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## Library 2.0: How Did We Get Here? A Resource Guide

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**Abstract**

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## Abstract:

Technology has changed the resources and the ways libraries do business. It has also changed the ways in which library patrons seek information. In order to build discussion around this topic the term Library 2.0 was coined. Library 2.0 is a term and theory in which many librarians have an opinion. Whether it is an opinion that embraces the idea or not, understanding the range of definitions and theories behind Library 2.0 is key to understanding where this concept diverges from traditional library services and/or simply having new technology available or used in the library space. This resource guide points to a wide range of voices that have shaped the discussion of the term Library 2.0. It encompasses the variety and depth of the subject and suggests new areas that have been left untapped by much of the current work available on the topic.

**Keywords:** Library 2.0 | Technology | Social Media | Web 2.0





2.0 has been handled in this manner discussions which address current practice and web technologies have been separated from the original Library 2.0 discussion.

Unfortunately this may mean that research into the theoretical implications discussed in the Library 2.0 literature may never come to fruition. More research into how library users interact and view these technologies and services in their pursuit of information once they have been implemented is needed. Additionally understanding the effectiveness of utilizing Library 2.0 theory in relation to newer technologies in the library is also absent from the current body of literature. Beyond the resources offered below, researchers should also read articles by Abrams, Blyberg, Crawford, Miller and Stephens as they have contributed a significant amount of scholarship on this issue.

### **Article Resources for Library 2.0**

**Maness, J.. “Library 2.0 Theory: Web 2.0 and Its Implications for Libraries.” *Webology*. 3.2 (2006): n. pag. Web. 26 Mar. 2012.**

Maness’ article seeks to define the term and theory of Library 2.0 because of the broad and conflicting nature of the discourse surrounding the term. Maness’ definition of the term embraces “interactive, collaborative and multi-media” characteristics of Web 2.0 technologies and services. Instead of trying to apply these characteristics to all library services, Maness focuses his definition on web-based services provided by libraries. This narrow definition allows Maness to explore four essential elements he suggests for Library 2.0 theory. Those four essential elements reflect library, web-based services which: are user-centered, provide multi-media experiences, are socially rich, and are communally innovative.

Even though the technologies outlined within the article have been implemented by many libraries today, the nature in which they are used may not fully embrace Maness’ Library 2.0 theory. This is in large part because of the paradigm shift Maness identifies; going beyond opening up access to information but relinquishing control over it remains at the heart of many discussions within librarianship. As Maness hoped, his work has become a foundation which others have built on to further discussion on this topic.

**Holmberg, Kim, Huvila, Isto, Kronqvist-Berg, Maria and Gunilla Widen-Wulff. “What is Library 2.0.” *Journal of Documentation*. 65.4 (2009): 668-681. Emerald Publishing. Web. 26 Mar. 2012.**

The Holmberg (et. al) article takes a radically different approach than its predecessors on the topic of defining Library 2.0. After tracing the background and history of the term through the discourse available prior to 2009, the authors found that a consensus on a definition did not exist. In order to provide one that was both consensual and empirically derived, the authors of



the article asked a group of practitioners and researchers “What is Library 2.0.” They then conducted a co-word analysis on the responses.

This analysis revealed seven components of Library 2.0; interactivity being the central component to the concept. Based on these findings practitioners can evaluate and plan for technologies and services in response to Library 2.0 in addition to further tracking the idea’s evolution and implications in the library and information science field.

**Kwanya, Stilwell and Peter G. Underwood. “Library 2.0 Versus Other Library Service Models.” *Journal of Librarianship and Information Science* 10 Nov. 2011: n. pag. Sage Publications. Web. 26 Mar. 2012.**

Kwanya, Stilwell and Underwood’s article investigates Library 2.0 in comparison to other library models. They begin by explaining their definition of a model and how libraries adopt and implement models based on the communities they serve. The models that are represented and explained in this article are: Library 2.0, Information Commons, Traditional Library, Digital Library, Mobile Library, Library Outpost, Bookstore Library, Community Library and Embedded Library. Each model’s research is concisely summarized highlighting the key aspects of the model that make it stand out from the rest. These models are then put into a historical context to show how library models have always evolved based on the needs of the users they served. A table of these differences and similarities are included in the article. By comparing the various models in such a direct manner, researchers and practitioners can easily see the difference between the Library 2.0 model and other models in which libraries might subscribe.

**Anttiroiko, Ari-Veikko and Reijo Savolainen. “Towards Library 2.0: The Adoption of Web 2.0 Technologies in Public Libraries.” *Libri*. 61 (2011): 87-99. De Gruyter Online Journals. Web. 26 Mar. 2012.**

“Towards Library 2.0” identifies the Web 2.0 technologies that have been integrated into several public libraries in the United States, the United Kingdom, the Netherlands, Canada, Australia and the Nordic countries. The article gives a brief summarization of the concepts behind Web 2.0 before describing the applications of several of these technologies. Anttiroiko and Savolainen use a graph to show the eight functionalities of Web 2.0 technologies they feel are most important and give examples for each. Based on these functionalities, the article identifies four purposes in which libraries use these technologies: communication and short messaging, crowd sourcing, content sharing and social networking.

While “Towards Library 2.0” points to the positive impact these technologies have had in the public library sphere, the authors realize that more research needs to be done before the library field can truly see further implementation of these technologies and a redesign of library services. The article identifies several areas which need further research and provides helpful starting points for researchers interested in the topic.



