serious scholarship. Blogs are not peer-reviewed. Obtaining one does not typically require any notable "academic" qualifications. Blog posts rarely bear evidence that their content is driven by careful research; they rarely contain footnotes. It is no wonder then that some are hesitant to recognize any authentic academic contribution made by the blogosphere. [2] In fact, concerns are probably not quelled by the monikers sometimes taken by bloggers: "Targum Man," "Excavator," "N.T. Wrong". Names like these may seem more appropriate to a comic book convention than the academy. Yet here we are at the Society of Biblical Literature discussing blogging. Is a study unit on blogs at the SBL really appropriate?

Here I want to explain why I think it is. First, I will draw on peer-reviewed journal articles, which have examined the question of the scholarly value of blogging. Given the dearth of studies specifically dealing with the precise impact blogs have had in biblical scholarship, I will draw from works which have examined their use by academics working in other disciplines, namely, the fields of librarian studies, legal scholarship, and education. Second, I will draw on my own experience of interacting with the blogosphere while dissertating.[3] In the end, I hope to explain why I believe that, while blogging cannot in any way serve as a replacement for traditional forms of academic publishing, it remains a helpful tool in assisting research directed towards those arenas.

Hendricks' Survey of Academic Librarians

As mentioned above, there have been very few peer-reviewed studies published dealing with the question of the academic value of weblogs. Earlier this year, the journal *Educational Research* published an article by

SHARE IT

Share this on Facebook

Tweet this

Get more gadgets for

MICHAEL BARBER ON TWITTER

- Getting ready to do my weekly radio show. (Begins at 11am Pacific). Listen live at EWTN.com (just follow the links to listen live on-line) 25 days ago
- @sccarlson @themattlarsen @johnmarkharris @mrwhitenton @michaelpbarber Unfortunately, I don't think you can get it anywhere! 33 days ago

Follow me on Twitter

ONLINE ARTICLES ON BIBLICAL AND THEOLOGICAL ISSUES

- Loose Canons: The Development of the Old Testament Canon (3 Part Essay)
- Ransom Captive Israel (Developing)
- The Gospel of Judas Iscariot?
- Philosophical Issues and Methods In Jesus Research (7 Parts)
- 10 Clear Errors In The Davinci Code

BLOG FEED

The Church of Jesus Christ
Exploring

- Click here to contact Dr. Pitre about speaking invitations

LINKS TO JOHN BERGMA'S STUFF

- John Bergma's Website
- Outlines of Lectures
- Excerpts of Audio
- Speaking Info

MICHAEL BARBER'S WISHLIST

amazon.com Wish List

SITE METER 2

sitemeter

SUBSCRIBE

BLOGTOPSITES

BLOGTOPSITES

SITE METER

sitemeter

Jeffrey Wee Sing Sim and Khe Foon, who explained that an exhaustive search of numerous digital databases for materials dealing with the use of blogs in higher-education produced only twenty-four results. These studies were carefully carried out and based upon empirical research, typically involving different forms of self-report data (e.g., surveys, interviews) or analyses of blog posts.[4]

A recent study worth looking at for our purposes was conducted by Arthur Hendricks. Hendricks' study, "Bloggership or is publishing a blog scholarship?", appeared in the journal, *Library Hi Tech* last year. In it he discusses the results of a survey conducted among sixty-seven tenure-track or tenured librarians working in institutions of higher learning.[5] 70% of these respondents held faculty positions. Although space prevents an in-depth analysis of his results and comparison with similar studies looking at the potential benefits of blogging for those in this field,[6] I will mention a few of his findings that I think are relevant to our discussion here.

First, respondents overwhelmingly agreed that review committees at their institutions would not place equivalent academic weight on publishing a blog as publishing an article in a respected journal. Only 1.5% of them in fact thought that their institutions would consider blogging of equal scholarly value. It is however perhaps interesting to note that 31.3% said they were unsure how to answer the question of how their institution would value blogging.[7]

Why were blogs viewed as having questionable academic merit? Hendricks reports that the most common reason cited was the lack of the "peer-review" process.[8] His results indicate that there seems to be a perception that research-based findings are unlikely to be found on blogs. As one respondent explained: "Hardly anyone posts a true scholarly paper on a blog (one that is supported by research, has a literature review, a research methodology, findings, conclusions, etc.)."[9]

However, what I found especially interesting was this: even many of those who identified blogs with scholarship recognized that their value differed from that of publications in peer-reviewed journals. One respondent explained:

> "I'm not sure I would say [blogs are] 'equal to peer reviewed journal[s]' but as intellectually thoughtful, important, and influential? sometimes. They tend to be more in the formative stage, like a conference presentation rather than the lengthy, substantial, finished nature of a peer reviewed article."[10]

Another stated:

> "Although I stated yes above I need to clarify. I think that blogs point to information that is helpful and oftentimes provide a comment or summary about the finding. However, when I think of peer reviewed journal articles I think about research, time and budget concerns which I do not think ring true with the short time frame of a blog post. These are . . . research tools which . . . point the reader in the direction of information they may find helpful."[11]

Thus, it seems that the "scholarly" value of blogs was not principally linked with their identity as blogs *qua* blogs. To recognize the blogosphere as having merit in academic research is not necessarily to claim then that blogs have the same worth as, say, peer-reviewed journals.

To sum up what Hendricks' study revealed we might say that blogging was understood as beneficial in two capacities. First, blogs can help shape research through public discourse, i.e., in the public exchange of ideas researchers can better refine and polish their thought. Second, blogs can be of assistance in helping researchers identify sources they may have been overlooked. The immediate delivery nature of the blogosphere, which allows

Mimesis – The New Critical Idiom, Chapter 1 – Plato's Joke?
34 minutes ago

Main Page « WordPress Codex
zh-cn:3.2.1 版本
39 minutes ago

Café Apocalypsis
New Journal Articles of Interest
1 hour ago

Kingdom Living
Elijah is Crawling
2 hours ago

Zwinglius Redivivus
Pure Evil
2 hours ago

Rightly Dividing the Word of Truth
In the Mail
2 hours ago

Participatory Bible Study Blog
Quick Note on (Biblio)blogging
5 hours ago

BiblePlaces Blog
Lecture Series in OKC
6 hours ago

NT Blog
RELEGERE
9 hours ago

PaleoJudaica.com
Ancient Hebrew Shabbat boundary marker
12 hours ago

Gentle Wisdom
Is Gentle Wisdom really a Biblioblog?
21 hours ago

MandM
A Godless Public Square: Do 'Private' Christian Beliefs Have a Place in Public Life? @ Auckland Uni
1 day ago

Targuman
Once more, what makes a biblioblogger?
1 day ago

The Official Blog of Dr. Robert R. Cargill
in honor of the us women's world cup team

contributors to quickly post their thoughts, can therefore be of great assistance to researchers who are trying to keep current with their field. In fact, the benefits recognized by those in Hendricks' survey of librarians have also noted by other studies.[12]

Furthermore, it is worth noting that Hendricks' survey revealed two major factors related to the perception of the potential academic worth of blogging. Neither is really surprising. First, Hendricks demonstrated that, as one might expect, those who published blogs of their own were much more likely to identify scholarship with blogging than those who did not. A majority (57.1%) of those who were themselves bloggers said they found academic worth in other blogs. However, on the other hand, a majority (63.6%) of those who did not publish a blog said that they did not believe blogging should count as scholarship.[13] This suggests that engagement in the blogosphere enhances one's view of its significance.

Second, the study also suggested that age was a major factor in respondents' perceptions of the relative worth of blogging. Across the board younger librarians had a higher regard for the academic value of blogs than their older counterparts. What is interesting though is that Hendricks' study only addressed asked about the value of weblogs to respondents *who already blogged themselves.*[14] In other words, *only* older individuals with blogs responded to the question. Specifically, Hendricks asked respondents whether they thought their own blogs should count as scholarly publications. The results were clear: despite their participation in the blogosphere older respondents were still less willing to link blogging to scholarship than younger ones. Specifically, he records his results:

> Of those 22-30 years of age, 40.0 percent indicated that they thought their blog should count as scholarship, and of those 31-40 years of age, 27.3 percent thought their blog should count. None of those 41-50 years of age indicated that their blog should count as scholarship, and of those over 51, 12.5 percent considered their blog scholarly."[15]

He concludes: "younger librarians are apparently more inclined to think of their blog as counting toward scholarship compared to their older colleagues."[16]

Perhaps an even more significant revelation though in these findings not noted by Hendricks is that, according to his results it seems clear that differences in views regarding the scholarly worth of blogging were not simply eradicated by participation in it. It appears that there is a real generational gap in the understanding of the significance of the medium. In other words, regardless of whether or not older respondents engaged in blogging themselves, they were still less likely to view blogs as scholarly endeavors than younger respondents in the survey.

The Blogging Phenomenon in Legal Scholarship

Librarians, of course, are not the only ones recognizing important advantages to blogging. While perhaps there has been little discussion of the value of the blogosphere in publications in the field of biblical studies, the benefits of academic weblogs have been recognized more widely by scholars working in other disciplines.[17] In particular, the scholarly value of blogging has received increasing attention in the field of legal scholarship. For example, in 2006 a major conference on the subject was held at Harvard Law School. Here we cannot interact with all of the articles written on the subject of legal blogs. One important study worth highlighting though is Paul Carron's 2006 article, "Are scholars better bloggers? Bloggership: How blogs are transforming legal scholarship." This article was published in the *Washington University Law Quarterly.*[18] Although the piece is a few years old, it offers a comprehensive overview of different legal scholars' opinions regarding blogging. While of course skeptics remain today, it seems clear that a growing number of legal scholars are discovering tremendous advantages in on-line self-publication.

1 day ago

Cross Talk
Civil Religion Undone
5 days ago

Daniel O. McClellan
Now Accepting Submissions for August Biblioblogging Carnival
1 week ago

Hypotyposeis
Errata for Swanson's Collation of 1874 in Galatians
1 week ago

Faith and Theology
Conor Cunningham, consciousness, and evolution
2 weeks ago

Chrisendom
Power in the New Testament - a talk delivered at a Men's Evening
2 weeks ago

TaborBlog
Simcha Jacobovici Responds to Critics of His "Nails of the Cross Film"
2 weeks ago

The Way of the Fathers
Gospel Truth — Good News!
3 weeks ago

DailyHebrew.com
The Genetic Relationship of Aramaic & Hebrew
3 weeks ago

Exploring Our Matrix
Reminder: Exploring Our Matrix has Moved
4 weeks ago

ricoblog
Rico's Used Book Sale: Titles in Biblical Studies
1 month ago

Codex: Biblical Studies Blogspot
The Myth of Religious Violence
2 months ago

Show All

BLOG ARCHIVE

For example, D. Gordon Smith has demonstrated the potential ways blogging can serve as a scholarly medium by looking at *The Walt Disney Company Derivative Litigation*.[19] In his piece, Smith identifies two benefits of blogging, which, we might point out, seem to mirror the views expressed by the academic librarians in Hendricks' study. First, Smith argues that blogging can serve as a form of "pre-scholarship," facilitating the development of ideas, which, he believes, can later take the form of traditional scholarship. Second, blogging contributes to the public dissemination of ideas. Specifically, he likens the medium to presenting papers at academic conferences or publishing an op-ed.[20]

Furthermore, Smith uses important language that I think is also worthy of attention. He employs the terminology of "bloggership":

> "The term 'bloggership' in the title of this essay and conference is a useful neologism because it distinguishes this sort of scholarship from the traditional, long-form scholarship that appears in law reviews and scholarly journals and because it distinguishes blogging that has scholarly aspirations from other forms of blogging."[21]

Smith here identifies three sorts of publication, making a distinction between traditional scholarship and two kinds of blogging, (1) blogging that has scholarly aspirations, and (2) other forms of blogging. This distinction is, I think, important and might be helpful for navigating the terrain of "biblioblogs" as I shall explain in a moment.

Education and Edublogs

Up until now we have talked primarily about blogs as a tool for academic research, i.e., as a means of both sharpening and sharing ideas. However, there is another aspect of the academic's vocation, which we have not touched on: teaching. Indeed, a number of studies have been conducted exploring the advantages blogging has for academics in their capacity as instructors. Educators have begun to talk about the important benefits of "Edublogs," particularly those written by students.[22] In particular, researchers have explained that blogging facilitates learning through supporting interpersonal interaction that fosters the kind of more careful reflection that is often not possible in the classroom. Alfred P. Rovai writes,

> "The internet's ability to promote text-based communication for the purpose of discourse can support the construction of knowledge, as learners formulate their ideas into words and builds on these ideas through responses from others. The opportunity for reflective interaction can be encouraged and supported, which is a feature not often demanded in traditional classroom setting where discussion is often spontaneous and lacks the reflection that is a characteristic of asynchronous online interactions."[23]

Again, we see here a recognition that engagement in blogging helps individuals—in this case, students—develop ideas through interaction with others, a benefit we have already seen academics in other fields recognize.

