

Exploring use of Web 2.0 tools in Academic Libraries

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ABSTRACT

Information and Communication Technology (ICT) has changed the resources and the ways libraries perform their operations. As worldwide thrive on modern technologies, the application of web 2.0 bring revolution in the libraries and allows the user to interact, work collaboratively, stay update and interacts the web world. It has the potential of impacting the efficiency and effectiveness of service design and delivery in academic libraries worldwide. Social Networking sites are one of the innovative technologies offering libraries the opportunity to reach out to its users. The present study has been carried out to identify, explore and usage of various social networking tools of the world top 25 universities of 400 years old according to the "Times Higher Education" World Rankings 2015-16.

Keywords: Web 2.0 tools, Social media, Facebook, Twitter, Youtube

INTRODUCTION

The last three decades have seen exceptional changes in the field of library and information services. This is mainly because of the way the Information and Communication Technology (ICT) tools and services have influenced the library services and rapid changes in the web technologies, knowledge management tools and services. In the case of web, there seems to be a significant rise in social networking websites and online applications where, like minded users share resources, create, tag and label content (Kataria and Anbu, 2009). Web 1.0 only allows specific individuals could control the creation and publishing of content, while with Web 2.0 was expanded to all users of the World Wide Web. This idea is based on participation and collaboration triggered the concept that led to the ideological and technological creation of social media. The concepts of Web 2.0 and UCC/UGC (user-created or -

generated content) are at the base of the revolutionary trend of social media. It consists of all the possible ways social media are utilized by end users of the Internet. Examples include anything produced by web users such as text, audio, and video. Therefore, Web 2.0 is where anyone can share content, collaborate with others, and create something together. Many examples of Web 2.0 include wikis, blogs, podcasts, and all the different social networking sites such as Twitter and Facebook (Giudice *et al.*, 2014). Social networking sites preceded social media sites. The first social networking sites were Classmates.com (1995) and SixDegrees.com (1997). Then came Friendster (2002), MySpace *et al.* (2004). Later, social media sites such as Flickr (2004) and Youtube (2005) appeared. A history of social networking sites is given by (Boyd and Ellison, 2007). Social networking applications ignite the user community and broaden the

participation. Today academic libraries continue to embrace the Web 2.0 concept, applying it to their websites, changing its content and structure, giving rise to the term “Library 2.0. The concept of Library 2.0 has been borrowed from web 2.0, and follows similar philosophies of this concept. Since its introduction, it has changed the concept of literary communication. Seufert *et al.* (1999) defines social networking in terms of knowledge networking as signifying a number of people, resources and relationships among them, who are assembled in order to accumulate and use knowledge primarily by means of knowledge creation and transfer processes, for the purpose of creating value. (McManus, 2001) describes Web 2.0 as “The Web as Platform” relying on individual perception; i.e. for marketers, the Web is a platform for communications, for journalists the it is a platform for alternate media, for corporate people the it is a platform for business, for geeks the Web is a platform for software development, etc. The concept of social networking is one of the tools of Web 2.0, which also forms the basis of library 2.0. International University Libraries are using social networking platform to interact and reach out to their library users. This platform has been embraced by University libraries in their service delivery even though resources available to them abound. Students and researchers also use this platform to share information amongst themselves on any subject and students to interact on issues pertaining to course work (Bell, 2007). Web 2.0 is an application that engages students in learning while giving them responsibilities of integrating and maintaining the social software system which allows learning; promoting learning process in co-operative manner with the tool that facilitate aggregation and organization of knowledge; and helping students in the development of practical research skills that they need in a world where, increasingly, knowledge construction and dissemination are constructed over online information networks (Mejias, 2006).

LITERATURE REVIEW

The study showed that the use of Web 2.0 in the libraries is rising day to day but in reference to libraries overall development of Web 2.0 tools is very little (Linh, 2008). The use of social networking sites has been suggested to be all about sharing, learning, ability to have conversations and giving (Burkhardt, 2010). A survey of various academic researchers all over the world found that the most popular interactive applications for research purposes are those for collaborative authoring, conferencing, and scheduling meetings, whilst the least popular ones are for blogging, micro blogging and social tagging and bookmarking, which may be due to their new and innovative characteristics (Nicholas and Rowlands, 2011). Schneckenberg (2009) is of the view that there is an increase of acceptance of Web 2.0 services as these are easy to use and intuitive, and allow the user direct and instant online publication and dissemination of information. Harinarayana and Raju (2010) explained about the application of Web 2.0 tools and Library 2.0 features through academic libraries. The results found that out of 57 universities, 37 uses RSS and IM tools mostly whereas 15 universities use Blogs and podcast, SNS, Video cast and wiki are the least used web 2.0 tools. Hussain (2015) undertook a study on Adoption of Web 2.0 in Library Associations, results were found that majority of Web 2.0 tools (89.96%) used by American Continents Library Associations, whereas a small number of web 2.0 tools used in Asian Continents Library Associations that is (25.64%). The most of Web 2.0 tools used by library associations, is, Facebook, Twitter, RSS feeds, LinkedIn, Flickr and Blogs. The findings of this study can be utilized to assess the status of variety Web 2.0 tools used in Library Associations. One of the study was conducted about knowledge sharing in social networking sites was done by Drula, (2009). He suggests his study to look for users of social networks like Facebook, MySpace, LinkedIn and tagging sites, and ultimately