### **Web Resources for Library 2.0**

Site: <http://www.library20.com>

Library20.com is a Ning Network which provides information and resources about Library 2.0 issues through user-created content and postings. The site is hosted by library and information professionals in the United States and boasts a following of 13,124 members from around the globe. Library 20.com is one of the 10 community-based educational technology projects that are networked together. Each of these “Web 2.0 Labs” focuses on Web 2.0 technologies and their use as learning and information tools. Visitors to the site can browse blogs and event postings that relate to the Library 2.0 concept and its implementation in the library space. In order to access the many forums or discussion groups, users must sign up for an account before they can access these resources.

Site: <http://plcmclearning.blogspot.com>

The Learning 2.0 Blog was developed and launched for the staff at the Public Library of Charlotte and Mecklenburg County (in North Carolina). It is based off an article written by Stephen Abram, a contributor to Library 2.0 scholarship. Participants track their progress as they explore and blog about Web 2.0 technologies as they progress through a list of 23 items in a 9 week time frame. Since the program’s inception, many libraries have participated in the program tailoring it to their needs and updating it as newer technologies emerge and take hold within the library setting. A list of the blogs created by other libraries is accessible through the site. Items included in both the original site and in contributing sites range from browsing Flickr for mash-ups to creating a screencast. This site creates a hands-on approach for practitioners to understand how libraries can implement these technologies as well as understand the questions these technologies raise about libraries and librarianship.

### **Book Resources for Library 2.0**

**Casey, Michael A., and Laura C. Savastinuk. *Library 2.0: A Guide to Participatory Library Service*. Medford, N.J.: Information Today, Inc., 2007. Print.**

Casey and Savastinuk’s book explains the theory and philosophy behind the Library 2.0 term. Here Library 2.0 is largely framed as “a model for constant and purposeful change” meant to empower library users through services that are user-driven and participatory. Key to adopting Library 2.0 is understanding why the model for library services must change. The book identifies issues posed by emerging social technologies and their impact on library users. Many of these issues are still a part of library discussions today.



While the book spends some time outlining specific technologies (some of which are now defunct) that can help libraries obtain such services, it is mainly about instituting and maintaining a model of change within the library setting. In order to maintain such change, Casey and Savastinuk recognize that a system of evaluating the services and technologies within the library is necessary. The book underlines the importance of gathering feedback and buy-in from users, non-users, staff and administration as essential by outlining such a system. Overall, the book gives a good introduction into Library 2.0, especially for those that are not as familiar with the movement.

**Courtney, Nancy, ed. *Library 2.0 and Beyond: Innovative Technologies and Tomorrow's User*. Westport, C.T.: Libraries Unlimited, 2007. Print.**

*Library 2.0 and Beyond* is a compilation of essays written by highly knowledgeable professionals dealing with the Library 2.0 concept and Web 2.0 technologies. Each chapter is written by a different expert on topics such as wikis, podcasting, mashups, folksonomies, gaming, virtual worlds and digital storytelling. The book opens with Elizabeth Black's essay about the terms Web 2.0 and Library 2.0. She explores in depth the history of the terminology while putting these terms into a theoretical context.

Black's essay grounds the following chapters, each of which delve deeply into a particular technology. By dedicating each chapter to one specific technology, librarians, teachers and instructors can uncover the richness and depth these technologies can offer to learners. Each expert explains what each tool is and how it can be utilized to build and explore information. Each chapter concludes with a list of references, websites or resources. Since each chapter in the book is a self-contained essay, practitioners can pick and choose which Web 2.0 technologies they want to learn.

**Godwin, Peter and Jo Parker eds. *Information Literacy Meets Library 2.0*. London: Facet Publishing, 2008. Print.**

*Information Literacy Meets Library 2.0* begins with a chapter that explains the debate going on with the Library 2.0 concept and how Web 2.0 technologies have impacted information literacy. The second chapter talks about Web 2.0 concepts and the tools labeled as such (i.e. blogs, wikis, podcasts, etc.). It is from this foundation that experts explain how understanding information literacy within the Library 2.0 framework impacts future librarians in the school, academic and public library setting.

The subsequent chapters are a series of case studies concerning particular projects within libraries that have embraced Web 2.0 technologies. Each chapter is written by a librarian/educator who implemented or was part of the implementation process of one Web 2.0 technology within their institution. These case studies provide insight into not only the



successes but the missteps and difficulties that accompany each project. A list of resources and references accompanies most of the chapters described above. These kind of real-world applications of Library 2.0 are useful for practitioners in imagining and planning for such projects. They also help researchers understand how the Library 2.0 concept is being understood and implemented by librarians across many sections of the field.

### **Reference Resource for Library 2.0**

**Gourley, Don. "Library Technologies." *Encyclopedia of Distributed Learning*. Thousand Oaks, CA: SAGE, 2003. 312-16. *SAGE Reference Online*. Web. 3 Apr. 2012.**

This entry in the *Encyclopedia of Distributed Learning* gives a good overview of the technologies that can be commonly found in a library today thanks to advancements in technology, though does not mention Library 2.0 or Web 2.0 technologies. Gourley points out four areas in the library that have seen significant change which are: online cataloging, online resources, digital libraries and online services. For each area a brief history is given which helps a reader generally understand how technology has revolutionized these areas. The strengths and weakness of these advancements are discussed and show how even with widely used and accepted technologies questions about service, access and seamless integration are factors with which libraries grapple.