Books and Biblioblogs

Turning from the general issue of academic blogging to the particular phenomenon of biblioblogs, I think upfront it should be noted that even if one believes that blogs themselves make no positive contribution to academic discourse, one could no longer deny that they have some sort of influence. This is true even if their impact remains minimal in nature. How can I make that claim? Simply visit some of the book tables in the exhibiters hall and you will find that many academic publishers are now listing not only the name of the university where an author teaches on the back of important monographs, they are now listing the names of their authors' weblogs.[24] This marketing strategy highlights an important development. In choosing

- ► 2011 (127)
- ▼ 2010 (230)
  - ► December (25)
  - ▼ November (27)
    - Michael Bird Old Spice Parody on the SBL Greek New...
    - No, The Bible Was Not The Result Of A Secret Consp...
    - Why I Want To Be "Left Behind": How Rapturists Mis...
    - Podcast of my SBL Paper Presentati on
    - SBL Paper on Deuterono my and Hittite Literature
    - Highlights from the Society of Biblical Literature. ..
    - Thanksgiving, the Prophets & the Eucharist
    - International Trade in the Days of Solomon?
    - Bob Cargill's SBL Paper
    - SBL Paper: Weblogs and the Academy
    - "Pope Approves Condoms": Yeah, right...
    - Election of Dolan Bodes Well
    - Why & How Christians Need to Engage the Business W...
    - Fr. Robert Barron on the Pew Research Poll
    - Bergsma on Twitter
    - Like the

which books to purchase, and, thereby interact with, scholars are now apparently making selections informed—at least in part—by the phenomenon of blogging. As we all know, there are a plethora of resources available to scholars. Peer-reviewed journals are critical among them. However, important monographs are another such resource. Yet academic book publishers have figured out that in sifting through sources the mention of a weblog plays some kind of factor in the decision-process their consumers are making. In other words, it would seem that scholars are deciding which works to interact with at least in part by their knowledge of the blogosphere. In my opinion, this development itself has significant implications in understanding the state and *shape* of contemporary academic research, highlighting at least one reason one cannot simply dismiss blogs as irrelevant.

Benefits of the biblioblogosphere

Above we noted some of the principle advantages others have associated with academic blogging. To be more precise we might distinguish between the benefits blogs offer to those who themselves engage in the blogosphere and benefits available to those who simply follow blogs without writing one themselves. First, it seems clear that scholars are now using the blogosphere as part of the process of refining ideas that will later appear in more traditional scholarly sources. Rather than speaking for others, who may or may not want to admit this (I hereby others to offer examples of how they have done this on their own blogs), I will speak from my own experience.

This year I completed a massive Ph.D. thesis at Fuller Theological Seminary under Colin Brown, which ran about 800 pages and was entitled, "The Historical Jesus and Cultic Restoration Eschatology".[25] The work attempts to fill in what I believe is a major lacuna in biblical scholarship, i.e., Jesus' understanding of the cultic dimension of Jewish life as well as its role in the fulfillment of eschatological hopes.

The blogging experience was tremendously valuable for me as I worked out the ideas contained in the thesis. For example, as numerous others have noted, in biblical texts as well as extra-biblical literature David and his descendants have a particularly important connection with the cult: God's oath to give David a kingdom is closely tied to David's desire to build the temple (cf. 2 Sam 7; 1 Chr 17); David himself is described as performing cultic duties and assigns the future temple-duties to the Levites (cf. 1 Chr 15-16); Solomon, the Son of David, completes the temple-building project and dedicates it (cf. 1 Kgs 5-8; 2 Chr 3-7); the reforms of Hezekiah and Josiah are closely linked with the cult (cf. 2 Kgs 1:1-25; 2 Chr 29-31, 34-35); Ezekiel describes the eschatological Davidide as having cultic responsibilities (Ezek 45:17; cf. 46:6—15); *Psalms of Solomon* 17 seem to suggest a cultic role for the eschatological Davidide; etc. Given all of these traditions I began to think through the possible cultic aspirations possibly implied by Jesus' Davidic identity. These ideas made their way into blog posts on my website, www.TheSacredPage.com.

From personal experience I can attest to the fact that the potential benefits of blogging discussed in the peer-reviewed journals mentioned above are real. Of course, I would echo the insistence of others that blogs are not really proper academic sources in and of themselves—I did not cite a single blog in my whole thesis. Nonetheless, blogs became an important academic resource for me as I conducted my research. For instance, above we spoke of the way blogging can help one identify important sources—I found this to be true. As I wrote on the historical Jesus I discovered how valuable blogs could be. Suffice it to say, there is significantly more literature out there about the historical Jesus than there is on the academic value of weblogs. Sifting through vast amounts of bibliographic data was a tremendous challenge. Scot McKnight may claim that historical Jesus research is dead[26] but it seems no one has alerted book publishers to this. They continue to release monographs on the subject at a dizzying speed. Identifying the most important recent works on the topic relevant to my project was a constant challenge. Simply

Pope? Read his letter

Carl Olson Posts on the Pope's New Letter

CRC and RCC Getting Closer: Common Baptism

Top Vatican Official: Benedict is "The Pope of the...

Catholic Bloggers Ignoring the Pope's "Fundamental...

The Reason for all the Evils in the World is. . .

Historic Papal Document on Scripture Released!

Pope Benedict XVI's New Apostolic Exhortation on t...

Bob Dylan, John Paul II, and Ecclesiastes

Worst Candidate Ever. . .

The Pitre Family Welcomes a New Baby into the Worl...

When Do Protestants Know When to Return to Rome?

► October (18)

► September (35)

► August (26)

► July (4)

► June (11)

► May (17)

► April (24)

► March (16)

► February (15)

► January (12)

► 2009 (99)

► 2008 (78)

staying on top of all the latest book releases was a challenge. Knowing which ones merited particular attention was sometimes hard to figure out. Reviews in journals were slow in coming and deadlines were fast approaching.

The blogosphere was a helpful resource in this regard. As new books were released, bloggers would almost immediately begin to post thoughts on them. In particular I paid close attention to blogging scholars who have credibility in the field to see which books they took notice of and interacted with on their sites. I also paid attention to their comment-boxes, which helped me get some idea of how books were being received. Recognizing which monographs were creating "buzz" was one helpful means of determining which titles I should pay especially close attention to myself.

Let me underscore here that the blogosphere was only one of many tools that I consulted—it did not replace more traditional resources such as reviews in academic journals. Nonetheless, it was still an important tool. The blogosphere helped me figure out the directions in which the field of historical Jesus research was moving. In a sense, it helped me keep my finger on the pulse of scholarship.

In addition, I discovered what others have already claimed to be true: blogging can help one develop ideas. As I blogged on issues related to my thesis, i.e., Jesus' messianic identity in the Gospels, I was able to interact with other scholars who have done significant work in this area. Although I could mention numerous individuals, here let me simply identify two in particular: Michael Bird and Joel Willitts. Bird is an established scholar in his own right who has published significant works dealing with the historical Jesus, chief among them, *Are You the One Who is to Come? The Historical Jesus and the Messianic Question*.[27] Willitts has also published a number of important works, including a monograph on Jesus' role as the Davidic messiah in the Gospels.[28] Bird is an Australian who now teaches in Europe, Willitts teaches at North Park. Both write for the blog *Euangelion*.

These two scholars offered helpful comments on my blog entries, either via comment-boxes or email. Indeed, I was often astonished at how quickly feedback would come from them after I posted material. Their probative questions—typically simply offered off-the-cuff—at times challenged me to think profoundly about certain elements of my own thought. They also highlighted other important works in the field that I was unaware of. Furthermore, their comments revealed ways works I already knew about but considered irrelevant actually were related to certain dimensions of the topic I was treating. In addition, their positive feedback gave me confidence that some of my more original ideas were not off-track.

Three different individuals, writing from different places in the world, all concerned with Jesus scholarship, were able to exchange ideas and bibliographic information. The two blogs, *TheSacredPage.com* and *Euangelion* helped facilitate that exchange: I was able to learn more about their work from reading their posts and I was also able to share my ideas with them through mine. My anecdotal experience therefore confirms what peer-reviewed studies seem to confirm: blogging can indeed be an important tool in conducting scholarship. [29]

Blogging and Unraveling the Modernist Myth of Pure-Objectivity

Above I mentioned D. Gordon Smith's distinction between traditional forms of academic publishing, "bloggership," and other types of blogging. I think his distinction of two different types of blogging is helpful. Peruse the biblioblogs and you will find a number of different kinds of entries. Some posts are written to identify and interact with important sources and ideas. In greater and less degrees these posts signal the scholarly aspirations of the blog. Other entries are just plain silly. Of course, those who dismiss the academic worth of blogging will point to such posts as examples of unscholarly nature of the blogosphere. However, in an indirect way it might be argued that even posts of a personal or inane nature contribute to the

- 2007 (190)
- 2006 (216)

OTHER SITES

- The Vatican's Site (English)
- St. Paul Center for Biblical Theology
- Scott Hahn
- Mark Goodacre
- Michael Bird & Joel Willitts
- Jim West
- Chris Tilling
- Joel Watts
- Caritas et Veritas
- Peter Leithart
- Scot McKnight
- Biblioblogs
- Mark Giszczak
- Bock's Blog
- Christian Brady
- Ben Witherington
- Taylor Marshall
- James Crossley
- Stephen C. Carlson
- Novum Testamentum
- Deinde
- Biblical Foundations
- Felix Just, S.J.
- Christ, My Righteousness
- Mark D. Roberts
- N. T. Wright
- Claude Mariottini
- Thoughts on Antiquity
- Cafe Apocalypsis
- Aaron Ghiloni
- Biblioblogs
- New Testament Student
- The Busybody
- Kevin A. Wilson
- Roman Theological Forum
- New Testament Round Table
- Codex: Biblical Studies Blogspot
- Mike Aquilina
- John Allen
- First Things
- Holy Innocents Blog
- Whispers In The Loggia
- United States Conference of Catholic Bishops

improvement of academic discourse.

How? Such posts *humanize* scholars. As is becoming increasingly clear in the postmodern period, "pure objectivity" is a myth.[30] Yet even to this day scholars are reluctant to allow much of their personal beliefs, history, and values to emerge in their scholarly exchanges. Even in informal gatherings at professional conferences such as this one—even in interactions outside of paper presentations—scholars typically operate under the assumption that they are best served by engaging in conversations which obscure who they are, as if they are in reality better able to do their work by *not* getting to know one another. Lest somehow our work be suspected of lacking objectivity, academics tend to hide their core personal beliefs and experiences. Academics will even avoid humor in order to avoid the perception of being frivolous. There seems to be a perception that a serious scholar must remain just that: serious . . . and they must remain so whenever they are around other academics.

Frankly, while I am always an advocate of proper decorum and professional behavior, I do believe that in large part such attitudes reflect an outdated modernist, Enlightenment understanding that still permeates academia, namely, that scholars are not influenced by personal beliefs, personal history, traditions, etc., but derive conclusions solely based on un-interpreted "facts". It seems to me that such claims are no longer possible. Because of this I whole-heartedly welcome not only "bloggership"—blogging with scholarly aspirations—but also "other types of blogging": the posts which reveal the quirky sense of humor of scholars, the entries describing a bloggers' personal history, the pieces laying out his or her political opinions, the installments that reveal their core personal values, etc. I do not believe that getting to know each other better is going to undermine our scholarship. Rather, I believe it will make it more honest and therefore more illuminating. It will help us better learn how to work with one another and cultivate better mutual respect, and perhaps that will be the greatest of all the benefits of biblioblogging.

NOTES

---

[1] In this paper I have assumed that my audience is able to define the terms "weblog", "blog," "blogging," "biblioblogs", etc. This seems to me to be a reasonable assumption given the fact that the paper is being presented in a study unit with the more overarching term "biblioblogging" and follows other papers that have already talked at length about the blogging phenomenon. For sake of thoroughness I have however added this note. The term "weblog" was coined by Jorn Barger in 1997 on his website *Robot Wisdom*. Peter Merholz later abbreviated the term to "blog" in 1999. See Jeremy B. Williams, "Exploring the use of blogs as learning spaces in the higher education sector," *Australasian Journal of Education* 20 /2 (2004): 232 [232–247].

[2] See, e.g., Kate Litvak, "Blog as a Bugged Water Cooler," *Washington University Law Review* 84 (2006).

[3] I have decided to talk about my own thesis as a way of illustrating to those in the field of biblical scholarship applications of blogging. However, others have talked about the the benefits of blogging in their dissertation writing. See, e.g., Lilia Efimova, *Passion at work: Blogging practices of knowledge workers* (Enschede, Netherlands: Novay, 2009). For example, Efimova talks about how in writing dissertations "the weblog allows easy access to the stored information from multiple computers, keeping relevant external information with personally meaningful context and links to the originals, as well as sharing information with others in a non-intrusive way" (p. 293).