concludes that among these social networks, MySpace and tagging sites didn't have many users but other sites like Facebook and LinkedIn had many users. Thanuskodi (2011) conducted a study on Canada based universities, United States of America, Australia and UK. The results found that out of out of 277 universities libraries, 211 or 76.17% had adopted some or the other Web 2.0 tools, whereas 66 (23.83%) academic university libraries did not use any Web 2.0 tools. Maximum number of the Web 2.0 tools implemented by the libraries is IM (53%), Blogs (46.6%) and RSS (39.3%) of the 211 libraries whereas Podcasts and SNS were least applied. A number of librarians have recommended that Facebook could be a feasible way to deliver library services and communicate with users (Charnigo and Ellis, 2007). Graham *et al.* (2009) suggested that Facebook has been used in libraries to provide reference help, library tours and improving services, in the Kimbel Library of the Coastal Carolina University. Moreover, this library has also found out that Facebook unexpectedly helped colleagues become closer and to personally know each other better. Research blogs is a popular social media tool to communicate research ideas, and can be found in popular academic journals, such as Nature and Science (Kjellberg, 2010). Academic publishers such as the Nature Publishing Group (NPG) and Public Library of Science (PLoS) also started to support blog posts to promote scholarly articles (Stewart *et al.*, 2013). Thus the use of research blogs, Twitter and Facebook for scholarly communication are the main focus of his study

OBJECTIVES

- To identify the region wise distribution of ancient universities
- To ascertain the various Web 2.0 tools being employed by leading ancient university libraries across the globe.

- To find the usage of Web 2.0 tools in different universities.

METHODOLOGY

The present study was confined to top 25 world Universities of 400 years old according to the "Times Higher Education" World Universities Ranking 2015-2016. All the university library websites links were surveyed and observed to check the presence of web 2.0 applications in the libraries. Many of the libraries examined, provided links to Web 2.0 applications from their main pages. A few libraries have such applications listed on a separate web page. The collected data was gathered in the tabular form and then carefully analyzed using Microsoft Excel to get a clear picture of the use of the web 2.0 in the universities of 400 years old.

RESULTS AND DISCUSSIONS

Status of incorporating web 2.0 tools

In order to know the usage status of web 2.0 tools in ancient universities, Figure 1 depicts a vivid picture of overall scenario regarding the usage of these tools. Out of the 25 universities, 22 (88%) library websites have adopted various web 2.0 tools, whereas 3 (12%) universities are lagging behind in the implication of these tools.

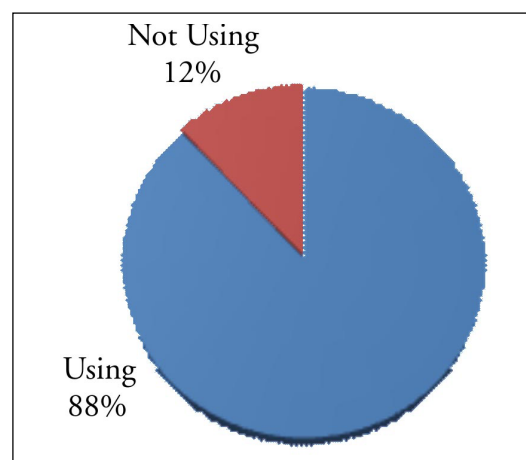


Figure 1: Status of web 2.0 tools applications

Usage of web 2.0 tools

Multiple Web 2.0 applications were used in these academic library websites as shown in Table 1. Figure 2 represents the usage of web 2.0 tools in the libraries of the oldest university across the globe. Based on the data collected from the top 50 university library websites, Facebook and Twitter were found to be the most popular Web 2.0 applications with 22(88%) and 19(76%) participation rate among the majority academic libraries. Each of the academic libraries had

their presence on Facebook and Twitter, using them for promoting their services within their communities. The Youtube is the third most popular tool with 17(68%) participation rates. Libraries are adopting this tool to watch and share the videos, while as 10(40%) are using Instagram for sharing and uploading of pictures with their users, 9(36%) use LinkedIn for professional interaction with their users. The least used tools are RSS feeds, Flickr and Google +, with a mere (16%), (12%) and (8%) usage share.