[4] Jeffrey Wee Sing Sim and Khe Foon, "The use of weblogs in higher education settings: A review of empirical research," *Educational Research Review* 5 (2010) 152 [151–163]. See W. F. Brescia, Jr., and M. T. Miller, "What's it worth? The perceived benefits of instructional blogging. Electronic Journal for the Integration of Technology in Education," 5 (2006): 44–52; W. Chen and C. Bonk, "The use of weblogs in learning and assessment in Chinese higher education: Possibilities and potential problems," International Journal on E-Learning, 7/1 (2008): 41–65; C. P. Coutinho, "Cooperative learning in higher education using weblogs: A study with undergraduate students of education in Portugal," in *World multi-conference on systemics, cybernetic and informatics, 11 Orlando, USA, 2007* [WMSCI 2007] (vol. 1; Florida:

- Catholicism, Holiness and Spirituality
- Irish-Catholic and Dangerous
- The Truth Will Set You Free
- Catholic Sensibility
- David Scott
- Jeff Cavins
- Shrine of the Holy Whapping (Notre Dame students)
- Catholic and Enjoying It
- Jimmy Akin
- Insight Scoop (The Pope's English Publisher)
- The Curt Jester
- Carson Weber
- Pewsitter (The Online Catholic Newspaper of the Third Millennium)
- Excessive Catholicism
- American Papist
- A Catholic Life
- CatholicBoard

ALEXA WIDGET

Traffic Rank
thesacredpage.com
658,686
Powered by Alexa

International Institute of Informatics and Systemics, 2000), 60–64; A. Davi, M. Frydenberg and G.J. Gulati, "Blogging across the disciplines: Integrating technology to enhance liberal learning," *MERLOT Journal of Online Learning and Teaching* 3/3 (2007); M. D. Dickey, "The impact of weblogs (blogs) on student perceptions of isolation and alienation in a web-based distance-learning environment. Open Learning," 9/3 (2004): 279–291; N. B. Ellison and Y. Wu, "Blogging in the classroom: A preliminary exploration of student attitudes and impact on comprehension," Journal of Educational Multimedia and Hypermedia, 17/1 (2008): 99–122; B. Farmer, A. Yue, and C. Brooks, "Using blogging for higher order learning in large cohort university teaching: A case study," *Australasian Journal of Educational Technology,* 24/2 (2008): 123–136; W. Freeman, C. Brett, J. Dixon, L. Kostuch, M. MacKinnon, and G. McPherson, "Weblogging as a part of academic practice: Reflections on graduate students' early experiences," in *Proceedings of the IADIS virtual multi conference on computer science and information systems* (IADIS Press., 2006), 64–67; R. Glass, and Spiegelman, M., "Incorporating blogs into the syllabus: Making their space a learning space. Journal of Educational Technology Systems, 36/2 (2007): 145–155; S. Hain and A. Back, "Personal learning journal—course design for using weblogs in higher education," *The Electronic Journal of e-Learning,* 6/3 (2008): 189–196; H. Hall, and B. Davison, "Social software as support in hybrid learning environments: The value of the blog as a tool for reflective learning and peer support," *Library and Information Science Research* 29/2 (2008): 163–187; L. Kerawalla, S. Minocha, G. Kirkup, and G. Conole, "An empirically grounded framework to guide blogging in higher education," *Journal of Computer Assisted Learning* 25 (2008): 31–42; A. Kuzu, "Views of pre-service teachers on blog use for instruction and social interaction," *Turkish Online Journal of Distance Education* 8/3 (2007): 34–51; P. Leslie and E. Murphy, "Post-secondary students' purposes for blogging," *International Review of Research in Open and Distance Learning,* 9/3 (2008): 1–17; C. C. Loving, C. Schroeder, R. Kang, C. Shimek, and B. Herbert, "Blogs: Enhancing links in a professional learning community of science and mathematics teachers," *Contemporary Issues in Technology and Teacher Education* 7/3 (2007): 178–198; K. Makri, and C. Kynigos, "The role of blogs in studying the discourse and social practices of mathematics teachers," *Educational Technology and Society* 10/1 (2007): 73–84; S. Nackerud and K. Scaletta, "Blogging in the academy. New Directions for Student Services," 124 (2008): 71–87; G. M. Stiler and T. Philleo, "Blogging and blogspots: An alternative format for encouraging reflective practice among preservice teachers," *Education,* 123/4 (2004): 789–797; S.-K. Wang, and H.-Y. Hsua, "Reflections on using blogs to expand in-class discussion," *TechTrends* 52/3 (2008): 81–85; M. Weller, C. Pegler, and R. Mason, "Use of innovative technologies on an e-learning course," *Internet and Higher Education* 8 (2005): 61–71; J. B. Williams and J. Jacobs, "Exploring the use of blogs as learning spaces in the higher education sector," *Australasian Journal of Educational Technology,* 20/2 (2004): 232–247; X. Zeng, and S. T. Harris, "Blogging in an online health information technology class. Perspective in Health Information Management," 2/6 (2005). The one experimental model they discovered was Y. Xie and P. Sharma, "Students' lived experience of using weblogs in a class: An exploratory study. Paper presented at the 27th association for educational communications and technology conference Chicago, IL, October 19–23, 2004. For helpful overview of these studies see Sim and Khe Foon, "The use of weblogs in higher education settings," 158–161.

[5] This certainly represents a healthy sample. Coincidentally the Kjellberg study analyzed the sixty-seven blogs—the same number of librarians surveyed by Hendricks', in other study on research applications for blogging. See Sara Kjellberg, "Blogs as interfaces between several worlds: A case study of the Swedish academic blogosphere," *Human IT* 10/3 (2009): 1–45.

[6] See, e.g., T. Embrey, "You blog, we blog: A guide to how teacher librarians can use weblogs to build communication and research skills," *Teacher Librarian* 30/2 (2002): 7–9; A. Clyde, "Shall we blog?," *Teacher Librarian* 30/1 (2002): 44–46.

[7] Arthur Hendricks, "Bloggership or is publishing a blog scholarship? A survey of academic librarians," *Library Hi Tech* 28/3 (2009): 475.

[8] Hendricks, "Bloggership or is publishing a blog scholarship?," 475.

[9] Hendricks, "Bloggership or is publishing a blog scholarship?," 475.

[10] Hendricks, "Bloggership or is publishing a blog scholarship?," 476.

[11] Hendricks, "Bloggership or is publishing a blog scholarship?," 475.

[12] See, e.g., Sara Kjellberg, "I am a blogging researcher: Motivations for blogging in a scholarly context," *First Monday* 15/2 (2010). Kjellberg notes that a close examination of research done on blogging reveals that the most frequent applications cited by researchers were "information or knowledge management, social purposes and interaction, establishing an identity and self-representation, expressing opinions, and acting politically." Here article explands upon each of these. She goes on to talk specifically about the way blogging enables researchers to better keep current in their field. Kjellberg cites one researcher, who explained, "One very direct way for myself is that it's a good way for me to force myself to keep up with my own research field. I have this external how do you say . . . incentive to publish a few times a week, which means you have to stay abreast of things." Likewise, see Torill Mortensen and Jill Walker, "Blogging thoughts: Personal publication as an online research tool," in *Researching ICTs in context* (ed. A. Morrison; Oslo: InterMedia, University of Oslo,

2002), 249–278; Jill Walker Rettberg, *Blogging* (Cambridge: Polity Press, 2008); Alexander Halavais, "Scholarly blogging: Moving toward the visible college," in *Uses of blogs* (eds. A. Bruns and J. Jacobs; New York: Peter Lang, 2006), 117–126.

[13] Hendricks, "Bloggership or is publishing a blog scholarship?," 475–76.

[14] 35.8% of those surveyed indicated that they did run a weblog, 59.7 percent stated they did not. Hendricks, "Bloggership or is publishing a blog scholarship?," 475.

[15] Hendricks, "Bloggership or is publishing a blog scholarship?," 476. He adds, ". . . of those from 21 to 30, 20.0 percent thought their blog should not count as scholarship. Of those 31-40 years of age, 36.4 percent indicated that their blog should not count as scholarship, and of those from 41 to 50 years of age, 44.4 percent indicated that their blog should not count. Of those over 50, 50.0 percent indicated that their blog should not count as scholarship."

[16] Hendricks, "Bloggership or is publishing a blog scholarship?," 474–75.

[17] We might also note that business programs have begun to take note of the advantages of blogging after one M.B.A. program introduced the practice into their program with great results. See Williams, "Exploring the use of blogs as learning spaces," 232–247. Another field where blogging is getting greater attention is in the natural sciences. See, e.g., Selg Håkan, "Om bloggar [About blogs]," Uppsala: NITA, Uppsala University, 2008.

[18] Paul L. Caron, "Are scholars better bloggers? Bloggership: How blogs are transforming legal scholarship," *Washington University Law Quarterly,* 84/5 (2006): 1025-42. See also N. Levit, "Scholarship advice for new law professors in the electronic age," *Widener Law Journal* 16 (2009): 947–82.

[19] D. Gordon Smith, "A Case Study in Bloggership," *Washington University Law Quarterly* 84 (2006): 1135–1143.

[20] See the overview in Caron, "Are scholars better bloggers?," 1037.

[21] Cited in Caron, "Are scholars better bloggers?," 1037 n. 71.

[22] See, e.g., Kristina Schneider, *Edublogging: A Qualitative Study of Training and Development Bloggers* (Acorda Press, 2009). See in particular the review of the relevant literature on pp. 17–29.

[23] Alfred P. Rovai, "Online and traditional assessments: What is the difference?," *Internet and Higher Education* 3 (2001): 141–151.

[24] See, e.g., the back of Michael F. Bird, *Are You the One Who Is To Come?: The Historical Jesus and the Messianic Question* (Grand Rapids: Baker Academic, 2009).

[25] Michael Patrick Barber, "The Historical Jesus and Cultic Restoration Eschatology: The New Temple, the New Priesthood and the New Cult" (Ann Arbor: UMI Dissertation Services, 2010).

[26] See his interview with the magazine *Christianity Today:*
http://www.christianitytoday.com/ct/2010/april/15.22.html

[27] See the complete bibliography in the note above. See also Michael F. Bird, *Jesus and the Origins of the Gentile Mission* (Library of Historical Jesus Studies 331; New York: T&T Clark, 2007); *idem.,* "Is There Really a Third Quest' for the Historical Jesus?," *Scottish Bulletin of Evangelical Theology* 24/2 (2006): 195–219; *idem.,* "The Formation of the Gospels in the Setting of Early Christianity: The Jesus Tradition as Corporate Memory," *Westminster Theological Journal* 67 (2005): 113–34.

[28] See Joel Willitts, *Matthew's Messianic Shepherd-King: 'In Search of the Lost Sheep of the House of Israel'* (Beihefte zur Zeitschrift für die neutestamentliche Wissenschaft und die Kunde der älteren Kirche 147; Berlin: Walter de Gruyter, 2007); *idem.,* "Presuppositions and Procedures in the Study of the 'Historical Jesus': Or, Why I Decided Not to be a 'Historical Jesus' Scholar," *Journal for the Study of the Historical Jesus* 3/1 (2005): 61–108.

[29] Indeed, other scholars have spoken of how blogging helps researchers who "want to legitimate their results by having them vetted by other researchers in their discipline" (Kjellberg, "I am a blogging researcher").

[30] See, e.g., the work of Hans-Georg Gadamer, *Wahrheit und Methode* (2d. ed.; Tubingen: Mohr-Siebeck, 1965), who emphasizes the impossibility of standing outside of a tradition.

Posted by Michael Barber at 3:14 PM

3 comments:

Richard Fellows said...

Thanks for that.

There seems to have been a snobby prejudice against all communication technologies when they first come out. I'm thinking of writing, the telephone, cell phones, and the internet. The prejudice against blogs may be self-fulfilling, to some extent, but I doubt it will last.

One of the advantages of blogs is that it allows for the POSSIBILITY of timely discussion (like a conversation at a conference but without the travel time and expense. Hmm.. if the blog medium has no potential, then neither do

conferences, surely. The problem with paper publications is that, all too often, they result in scholarly 'conversations' that take decades, if they happen at all.

Another advantage of blogs and other web-based publications, is that they allow the author to update and correct their research as new ideas and data comes in. Those who think that they are able to give the final word on a subject will not hesitate to put their ideas in print, but surely most of us should appreciate the ability to modify our views.

7:05 PM

John Bergsma said...

This post has been removed by the author.

6:15 PM

---

gresham said...

Ages ago, long before blogs, I wrote an article about the impact of listservs which compared this form of academic conversation to the "invisible college" I think some of the points may be even more relevant today as applied to blogs. See "From Invisible College to Cyberspace College" here http://www.emoderators.com/ipct-j/1994/n4/gresham.txt

9:15 AM

Post a Comment

Newer Post Home Older Post

Subscribe to: Post Comments (Atom)

Template images by luoman. Powered by Blogger.

D-Lib Magazine

July/August 2011
Volume 17, Number 7/8
Table of Contents

Services for Academic Libraries in the New Era

Michalis Gerolimos
Alexander Technological Educational Institute of Thessaloniki, Greece
mike@ionio.gr

Rania Konsta
Ionian University, Corfu
rania@ionio.gr

doi:10.1045/july2011-gerolimos

Printer-friendly Version

Abstract

The purpose of this paper is to document the integration of Web 2.0 [1] services into the working framework of some of the most advanced academic libraries in the world. It reports a follow-up study that builds on a previous study conducted approximately two years ago. The comparison of those two studies produces interesting findings, notably an increase in the integration of web-based services. However, when some of the most core Web 2.0 services were examined, user participation was quite low. A quantitative approach to the content analysis of library web sites was performed to examine the prominence of twelve pre-determined services. In addition, the literature review focuses on the critical opinions expressed regarding the use of these web services by academic libraries, highlighting some of the problems and issues that have been raised, but are often overlooked.

1. Introduction

The aim of this paper is twofold. The primary focus is to research and document the integration of services based on the web into the framework of academic libraries. To support this, there is a comparison of data from this study with data from a previous study reported at the IFLA Pre-Conference in Athens (Gerolimos and Konsta, 2009). The 2009 study researched the use of six library services in an attempt to determine their acceptance in the service context of academic libraries. These services are: RSS, instant messaging, streaming media, weblogs, tags and social networks. The findings included (but are not limited to) a rather low usage of those services, and evidence that Really Simple Syndication (RSS) was the only widely used web service among the six, and tags was the least used.

The integration of a specific set of services is re-examined after two years, a period of time that can provide some clues as to the state of affairs in the field of academic libraries and the incorporation of web services. The implementation of several web services was recorded, showing an increase in provision, but, at the same time, there was not a corresponding increase in user participation in several of these services. Consequently, these services may not have the anticipated impact on the strategic service plans of libraries.

The research was conducted between November 2010 and February 2011. The sample includes the library web sites of the 200

The research has conducted between November 2010 and February 2011. The sample includes the library web sites of the 200 best universities for the year 2008, and the data were taken from the web site of the central library of each institution. The purpose was to document the usage of twelve library services: the six services mentioned above with the addition of Facebook, Twitter, web site interface for mobile devices, reference service via SMS, YouTube and browser toolbars. A thorough examination of the contents of each web site, including the search function, were the primary tools of data discovery.

Secondly, an attempt has been made to capture some of the issues that have arisen with the increasing popularity of social tools and software in academic libraries, primarily the introduction and use of social networking services.

The findings do not include a measurement of the quality or the efficiency of the services that the libraries offer to their patrons, but simply provide an impression of the developments in a specific area of interest, focusing on the implementation of a set of library services.

2. Literature review

A comprehensive review of the literature revealed a rather limited discussion of the issues and failures that a library may face associated with the implementation of web-based services. The balance of the published literature reports the potential and the opportunities that these news services present to academic libraries. The present review is not necessarily representative, as it emphasizes the concerns voiced in the literature regarding the use of the services surveyed in this paper.

The issue of user privacy and personal data, although very important topics, should only be one aspect of the discussion regarding web services. A mature discussion that addresses the shortcomings of those services, and might create the right conditions for development and evolution, can only be a source of problems and mishaps if too much enthusiasm for the web negatively affects the service orientation of providers.

Therefore, scholarly discussion and the literature should record, investigate and evaluate several other issues directly related to web services. These include efficiency, the willingness of users to engage actively, longevity, duplication of existing services, hybridization between new and traditional services, evolution of services, integrated online library systems, and last, but not least, the history of library services, with an emphasis on the ideas and philosophy that underpin them.

Crawford is among the first to criticize the notion behind the 2.0 suffix in library services. First he deconstructed the ideas that are the foundation of these changes (2006), and he returned to the questions later and added that not much had changed (2009). He noted that there was a significant, but fallible, project movement (2011a) and that we need to find a balance between new and old services (2011b).

Joint (2010) writes that librarians are trying to make a technology that did not originate in the library world look as though it is a library technology. He also argues that the revolutionary nature of web services has not, at least until now, revolutionized the library services. Joint (2009) also provides an insight into library decisions at Strathclyde University to move away from the experimental usage of web services like Instant Messaging (IM) and Second Life.

Breeding (2007) highlights the risk of confining the use of the web within the library context, when specific tools are promoted. He argues that before libraries move to the next generation of services, many will have to catch up with the previous generation (Breeding, 2006). There is the danger that we may already have gone beyond that point by labeling some new provision as "2.0 service", but at the same time we are branding some features as "web services" and "service strategies" even though they have been in libraries for decades in other forms, including instant messaging, user-centered services, the dissemination of information and libraries' (physical) social networks, to name but a few.

Brown-Sica and Beall (2008) address the problem of "hate speech" that arises with the inclusion of user-generated content in library information systems, while Wolf (2008) argues that the web has been a breeding ground for hate, especially through its mainstream services like YouTube, Facebook and MySpace. Davenport (2008) points out that another risk associated with web use, not only by librarians but in a general social context, is the lack of diversity and the risk of conformity.

The Beluga Project investigated users' opinions of the next generation of library catalogues and found that users are unwilling to create content (tags, reviews, ratings) and share literature lists, that they disapprove of linking catalogues to Amazon metadata, and they complained about the over-simplicity of the catalogue interface (Christensen, 2009). Kim (2010 p. 70) reports that the users of an academic library find it hard to customize its web site while Merčun and Žumer (2008 p. 247) recognize the impact that the web had on library catalogues but they also state that many of the ideas and concepts behind the next generation catalogue are older than the web itself.

Nesta and Mi (2011) are among the few who place the next generation library services in a historical perspective. They examined the websites of academic libraries in New Jersey and Hong-Kong to document the adoption of web services, and they concluded that libraries implement these services without evaluating their potential. Harinarayana and Raju (2010) studied the library websites of the top 100 universities for the year 2007 according to the Times Higher Education university rankings, and they concluded that RSS and IM have the highest integration. Tripathi and Kumar (2010) examined 277 randomly selected academic

library web sites. The integration of the six web services that they studied ranged from 2.2% (Vodcast) to 43.7% (IM).

Kim and Abbas (2010) conducted a research study that focused on US academic libraries and the use of several of the services that are also examined in this paper, and concluded that RSS and weblogs are the most widespread choices. They also found that the utilization of those services by library patrons is rather limited. Han and Liu's (2010) study in Chinese university libraries showed that the use of web applications is quite low.

Chua and Goh (2010 p. 206) browsed the websites of 120 academic and public libraries in North America, Europe and Asia, and found weblogs to be the most popular service and tags the least. In addition, they found that North American libraries engage more web technology than European and Asian libraries, and this is confirmed by the findings of this paper.

Dickson and Holley (2010) reviewed the literature on the use of social networking tools in American academic libraries from 2006 to 2009, acknowledging that their research was limited by the absence of statistical analysis of the effectiveness of social networking and a possible shift in the popularity of these services. They identified several well-founded concerns about the use of social networking sites by academic libraries: they are time-consuming, they are not heavily used, and users already have a negative view of them.

Xu, et. al. (2009 p. 329) surveyed the web sites of 81 academic libraries in New York State. They concluded that IM is the most popular choice with an adoption rate of 42% and podcast is the least popular with 2% uptake. They also tried to identify the key qualifications and roles an academic librarian should have to successfully support this new service orientation: creativity, user-orientation, active participation, contributor, organizer, facilitator and coordinator. One could argue that their compilation highlights the job description and duty assignment of an academic librarian of the pre-web era.

Linh (2008) investigated 47 university libraries in Australia and New-Zealand. He found that there was a general interest in web tools, but the general level of implementation was low. RSS was the most used and IM the least used service.

The diversity in results relating to service popularity in the literature can be attributed to the difference in time and location, but also to the experimental nature of many of the implementations. It appears, though, that RSS, IM and weblogs are the most popular choices, a conclusion that is, partially, confirmed by this study as well.

2.1 RSS

Although the RSS technology is widely used by academic libraries, it should not be considered as social software, but a way to bridge the various social software applications using an XML format (Secker and Price, 2007 p. 42). Holvoet (2006) and Mu (2008) write about the features and different functions RSS can have for libraries. Blackburn and Walker (2008) discuss some of the wrong steps that libraries take when they promote RSS to users.

Academic libraries use the RSS service to inform their users of library news and developments in a way that resembles the "news service" that many libraries still have, often in collaboration with the RSS service: changes to the library's schedule, new acquisitions, library renovations, exhibitions, etc.

2.2 Instant Messaging

This service presents some interesting opportunities for libraries to reach out to their users but there are still several issues that need to be addressed. Although it has been reported in several cases that instant messaging can be a useful tool for academic libraries, especially in relation to reference services, there are arguments that this service can be inefficient or inappropriate for some libraries because of limited funds, low volume of use, technical inefficiencies and staffing problems; issues that lead, in some cases, to the decision to discontinue its use (Radford and Kern, 2006).

For example, the librarians at Massachusetts Institute of Technology (MIT) experienced a lower traffic for the online reference service than the previous e-mail service (Horowitz, et. al., 2005), while at Strathclyde University library the relatively low volume of the IM reference service (about 1/50 of the enquiries of the traditional reference service) led to the decision to discontinue the service (Joint, 2009 p. 170). Another interesting aspect of this service is that many of the patrons use this service from within the library's building (Desai, 2003 p. 26). Clements (2009) and Shucha (2007) identify the positives and negatives of instant messaging software available to libraries.

Desai (2003 p. 22) provides a reflective analysis of this service. She writes that, "Instant messaging is above all a personalized service requiring time and typing. Therefore it is no faster than dealing with people face-to-face or on the phone" which implies that instant messaging is not that instant.

2.3 Weblogs

Weblogs are the subject of several papers regarding different aspects of their use by libraries and librarians and World Wide Web users. Hendricks (2010) investigates the possibility of thinking about weblogs as a scholarly activity and Johnson (2008) stresses the issue of longevity of both personal and institutional library weblogs. Hall and Davidson (2007) argue that weblogs

can be effective learning tools and Aharony (2010) researched the comments posted on LIS blogs — professional and personal — and concluded that there is a low dynamic in content creation.

Moreover, this study recorded that library weblogs do not contribute to what has become known as "content creation" and the "participatory Web", since they are mainly used as a platform for delivering library news and not as an open discussion forum that library patrons use to interact with library personnel and other users. In fact, the cases where library weblogs include patron comments are rare, despite the fact that the user comments feature is enabled in many libraries' weblogs, as mentioned below.

2.4 OPACs and tags

An interesting study by Thomas, et. al. (2009) on tag use by libraries concluded that a mixture of both controlled and uncontrolled vocabulary would benefit libraries and their catalogues the most. This is an opinion that Steele (2009) shares, but he also identifies some issues to be considered when implementing user tags in library catalogues, such as polysemy, synonymy, plurality and luck of hierarchy. Redden (2010) reports several uses tags can have for an academic library and Aharony (2009) explores the use of tags in library science weblogs.

The notable increase of tag services in library OPACs (Online Public Access Catalogues) shown in Figure 2 it is not always accompanied by a commensurate increase in user participation, and there were only a few cases where we found user-generated tags. The increase in tag service implementation should, rather, be attributed to the new online catalogue software that many libraries around the world purchased and this updated software includes, in many cases, the built-in ability to allow registered user comments and tags to be added to library catalogue records. This was apparent in those cases where the classical online catalogue does not allow user tags while the new system does, as was the case with the Fondren Library at Rice University, the Georgia Tech Library and Information Center, and the University of Minnesota Libraries. Overall, 81% of the libraries in the sample that provide the tag service allow their users to add tags to library records.

2.5 Social networks

Social networking sites have been at the forefront of discussion about the use of the web in libraries but there are several issues that might need to be considered (or reconsidered). Sekyere (2009 p. 26) argues that students use Facebook to escape, even for a short period of time, from their academic responsibilities, which is the opposite of what led academic libraries to exploit Facebook in the first place. Smith and Caruso (2010 p. 14) surveyed over 36,000 students and found that although more than 90% use social networking sites, only 30% of them use those sites for course-related purposes and 8% to communicate with course instructors. Fuchs (2009 p. 89) reports that university students consider the provision of information and news to be a minor advantage of social networking sites, with eight other purposes being valued more highly.

Another aspect to consider when a library creates an account with a social network service, such as Facebook or MySpace, is the possibility that a portion of the targeted audience will reject the library's aim of finding new ways of communicating because they will think their privacy is, potentially, infringed, despite the fact they are users of that particular service (Connell, 2009) or simply because they do not want libraries as their "friends" (Breeding, 2007). Secker (2008) also reported students' concerns about libraries infiltrating their social spaces through Facebook. Xia (2009) investigated library related Facebook groups at two universities and found that it was hard for those groups to maintain a steady flow of posts and participation by the students.