Table 1: Number of Web 2.0 tools in the oldest Universities of the World

Name of the Universities	Year of Establishment	Web 2.0 Tools
University of Oxford	1096	Facebook, Twitter, youtube, Instagram and LinkedIn
University of Cambridge	1209	Facebook, Twitter, Youtube, Instagram, Flickr and LinkedIn
University of Edinburgh	1583	Facebook, Twitter, Youtube and LinkedIn
LMU Munich	1472	Facebook, RSS feds and you tube
KU Leuven	1425	Facebook, Twitter, YouTube, Instagram and Flickr
Heidelberg University	1386	Facebook and Twitter
Leiden University	1575	Facebook, Twitter, YouTube, Google+ and LinkedIn
University of Groningen	1614	Facebook, Twitter, YouTube, RSS feeds and LinkedIn
University of Glasgow	1451	Facebook, Twitter and Instagram
University of Tübingen	1477	Nil
Uppsala University	1477	Facebook, Twitter, YouTube and Instagram
University of Copenhagen	1479	Facebook, Twitter, YouTube and RSS feeds
University of Freiburg	1457	Nil
University of St Andrews	1413	Facebook and Twitter
University of Basel	1460	Facebook, Twitter, YouTube and Instagram
University of Geneva	1559	Facebook and Instagram
University of Vienna	1365	Facebook, Twitter, Youtube, Instagram and Flickr
University of Lausanne	1537	Facebook, Twitter and LinkedIn
Sungkyunkwan University (SKKU)	1398	Facebook and YouTube
University of Cologne	1388	Facebook, Twitter, Youtube and LinkedIn
Trinity College Dublin	1592	Facebook, Twitter, Youtube and LinkedIn
Université Catholique de Louvain	1425	Facebook, Twitter, Youtube, Instagram and LinkedIn
University of Aberdeen	1495	Facebook, Twitter, youtube and RSS feeds.
University of Barcelona	1450	Facebook, Twitter, Youtube Instagram, LinkedIn and Flickr
University of Wurzburg	1402	Nil

Figure 2: Usage of web 2.0 tools

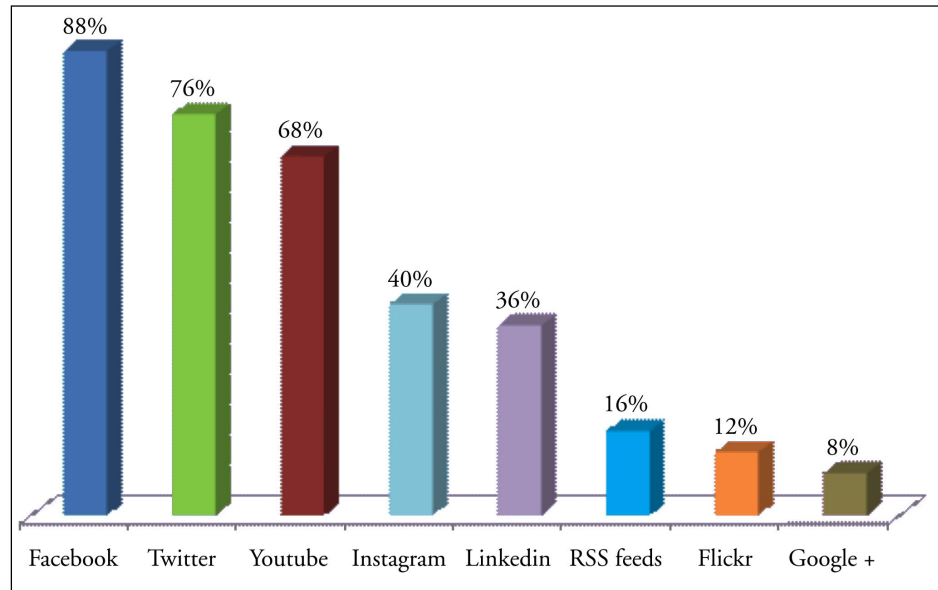
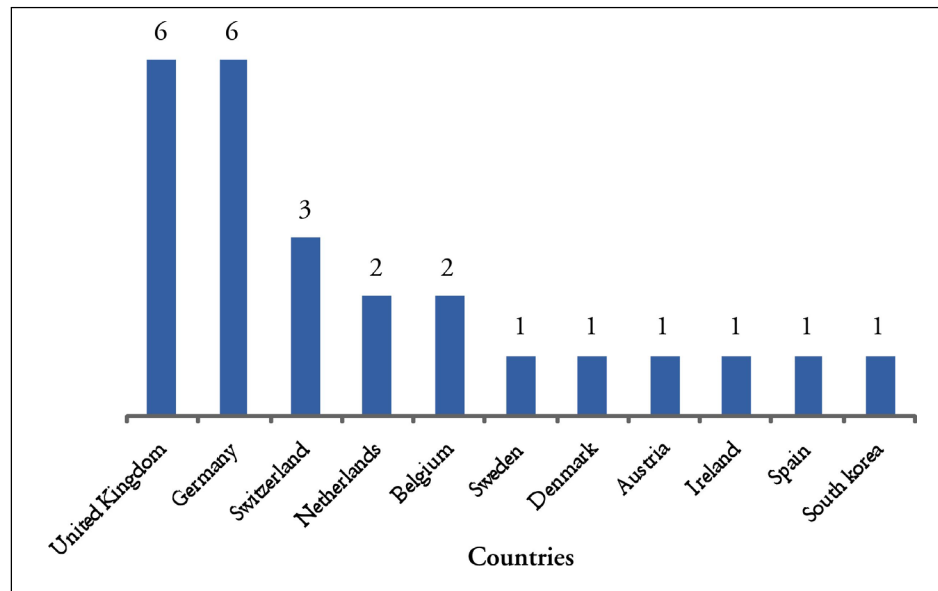