Scale (2008) studied the role of Facebook as a social search engine and concluded that it is mainly irrelevant, and Matthews (2006) had a response rate of only 3.2% when he reached out to his library audience through Facebook. Moreover, librarians who decide to use Facebook as a tool for marketing and promotion of library services should be aware of the fact that they might find themselves in an environment where the level of professionalism found in their libraries is difficult to maintain (Graham, et. al., 2007). Chu and Meulemans (2008) consider Facebook and MySpace to be good outreach tools for an academic library alongside other, older outreach tools.

Moreover, we should carefully consider if we should create applications and encourage our patrons to use them on some of the social networking sites, when it is now reported that user data are transmitted through various applications to advertising companies on the web (Steel and Fowler, 2010). Should we consider our list of "friends" as part of our services, when we know that it may be exploited for profit? (Stone, 2010). We might expect a commercial service to try to make a profit by selling user data. Problems can arise when institutions that users trust choose to lead users away from safe places and expose them to possible exploitation by third party services (Joint, 2010 p. 493). Fuchs (2009 p. 22) argues that the users of social networking sites are under constant state and economic surveillance.

3. Research methodology

The research was conducted between November 2010 and February 2011. The sample of libraries is the same as the one used in the previous study. The sample includes the library web sites of the 200 best universities for the year 2008, according to the list provided by the QS, World Universities Rankings [2].

Data were taken from the web site of the central library of each institution. The 2009 research included six services: RSS

Data were taken from the web site of the central library of each institution. The 2009 research included six services: RSS, instant messaging, streaming media, weblogs, tags and social networks. The present study includes six additional services, a choice aiming not only to adapt to new scientific data, but also to cover a wider range of library activities provided through the Internet and the web. These additional six services are Facebook, Twitter, a web site interface for mobile devices, reference services via SMS, YouTube and browser toolbars/add-ons.

The content of each web site, along with the individual hyperlinks and categories that every library web site has, were browsed to check the availability of the twelve categories mentioned above. After the initial browsing, the search function of each library was explored using terms like "blog", "video", "tutorial" and "Twitter" to retrieve information about services not discovered up to that point. In addition, the Google search engine was used to retrieve information on Facebook, Twitter and YouTube accounts using the name of the library and the three terms respectively, as the third and final step. When a service was found, it was recorded as "Yes", but if none of the above methods discovered a service, it was recorded as "No".

The following should be taken into account when considering the data:

- Only active weblogs are recorded.
- Tag service documents its use only in online catalogue records.
- The social networks category includes all related web services and sites (like Flickr and Delicious) with the exception of Facebook and Twitter.
- The YouTube category records whether the library has uploaded any video or created a channel in that particular online service. YouTube videos, available on a library web site but not uploaded by the library, are documented in the Streaming Media category.
- The instant messaging category does not include e-mail and online question forms.
- The SMS reference category records the use of mobile devices (most notably cell phones) in order to send and receive text messages.

---

4. Research findings

As shown in Figure 1 below, RSS is inarguably the most popular library service among the twelve recorded here and it is used by 157 libraries. It was also the most widely implemented service in the previous study. In addition, as was the case with the 2009 research, tags are the least used library service and are used by only 36 libraries — social networks are used by 52% if Facebook and Twitter are included. Furthermore, instant messaging is used by 93 libraries and steaming media services by 97, which represents a reasonable level of acceptance.

It came as a small surprise that Twitter is more popular than Facebook (87 and 75 libraries respectively) considering that there are almost three times as many users of Facebook as there are of Twitter [3]. There seems to be only a loose connection between Facebook and Twitter use in libraries, since only 75% of the libraries that use Facebook use Twitter as well, while 70% of libraries that have a Twitter account also use Facebook. Eighty-three libraries (41.5%) have neither a Facebook nor a Twitter account.

YouTube as a service is implemented in 50 libraries, and weblogs in 64. Although they are two of the most popular web services available today, they are still not widely implemented in academic libraries. In addition, it was found that 42% of the libraries utilize the weblog technology exclusively as a news service.

Furthermore, the research showed that the trend towards the connectivity of mobile devices has influenced several libraries to provide access to their online services, and 77 libraries had created a mobile version of their web site, but only 17% of them designed a special graphical interface for that purpose. Some libraries designed interfaces for mobile devices that only provide access to the online catalogue, e.g. University of Waterloo Library and University of Tokyo Library.

SMS reference is available in 36 libraries and 30 libraries use other social networking services (mostly Flickr and Delicious) in addition to Facebook and Twitter.

As a side note, more than 35% of the libraries have implemented Google Books service in their catalogues.

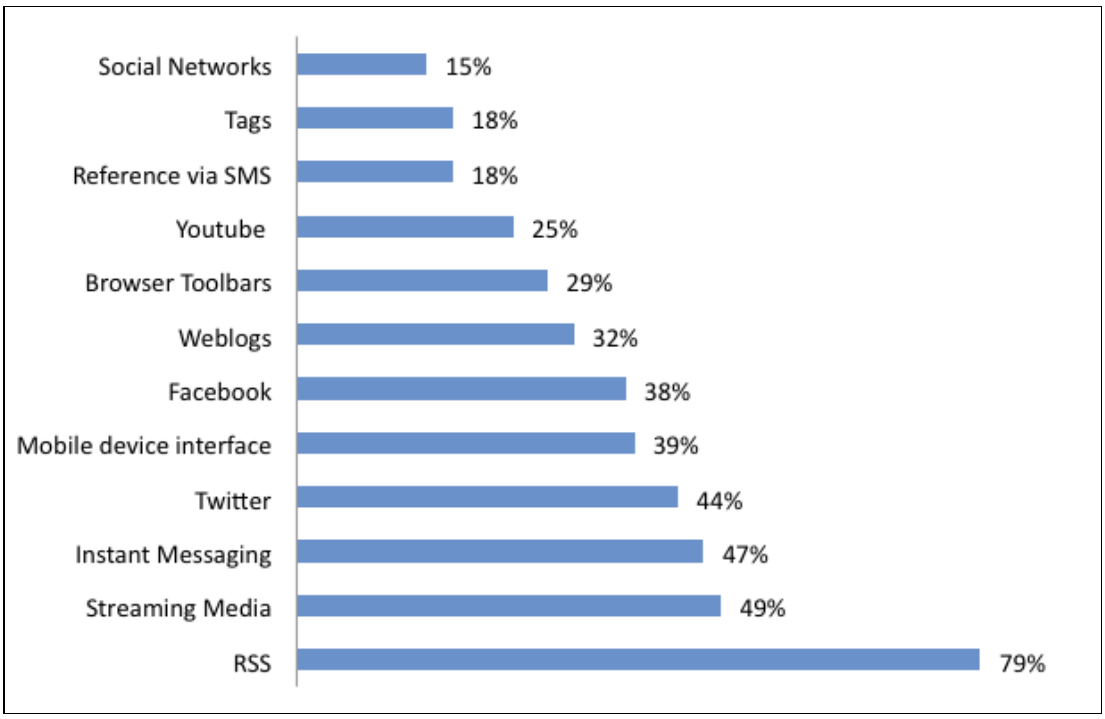


Figure 1: Adoption rates of services in academic libraries

4.1 Facebook, Twitter, YouTube and blog usage

It did not go unnoticed that the interest that library patrons showed in core web services (Twitter, Facebook, YouTube and weblogs) was rather limited. Despite the fact that measuring the effectiveness of library services in terms of the "likes", "followers", "comments" or "view counts" may not be the most scientific method of data gathering, it does provide a measure of their acceptance — or rather an estimate of their impact and, ultimately, their usage. With very few exceptions, library pages of some of the core web services recorded only limited participation by library users, based on the volume of users taking advantage of those services.

For example, as of 14 February 2011, an average of only 750 users had attached "likes" to one of the 75 library pages on Facebook, out of a total number of 56,247. The library that has the highest "likes" count is the National Taiwan University Library with 7,864 and the lowest is the Bibliothèque Cantonale et Universitaire — Lausanne with 34.

Furthermore, as of 15 February 2011, we found that the 87 library Twitter accounts have, on average, 520 followers with a total of 45,216. The library with the largest number of followers is the MIT Libraries with 2,564 and the smallest number was found to be the Indian Institute of Technology Bombay Library with no followers.

The average view counts of library videos on the 38 library YouTube channels is 574, as of 16 February 2011. The library with the highest average view, regardless of the number of videos uploaded, is the Maastricht University Library, with an average of 4,472 views and the lowest average view count was recorded for the University of Virginia Library with an average of three views.

In a more detailed view of YouTube, the University of Michigan Library created a YouTube channel in October 2009. It has 30 subscribers and the library has uploaded a total of 90 videos that have been viewed 16,116 times, or 179 views per video. The Fondren Library at Rice University YouTube channel has been available since December 2008 and has 14 subscribers. The library has uploaded 19 videos that have, in total, 8,332 views, or an average of 439 views. The University of Virginia Library has uploaded three videos on YouTube in the past three months and they have received a total of eight views. A video uploaded by the Maastricht University Library on YouTube has one of the highest view counts (12,955). This video shows students rushing into the library on a Saturday morning during the examination period.

As of 22 February 2011, 39 library weblogs from the sample that allow user comments were accessed with the sole purpose of counting the ratio between post and comments. There was no investigation regarding the content or the purpose of the posts, the original poster, etc. After viewing 842 weblog posts from various libraries (about 20 to 25 most recent posts from each weblog) a total of 230 comments were found, which translates into 0.27 comments for each library post. Fifteen weblogs (38%) had no comments and of those that had comments, six weblogs (25%) contained 146 comments (63%).

4.2 Discontinued services compared with newly implemented services

Comparing with data from the previous study, we found that the RSS service had been discontinued by 7.5% of the libraries, while 7.5% of libraries had also stopped offering instant messaging services and 14% quit using any kind of social network services. Furthermore, 30.6% of the libraries are not interested in providing streaming media any more, while 47.3% decided that maintaining a weblog does not provide a useful service to their users. This should be considered in conjunction with the increase in the use of RSS and Twitter as well as with the fact that many libraries use weblogs as news platform and not as a tool for communication. In addition, the discontinuation in tags service was the most notable, since 64.7% of libraries do not use them anymore. However, the original sample in this category was very small and we cannot safely reach any conclusions.

4.3 Comparison of 2009 and 2011 studies

Comparison of the two studies shows a notable increase in the integration of social software services, as shown in Figure 2.

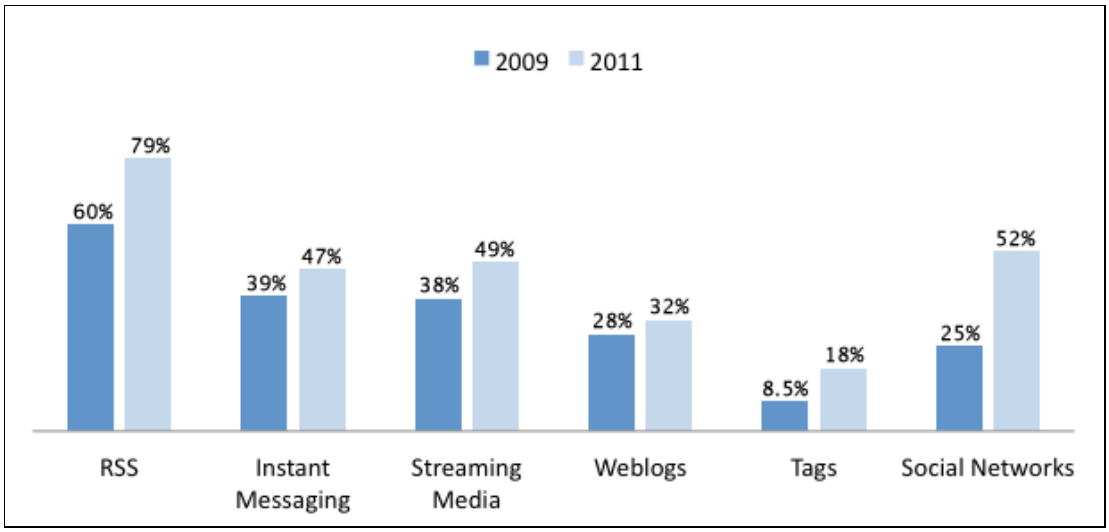
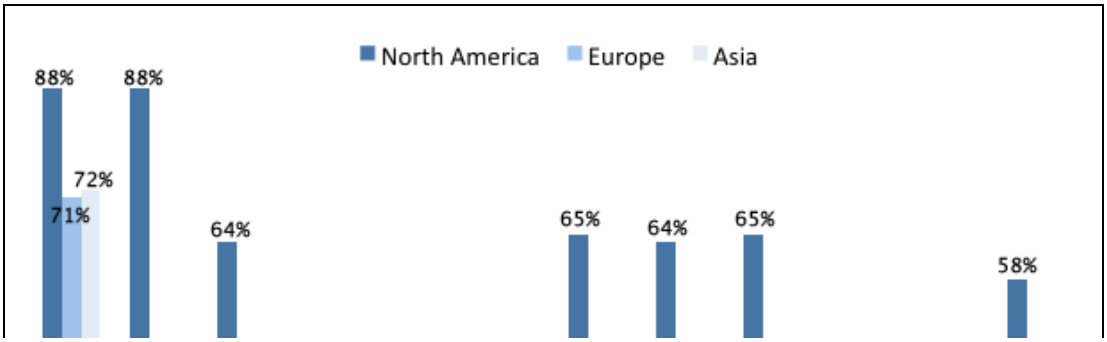


Figure 2: Comparison of service provision in the 2009 and 2011 studies

Weblogs as a library service has the smallest increase (4%) a development affected by the fact that 47.3% of the libraries decided to discontinue this service, as mentioned in section 4.2. In addition, the use of this service has probably been influenced by the use of two other services documented in this paper, RSS and Twitter. This, however, does not imply that there are not several libraries that consider weblogs to be a useful service tool. On the other hand, tags (9.5% increase) and social networks services (27% increase) have a notable increase (mostly because Facebook and Twitter use has increased). Although the latter was expected (considering the increasing use of social networks in general, and that those services are free to use) the increase in the use of tags should be treated with skepticism since investigation in library catalogue records indicated that user-generated tags in library OPACs were, as mentioned before, limited.

4.4 Library services in North America, Europe and Asia

Another interesting facet was the analysis of data according to the location of the library, divided into three different continents as shown in Figure 3. The North America sample is 69 libraries, Europe is 82 and Asia is 32. The samples for Australia and New Zealand and South America were too small and for that reason the data were excluded. On average, academic libraries use 4.3 services out of the twelve. The average for North American libraries is 6.8, while for European and Asian libraries it is 2.9. There are twelve libraries that do not use any of the services and only two were found to use all of them (Emory University Libraries and University of Texas Libraries).



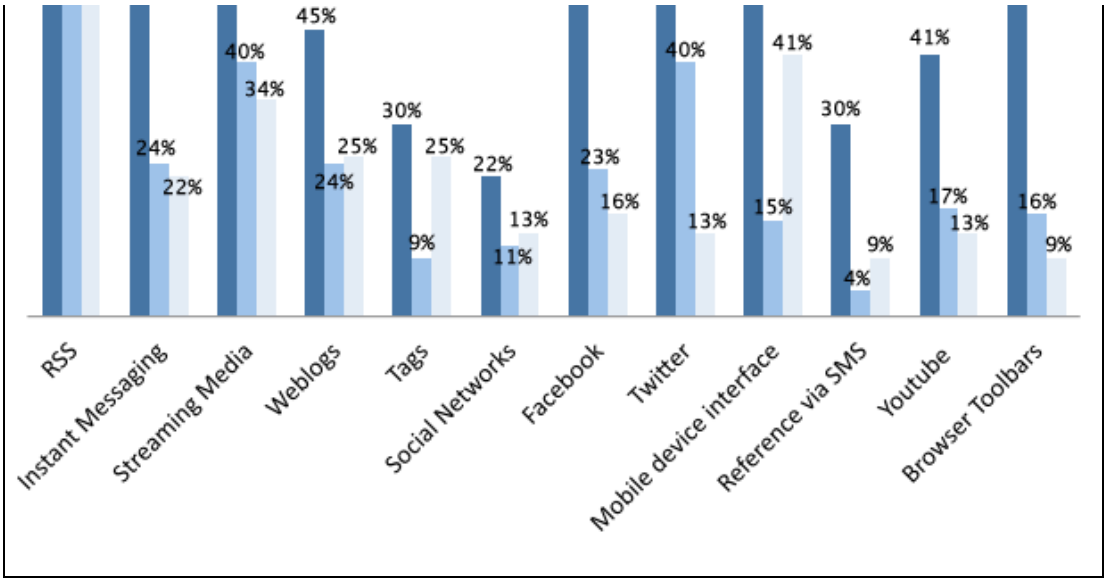


Figure 3: Comparison of Services by Location - North America, Europe and Asia

If this study reported the use of those twelve services by academic libraries in North America, then the findings would be different. In several categories percentage of libraries in North America implementing a service is three or four times the rate of European and Asian libraries (for example, instant messaging, Facebook and browser toolbars) and in all cases it is higher, which provides evidence that the libraries in America have invested more in those particular web services. This, certainly, does not suggest that North American libraries are better organized or that they provide more adequate services.

In addition, a comparison of European and Asian academic libraries in the sample reveals a balance in the use of services examined here. European libraries clearly use some services more, like Facebook and Twitter, while Asian libraries have implemented more services such as tags and library web site interfaces for mobile devices than libraries in Europe. However, both European and Asian academic libraries have lower rates of web service implementation than North American libraries. It would be reasonable to conclude that academic libraries in Europe and Asia rely more on a traditional web site service model

developed about a decade ago.

Academic libraries in North America have a strong orientation towards RSS and IM services. Also, many libraries have developed an interface of their web site for access from a mobile device and in-house tools for browsing their web sites. In addition, they favour Facebook and Twitter. There is also a trend towards the SMS reference service, which can be seen only in North America, while in Europe and Asia there are very few libraries that offer reference services using this technology.

5. Limitations

This method of data gathering can only record a portion of user participation and data access. For example, we found that RSS is widely used by libraries but we cannot record the extent to which subscribers use each RSS channel, nor can we document how many viewers each library Facebook page has. We documented a low level of participation in library weblogs when we searched for user-generated comments, but this does not exclude the possibility that library users actually read the posts for information.

6. Discussion

It appears that the new library services, although they were launched as a direct or indirect result of the web, do not always contribute to some of its primary supposed contributions, namely participation and content creation/contribution. On the contrary, it would appear that library patrons continue to use those services in a very old-fashioned way, relying on some core functions that libraries perform, namely information discovery and retrieval.

Furthermore, web services should not be considered in terms of their social element, but rather as the implementation of new technologies within a framework of a library's daily functions. Technologies that were not developed to be used in libraries (e.g. e-mail, chat services, even computers) have been successfully incorporated into libraries for many decades now, and we should think about the newer technologies as an extension of the move towards an automated library environment that is constantly adapting to social, economic and informational developments. Nesta and Mi (2011 p. 93) point out that the "designation 'Library 2.0' is ahistorical and ignores the developments of libraries in the twentieth century".

Socializing our services is an around the clock job, and we should be prepared to invest our time in these services, not only

because of the extra workload, but mainly because today's popular web services might be tomorrow's out-of-date, old and indifferent web services. We should carefully examine our options before engaging in an endless race to catch up with the most popular web service. Although user preferences can change rather quickly, our commitment and investment in time, energy, money and, ultimately, status cannot. Libraries should try to draw attention to their (digital or physical) space by offering exceptional online services, ones that focus on the product delivered, rather than the popularity of the medium itself.

Breeding (2007) says that the web has become a marketing concept that is trendy. A trendy marketing tool for librarians but not for libraries, one might add. Poor promotion should be seen as a poor excuse for an unsuccessful web service implementation. There has been so much web hype that if our students have not found our Facebook page by now it is not because it was not promoted properly, but because they did not care enough to search for it. User willingness is the key to the success of new and trendy services.

We should not, for example, confuse the popularity of YouTube videos related to music, funny incidents, sports footage, news feeds etc., with the willingness of users to watch a video that explains how to use a library catalogue. The medium is nice but the library related audience should be considered limited.

7. Conclusions

This paper provides insights regarding not only the implementation of new services in academic libraries, but also records data about their acceptance by their users. This is only one step among many in our attempt to understand (and not determine) what the future of library services will be. This will be a future that will include both traditional and innovative methods for user-orientated services, physical and web tools, failures and successes. We are evolving, as we always have, but we are now moving at a faster pace since the environment is also moving faster. Our efficiency, however, is based not only on the timely integration of new tools, but mostly on our understanding and evaluation of their use.

This research has illustrated a different approach regarding a set of service tools and provides an evaluation of the services that have been gradually increasing. But now the time has come to evaluate them on a broader basis drawing on facts and not assumptions. This evaluation will not necessarily provide a once and for all conclusion. Different approaches might be needed for different cases. Some services have been dropped, and many others should follow, on the basis of whether users will engage and, more importantly, stay engaged with a library activity, and not just because that activity uses the same tool or service that they use elsewhere in their social activities.

As was the case with the previous study, it seems that those services that are not core web services, such as instant messaging or RSS, are more easily accepted by academic libraries and could, eventually, be fully integrated. However, we need to focus on the creation of integrated library online systems (ILOS) that will provide a universal platform for library services, following the example of integrated library systems. Every time we implement a new online service we should have in mind what Breeding (2007) points out, namely the risk of creating small containers of information that are not connected with other parts of the online information space that a library creates.

We should, finally, consider the possibility that the integration and use of many diverse technologies in a library's online information space, inside and outside its web site, leads inevitably to data loss, poor service orientation, lack of flexibility, and, ultimately, reduced ability to retrieve information.

Notes

[n1] The authors consider that the terms that have been coined in recent years to describe the advent of some services and software on the World Wide Web, such as "Web 2.0", "social web", "participatory Web" etc., are sort-sighted and only describe a portion of what was already in place since the creation of the Web. Moreover, the authors dismiss the use of the 2.0 suffix in general and in the field of Library Science in particular. The universal word web is used in the text to replace those terms, and refers to the World Wide Web.

[n2] QS, World Universities Rankings, 2008.

[n3] According to Twitter's official site, there are over 175 million registered users (September 2010), while according to Facebook's official site, there are over 500 million users (July 2010).

References

All electronic resources were last accessed on 6 July 2011.

[1] Aharony, Noa (2009), "Librarians and information scientists in the blogosphere: an exploratory analysis", *Library and*

Information Science Research, 31 (3): 174-181.

[2] Aharony, Noa (2010), "LIS blog comments: an exploratory analysis", *Libri*, 60 (1): 65-77.

[3] Blackburn, Gemma and Mary Walker (2008), "Rightly Sore Subscribers: where libraries are going wrong with RSS", available at: http://soar.wichita.edu/dspace/handle/10057/1652.

[4] Breeding, Marshall (2006), "Web 2.0? Let's get to Web 1.0 first", *Computers in Libraries*, 26 (5): 30-33.

[5] Breeding, Marshall (2007), "We need to go beyond Web 2.0", *Computers in Libraries*, 27 (5): 22-26.

[6] Brown-Sica, Margaret and Jeffrey Beall (2008), "Library 2.0 and the problem of hate speech", *Electronic Journal of Academic and Special Librarianship*, 9 (2).

[7] Christensen, Anne (2009), "Next generations catalogs: what do users think? Conclusions from the Beluga Projekt in Hamburg", *IFLA Satellite Meetings in Florence, Emerging trends in technology: libraries between Web 2.0, semantic web and search technology*, 19-20 August 2009, Florence, Italy, available at: http://www.ifla2009satelliteflorence.it/meeting3/program/assets/AnnChristensen.pdf.

[8] Chu, Melanie and Yvonne Nalani Meulemans (2008), "The problems and potential of MySpace and Facebook usage in academic libraries", *Internet Reference Services Quarterly*, 13 (1): 69-85.

[9] Chua, Alton Y. K. and Dion H. Goh (2010), "A study of Web 2.0 applications in library websites", *Library & Information Science Research*, 32 (3): 203-211.

[10] Clements, Charlotte (2009), "Implementing instant messaging in four university libraries", *Library Hi Tech*, 27 (3): 393-402.

[11] Connell, Ruth Sara (2009), "Academic libraries, Facebook and MySpace, and student outreach: a survey of student opinion", *portal: Libraries and the Academy*, 9 (1): 25-36.

[12] Crawford, Walt (2006), "Library 2.0 and "Library 2.0"", *Cites and Insights*, 6 (2): 1-32, available at: http://citesandinsights.info/civ6i2.pdf.

[13] Crawford, Walt (2009), "Making it work: Library 2.0 revised", *Cites and Insights*, 9 (9): 25-32, available at: http://citesandinsights.info/civ9i9.pdf.

[14] Crawford, Walt, (2011a), "Five years later: Library 2.0 and balance", *Cites and Insights*, 11 (2): 1-26, available at: http://citesandinsights.info/civ11i2.pdf.

[15] Crawford, Walt, (2011b), "Five years later: Library 2.0 and balance (cont.)", *Cites and Insights*, 11 (3): 1-22, available at: http://citesandinsights.info/civ11i3.pdf.

[16] Davenport, Tom (2008), "Is Web 2.0 living on thin air?" [Weblog post], available at: http://blogs.hbr.org/davenport/2008/10/is_web_20_living_on_thin_air.html.