Figure 3: Region wise distributions of the universities



Region wise distribution of the universities

The UK & Germany are topping the list, since both the countries possess six universities featured in the top 25 league table. Switzerland is on third rank possessing 3 universities, whereas Netherlands and Belgium both comprising the two universities in the table list. The rest of the countries like Sweden, Denmark, Austria, Spain and South Korea is having only one university each. In 19th position, South Korea's Sungkyunkwan University was the only

institution outside of Europe to make the top 25. Overall, 11 different countries are featured on the table of top 25 universities of 400 years old.

Libraries implementing two or more Web 2.0 Tools

Figure 4 shows the distribution table for the number of Web 2.0 tools being used by the libraries. Among 25 universities, 7 use tools in the range of 0-2, followed by 11 libraries with 3-4 tools, while as 5-6 tools are

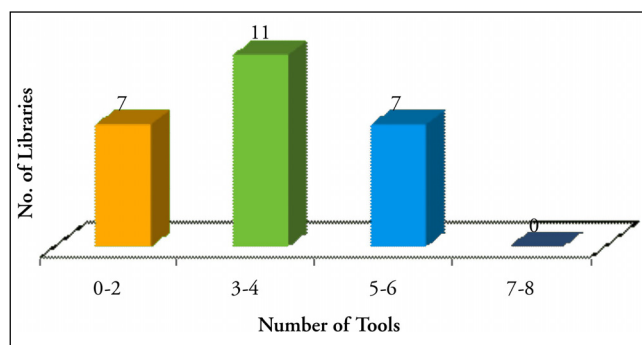


Figure 4: Libraries implementing one or more web 2.0 tools

implemented in 7 libraries. None of the libraries use more than 6 web 2.0 tools

CONCLUSION

Web 2.0 applications are making a tremendous impact in the communicative behaviour of individuals. Abbit (2007) suggests that there has been remarkable growth in the popularity of websites related to social activities and collaboration; that includes the online applications such as Facebook, Twitter and Youtube. Social networking tools were supposed to be helpful in promoting library services and interacting with students. These are synonymous with websites to facilitate communication, conversation, information sharing and collaboration within the online user community. Since academic libraries act as knowledge repositories and agents for dissemination of knowledge, Web 2.0 technology fulfils the library mission to collaborate and engage spaces where librarians can connect and converse with users. The findings of this study shows that social networking tools were being used by a number of ancient academic libraries across the globe. The result shows that out of 25 oldest universities, 22 are using the web 2.0 tools in their libraries. The most widely used social networking tools are Facebook (88%), Twitter(76%), Youtube (68%), Instagram (40%), Linkedin (36%), whereas the least usage of web 2.0 tools are RSS feeds (16%), Flickr (12%) and Google +(8%), respectively

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