[17] Desai, Christina M. (2003), "Instant messaging reference: how does it compare?", *The Electronic Library*, 21 (1): 21-30.

[18] Dickson, Andrea and Robert P. Holley (2010), "Social networking in academic libraries: the possibilities and the concerns", *New Library World*, 111 (11/12): 468-479.

[19] Fuchs, Christian. *Social networking sites and the surveillance society. A critical case study of the usage of studiVZ, Facebook, and MySpace by students in Salzburg in the context of electronic surveillance*, Vienna: Forschungsgruppe "Unified Theory of Information Research Group", 2009, available at: http://fuchs.icts.sbg.ac.at/SNS_Surveillance_Fuchs.pdf.

[20] Gerolimos, Michalis and Rania Konsta (2009), "Academic libraries and Library 2.0: are we getting there?", *Service Strategies for Libraries, IFLA Satellite Meeting*, 19-21 August 2009, Athens, Greece.

[21] Graham, Jamie M., Allison Faix and Lisa Hartman (2009), "Crashing the Facebook party: one library's experiences in the students' domain", *Library Review*, 58 (3): 228-236.

[22] Hall, Hazel and Brian Davidson (2007), "Social software as support in hybrid learning environments: the value of the blog as a tool for reflective learning and peer support", *Library & Information Science Research*, 29 (2): 163-187.

[23] Han, Zhiping and Yan Quan Liu (2010), "Web 2.0 applications in top Chinese university libraries", *Library Hi Tech*, 28 (1): 41-62.

[24] Harinarayana, N. S. and N. Vasantha Raju (2010), "Web 2.0 features in university library web sites", *The Electronic Library*, 28 (1): 69-88.

[25] Hendricks, Arthur (2010), "Bloggership, or is publishing a blog scholarship? A survey of academic librarians", *Library Hi Tech*, 28 (3): 470-477.

[26] Holvoet, Katherine (2006), "What is RSS and how can libraries use it to improve patron service?", *Library Hi Tech News*, 23 (8): 32-33.

[27] Horowitz, Lisa R., Patricia A. Flanagan and Deborah L. Helman, (2005), "The viability of live online reference: an assessment", *portal: Libraries and the Academy*, 5 (2): 239-258.

[28] Johnson, Kay (2008), "Are blogs here to stay?: an examination of the longevity and currency of a static list of Library and Information Science weblogs", *Serials Review*, 34 (3): 199-204.

[29] Joint, Nicholas (2009), "The Web 2.0 challenge to libraries", *Library Review*, 58 (3): 167-175.

[30] Joint, Nicholas (2010), "Web 2.0 and the library: a transformational technology?", *Library Review*, 59 (7): 489-497.

[31] Kim, Yong-Mi (2010), "User's perceptions of university library websites: a unifying view", *Library and Information Science Research*, 33 (1): 63-72.

[32] Kim, Yong-Mi and June Abbas (2010), "Adoption of Library 2.0 functionalities by academic libraries and users: a knowledge management perspective", *Journal of Academic Librarianship*, 36 (3): 211-218.

[33] Linh, Nguyen Cuong (2008), "A survey of the application of Web 2.0 in Australasian university libraries", *Library Hi Tech*, 26 (4): 630-653.

[34] Matthews, Brian S. (2006), "Do you Facebook? Networking with students online", *C&RL News*, 67 (5): 306-307.

[35] Merčun, Tanja and Maja Žumer (2008), "Next generation of catalogues for the next generation of users: a comparison of six library catalogues", *Program: Electronic Library and Information Systems*, 42 (3): 243-261.

[36] Mu, Cuiying (2008), "Using RSS Feeds and social bookmarking tools to keep current", *Library Hi Tech News*, 25 (9): 10-11.

[37] Nesta, Frederick and Jia Mi (2011), "Library 2.0 or Library III: returning to leadership", *Library Management*, 32 (1/2): 85-97.

[38] Radford, Marie L. and M. Kathleen Kern (2006), "A multiple-case study investigation of the discontinuation of nine chat reference services", *Library and Information Science Research*, 28 (4): 521-547.

[39] Redden, Carla S. (2010), "Social bookmarking in academic libraries: trends and applications", *The Journal of Academic Librarianship*, 36 (3): 219-227.

[40] Scale, Mark S. (2008), "Facebook as a social search engine and the implications for libraries in the twenty-first century", *Library Hi Tech*, 26 (4): 540-556.

[41] Secker, Jane (2008), *Case Study 5: libraries and Facebook*, available at: http://clt.lse.ac.uk/Projects/Case_Study_Five_report.pdf.

[42] Secker, Jane and Gwyneth Price (2007), "Libraries, social software and distance learners: blog it, tag it, share it!", *New Review of Information Networking*, 13 (1): 39-52.

[43] Sekyere, K. (2009), "Too much hullabaloo about Facebook in libraries! Is it really helping libraries?", *Nebraska Library Association Quarterly*, 40(2): 22-27.

[44] Shucha, Bonnie (2007), *IM a librarian: establishing a virtual reference service with little cost or technical skill*, available at: http://www.llrx.com/features/virtualreferenceservice.htm.

[45] Smith, Shannon D. and Judith B. Caruso (2010), *The ECAR Study of Undergraduate Students and Information Technology*,

EDUCAUSE, available at: http://www.educause.edu/Resources/ECARStudyofUndergraduateStuden/217333.

[46] Steel, Emily and Geoffrey A. Fowler (2010), "Facebook in privacy breach: top-ranked applications transmit personal IDs, a journal investigation finds", *The Wall Street Journal*, October 18, available at: http://online.wsj.com/article/SB10001424052702304772804575558484075236968.html.

[47] Steele, Tom (2009), "The new cooperative cataloging", *Library Hi Tech*, 27 (1): 68-77.

[48] Stone, Brad (2010), "Facebook sells your friends", *Businessweek*, September, 22, available at: http://www.businessweek.com/magazine/content/10_40/b4197064860826.htm

http://www.businessweek.com/magazine/content/10_40/b4197064860826.htm.

[49] Thomas, Marliese, Dana M. Caudle and Cecilia M. Schmitz (2009), "To tag or not to tag?", *Library Hi Tech*, 27 (3): 411-434.

[50] Tripathi, Manorama and Sunil Kumar (2010), "Use of Web 2.0 tools in academic libraries: a reconnaissance of the international landscape", *The International Information & Library Review*, 42 (3): 195-207.

[51] Wolf, Christopher (2008), *The dangers inherent in Web 2.0*, available at: http://www.adl.org/main_internet/Dangers_Web20.htm.

[52] Xia, David Z. (2009), "Marketing library services through Facebook groups", *Library Management*, 30 (6/7): 469-478.

[53] Xu, Chen, Fenfei Ouyang and Heting Chu (2009), "The academic library meets Web 2.0: applications and implications", *The Journal of Academic Librarianship*, 35 (4): 324-331.

About the Authors

Michalis Gerolimos is a Lecturer at the Department of Library Science and Information Systems of the ATEI of Thessaloniki. Prior to joining the ATEI of Thessaloniki, he worked as an Academic Librarian at the Ionian University of Corfu for several years. His research interests focus on online information retrieval and online library services. He holds a PhD in Library and Information Science and a BA in Archives and Library Science from Ionian University.

Rania Konsta is the Head Interlibrary Loan Librarian at the Ionian University Library and Information Center and the Supervisor of the branch library of the Department of Archives and Library Science. As a PhD Candidate, she investigates libraries' role on bridging the digital and information divide. She holds a MLIS from Ionian University and a BA in Library Science from ATEI of Thessaloniki.

Copyright © 2011 Michalis Gerolimos and Rania Konsta

Exploring connections of the biblioblogosphere

S. Craig Finlay*, Michael Johnson, Vincent Malic
Indiana University Bloomington
1320 E. 10th St. Bloomington, IN 47401
{scfinlay; mwjohnso}@indiana.edu
*corresponding author

Carolyn Hank
McGill University
Peel 3661, Montreal,
Quebec H3A 1X1
carolyn.hank@mcgill.ca

Xiaozhong Liu, Chaoqun Ni, Cassidy R. Sugimoto
Indiana University Bloomington
1320 E. 10th St. Bloomington, IN 47401
{liu237; chni; sugimoto}@indiana.edu

ABSTRACT

The neologism, the biblioblogsphere, has emerged in recent years to describe the institutional publication of blogs of libraries and the personal, typically professionally-oriented publication of blogs by librarians. Much literature on this trend has been anecdotal in nature, though a growing body of research literature has emerged in the past several years. This paper contributes to the latter development, reporting the findings from an exploratory study mapping connectivity in the biblioblogosphere, the first part of a planned, extended research study on scholarly communication in the biblioblogosphere. Patterns of interlinking within a sample of 1,606 library blogs were studied. The outgoing links of posts published to these blogs over one year were compared with the URLs of all blogs in the sample.. It was found that the majority of the sampled blogs (80%) did not link to any other blog within the sample. Interlinked blogs (20%) tended to cluster according to library type, blog subject or geographical proximity. Approximately 1/3 of these were located within a single massive network consisting of 125 "nodes," or blogs, while the rest were in dyads and triads, representing networks comprised of two or three blogs, respectively. Findings suggest that the biblioblogosphere conforms to the locally dense, globally sparse structure of blog networks established by previous studies. Personal blogs) are more likely to be located within a network than institutional blogs. These findings suggest that individual bloggers are actively shaping the networked, hyper-linked structure of the library blogosphere, while institutional blogs having less overall impact.

Keywords
Libraries, librarians, weblogs, biblioblogosphere, webmetrics

INTRODUCTION

Publication patterns of scholars are often used to demarcate the boundaries of a discipline. Studies evaluate not only the shared content of the field, but whether the field has a coherent core of contributing authors and the associations of these authors. In an examination of Library and Information Science (LIS) journals, Wiberyly, Hurd and Weller (2006) found a decrease in contributions from practitioners to the LIS literature. This does not necessarily reflect an overall decrease to the LIS literature as journals represent only one form of scholarly communication – and one that may not be the most efficient or appropriate genre for meeting the needs of either practitioner contributors or a practitioner audience. In the LIS literature, as with other fields that balance between academic and practitioner contributions, it is often important to evaluate evolved channels and units of scholarly contribution that may favor one type of contribution or contributor. The biblioblogosphere presents such opportunity. This neologism, introduced by Schneider (2004), as cited by Stephens (2008), has emerged in recent years to describe the institutional publication of blogs of libraries and the personal, typically professionally-oriented publication of blogs by librarians. Scholars have argued in favor of library blogs, noting the natural fit of blogs into the mission of libraries and librarianship (Clyde, 2004a; Clyde, 2004b; Laning, et al., 2005; Siess, 2006). Blogs provide a low barrier platform for the timely dissemination of ideas and research, and, as such, may provide an appropriate format for library practitioners.

While it was recently found that there has been a decline in the number of active blogs within the biblioblogosphere, publication via posting was found to remain stable (Torres-Salinas et al., 2011). Hence, the blogs of libraries and librarians remains a contemporary and engaging area of inquiry. Further compelling is that much of the evidence reported in the literature is anecdotal in nature. The objective of this study is to contribute to the empirical evidence exploring this particular community of practice. As reported anecdotally, blogging allows for libraries and librarians to communicate faster and with less of a barrier for participation than allowed by traditional modes of communication. However, communication requires interaction. Therefore, this study reports distinctions between the personal blogs of librarians, independent of their institutions, and the institutional blogs published by libraries, and how these two, broad blog types are explicitly

This is the space reserved for copyright notices.

ASIST 2011, October 9–13, 2011, New Orleans, LA, USA.
Copyright notice continues right here.

connected through weblinks. This study informs future and present library practitioners and administrators and educator and researchers in LIS interested in the ways that Web 2.0 platforms facilitate the dissemination of ideas.

BACKGROUND

The rapid growth and interlinked nature of the blogosphere has been well-documented (Kumar et al., 2005). Early studies used graphs to visualize the number of links and the growth of content (Cohen & Krishnamurthy, 2006). In these studies, a consistent pattern of globally sparse, locally dense communities were identified (Adamic & Glance, 2005; Etling et al., 2010; Uchida et al., 2009). This study seeks to identify whether this pattern would be observed in the library blogosphere.

Early studies examining library blogging focused on the public relations aspect, with authors arguing that avoidance of blogging could damage a libraries ability to connect with its patron base (Clyde, 2004a). Literature in this area focused on using blogging for improved customer service (Laning, et al., 2005) and marketing (Siess, 2006). From the perspective of readership, studies noted that the most successful blogs were those that linked to interesting news stories and developments in the field rather than simply using the blog as an online bulletin board for announcements (Bell, 2006). Although blogging has been hailed as a means to connect with particular users (e.g. undergraduates (Goss, 2006)), recent studies have demonstrated that the majority of library blog content receives little to no readership (Brantley, 2010).

Another strain of research has focused on how blogging is conducted and perceived by librarians (Caitriona & Bates, 2007). Studies have shown that librarians tend to write essay-like posts with hypertext links and that library blog tags fit into larger categorization systems, according to subject (Aharony, 2009a; Aharony, 2009b). These findings present an interesting possibility for inquiry into LIS. Wiberly, Hurd, & Weller (2006) found a 13% decline in the number of refereed articles written by academic librarians between 1998 and 2002. This is the same period during which library blogs experienced an initial burst in creation and productivity. More recently, Klobas & Clyde (2010) found that academic and college librarians were less confident than scholars in their ability to get articles accepted for publication. This raises the interesting possibility that practitioners have begun a publishing migration from peer-reviewed journal articles to blogging as a means of publishing and sharing ideas.

Gilman (2008) theorized that librarians are attracted to blogging because as an avoidance of the traditional peer-review process required for publishing. While the extent of such a migration is unknown, it appears to be causing rifts within practitioner groups; a divide has begun to develop among librarians as to whether blogging should be counted toward publishing or public service with tenure (Hendricks, 2010). Opinions on this are often divided by librarians of different ages (Hendricks, 2010). If indeed such a shift has occurred in authorship from journals to blogs, it represents an important opportunity for scientometric research. The foundation for this work is an initial mapping of the library blogosphere.

METHOD

Initial selection of the blogs to be included was done by searching the web for various “best of” lists of library blogs. This search led to aggregate lists of library blogs, including the Blogging Libraries Wiki that contains links to about 1,400 institutional blogs by category (academic libraries, public libraries, school libraries, special libraries, and internal library communication blogs). Snowball sampling was also employed, by following links from some of the identified blogs to other library blogs. Selection was done by four searchers, over a course of two weeks, until saturation had been reached.

This selection process introduces a number of biases into the study: the Blogging Libraries Wiki was initially begun by a personal library blogger who writes “Blog without a Library,” a blog within our sample. In addition, as the sample was selected via convenience and snowball procedures, generalizeability cannot be claimed. The true population of this space is also unknown, so the representativeness of this sample is unknown. However, despite these limitations, this study was able to identify 1,606 library blogs of various types. This study provides an initial exploration of the types of blogs available for study into the bibloblogosphere and the interconnectivity of these blogs. Once the list had been selected, a crawler was made to extract all outgoing link. By analyzing the link host name, these links were then classified into three groups: self-link, library-link (i.e., one of the 1,606) and non-sample link (outside of the selection list). One limitation of this method is the potential for Type I error—non-library links were identified as those outside of the initial selection; however, these may be merely links to libraries that have not been identified. In future work, a more comprehensive link should eliminate this potential bias.

RESULTS

Blogs were initially examined for inlinks and outlinks from and to blogs within the sample set. Of the 1,606 blogs, only 326 (20%) were connected to at least one other blog in the sample. Of these, 90 blogs were in isolated dyads, 48 were in triads, 36 were in 4-node groups and 125 were in the single massive component. There were also one 5-node, one 6-node and two 8-node groups. The 2, 3 and 4-node were largely homogeneous. Of the 45 2-node couplets, 39 were composed of a single blog type, as were all of the 3-node couplets and 7 of the 9 4-node couplets. As a whole,

of the 337 total links between library blogs, 221, or 65%, are to a blog of the same category.

All institutional blogs -- public libraries, academic libraries, special libraries and school (K-12) libraries, were less-connected that personal blogs, although school libraries were only marginally so. Academic libraries were least-likely to link to another blog in the list, with 87% existing in isolation. Public (85%) and special (81%) were similarly isolated from the rest of the sample. Library association and library director and internal communication blogs were unconnected 75, 76 and 68% of the time, respectively. Personal blogs were the most highly connected within the sample, with a majority linked to at least one other blog.

Among academic library blogs, for example, 42 of the 58 linked blogs were in 2, 3 or 4-node networks. Among public library blogs, 76 of 83 linked blogs were located in the smaller clusters. Among personal libraries, however, only 5 of 76 linked blogs were located outside of the 125 massive component. It is illustrative of the connectedness of personal blogs that the only category with more linked blogs is public libraries, with 83. However, there are 633 public library blogs in the sample size, nearly 4.5 times the number of sampled personal blogs. The 125 blog network was the most diverse, and contained at least one blog of every type. The majority (57 percent) of the blogs in the massive component are personal blogs. As shown, geographic commonality is one of the factors of network coherence in this dataset (Figure 1).

DISCUSSION

The majority of library blogs do not link to any other blog within our sample, and the library blogosphere's nature is locally dense and globally sparse. When considered a mechanism of communication, the majority of library blogs within our sample have not sought to disseminate information published on other library blogs to their readers by way of linking. Similarly, few of the posts of these same blogs have been disseminated by means of linking to the readership of any other blog within our sample.

The majority of blogs that did link to another within the sample did so in confined, smaller networks. If level of participation in a blogosphere may be at least partially gauged by variety of blogs linked to, and the size of the network into which a linked blog is joined, then the interaction level of the majority of linked blogs must be considered low. Unless the blogs within these two, three and four node networks are linking to one another on a regular basis, which may well be the case, it seems intuitive that these smaller networks are not centers of communication but rather the products of one-time linkings. Of all blogs, personal blogs were also the most interconnected of all blog types, both in terms of total number linked, and the number of blogs located within the largest network. An individual driven to create an independent blog focusing on library issues will likely be more invested in the activity of blogging than a librarian who is assigned as a duty the upkeep of an official library blog. Whereas a library blog may exist as little more than a ready bulletin board, alerting patrons to library events and hours of operation, a lone blogger should have no such day-to-day obligations. This can only be answered through an in-depth content analysis. We can draw a preliminary conclusion that personal blogs are primarily responsible for determining the major link structures of the library blogosphere. Official institutional blogs, in regard to the structure of the blogosphere, may be regarded as comparatively less important in determining network structures.

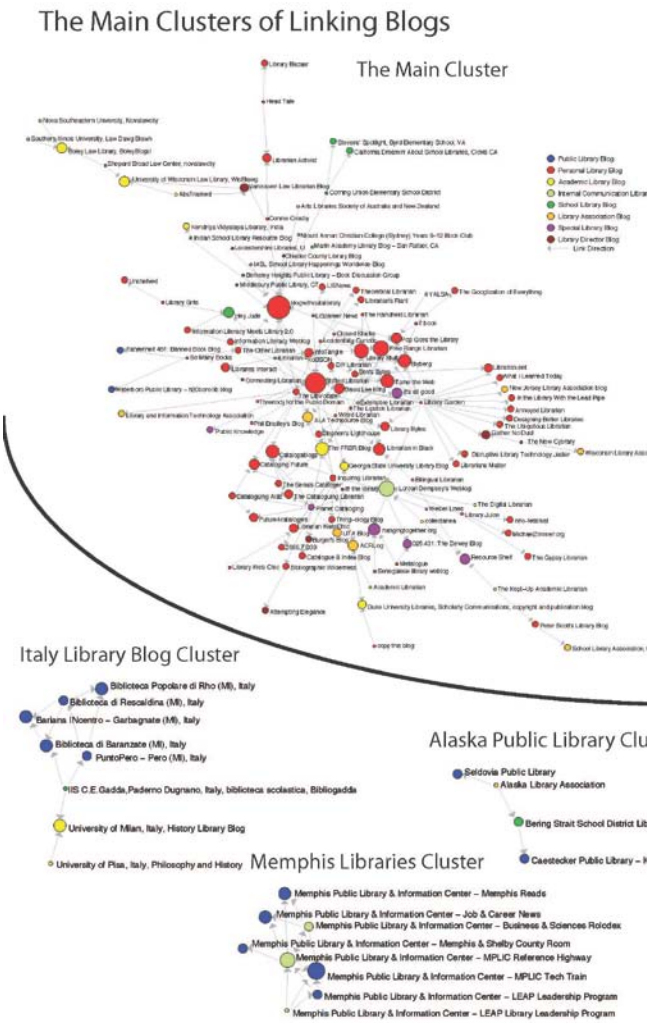


Figure 1. Largest networks, coded by type

CONCLUSION AND FUTURE WORK

We have identified a number of important aspects of the library blogosphere that warrant further study. First among

these is that library blogs are simply not taking advantage of the communicative possibilities of the blogosphere. Eighty percent of all blogs within the sample did not link to any other blog within the sample. While this is not a perfect indicator of whether the bloggers writing for these blogs are reading other blogs within the list, it is at least a partial one. It is a very good indicator of information sharing and dissemination, as links are the primary mechanism for this on the internet.

Second, we found that personal-professional blogs are the primary driving force behind the shaping of the structures within the library blogosphere. Despite being a minority of blogs by total number, the personal-professional blogs were not only the most likely to link to other blogs within the sample, they were also highly concentrated within the single massive component, connecting them to a greater number of blogs via secondary linkages. The clear majority, 71 out of 76 personal blogs, were located within the massive component. By comparison, over half of all academic library link connections were within 2- or 3- node isolates, effectively cutting them off from the rest of the blogosphere. While official institution library blogs appear to make up the bulk of the population of the library blogosphere, they appear to be largely irrelevant to determining its structure.

Our hypothesis that personal blogs are primarily responsible for the link structure of the library blogosphere requires further research for confirmation/refutation. The study requires a greater sample size, with the hope of identifying multiple clusters of library blogs. Furthermore, all outgoing links, not just those to other blogs within the sample, need to be analyzed for patterns of commonality. The resulting visualization would cluster nodes based on similarity of outlinks, allowing us to understand the subject interests of different library blog types.

REFERENCES

Adamic, L., & Glance, N. (2005). The political blogosphere and the 2004 U.S. election: Divided they blog. *LINKDD ')% Proceedings of the 3rd international workshop on link discovery*. New York: ACM NY.

Aharony, N. (2009b). Librarians and information scientist in the blogosphere: An exploratory analysis. *Library & Information Science Research 31* 174-181

Aharony, N. (2009b) Librarians and information scientist in the blogosphere: An exploratory analysis. Library & Information Science Research 31 174-181

Bell, S. (2006). The library blog: Innovative idea or wasted words. *Library Issues 26* (3) 1-4.

Brantley, J. (2010). Exploring library 2.0 on the social web. *Journal of Web Librarianship 4* (4) 351-374.

Caitriona, L. & Bates, J. (2007). Mapping the Irish biblioblogosphere: Use and perceptions of the library weblogs by Irish librarians. *The Electronic Library 25* (6) 648-663

Clyde, L. (2004a). Library weblogs. *Library Management 24* (4/5) 183-189.

Clyde, L. (2004b). Weblogs - are you serious? *The Electronic Library 22* (5) 390-392.

Clyde, L.A. (2010). Beliefs, attitudes and perceptions about research and practice in a professional field. *Library and Information Science Research*, *32*(4), 237-245.

Cohen, E. & Krishnamurthy, B. (2006, May 11). A short walk in the blogistan. Retreived from http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.73.1201&rep=rep1&type=pdf

Etling, B., Kelly, J., Faris, R., & Palfrey, J. (2010) Mapping the Arabic blogosphere: Politics and dissent online. *New Media 12* 1225-1243. doi: 10.1177/1461444810385096

Gilman, I. (2008). We're content creators, too: Libraries and blogging. Oregon Library Assocaition Quarterly 12 (1), 14-27.

Goss, H. (2010). Extending library instruction: Using blogger to collaborate, connect, and instruct. *Journal of Library & Information Services in Distance Learning 4* 166-184.

Hendricks, A. (2010). Bloggership, or is publishing a blog scholarship? A survey of academic librarians. Library Hi Tech, 28 (3) 470-4

Lobals, J.E. & Clyde, L.A. (2010). Beliefs, attitudes and perceptions about research and practice in a professional field. Library & Information Science Research 32 (4) 237-45

Kumar, R., Novak, J., Raghavan, P., & Tomkins A. (2005). On the bursty evolution of blogspace. *World wide web: Internet and web information systems, 8*, 159-178.

Laning, M., Lavallée-Welch, C., & Smith, M. (2005). Frontiers of effort. *Journal of Library Administration 43* (3) 161-179.

Siess, J. (2006). Why should I blog? *The one-person library 22* (11) 3-6.

Torres-Salinas, D., Cabezas-Claijo, A., Ruiz-Perez, R., & Lopez-Cozar, E. (2011). State of the library information science blogosphere after social networks boom: A metric approach. *Library Information Science Research* 33(2) 168-174.

Uchida, M., Shibata, N., Kajikawa, Y., Takeda, Y., Shirayama, S. & Matushima, K. (2009). Identifying the large-scale structure of the blogosphere. *Advances in complex systems 12* (2) 207-21

Wiberly, S.E., Hurd, J.M., & Weller, A.C. (2006). Publication patterns of u.s. academic librarians from 1998 to 2002. *College & Research Libraries, 67*(3), 205-216.