

MODELING THE ROLE OF BLOGGING IN LIBRARIANSHIP

Michael Stephens, M.L.S.

Dissertation Prepared for the Degree of

DOCTOR OF PHILOSOPHY

UNIVERSITY OF NORTH TEXAS

August 2007

APPROVED:

Brian O'Connor, Major Professor
Linda Schamber, Committee Member
Judith Oates Lewandowski, Committee Member
Kate Marek, Committee Member
Herman Totten, Dean of the School of Library and
Information Sciences
Sandra L. Terrell, Dean of the Robert B. Toulouse
School of Graduate Studies

Stephens, Michael. Modeling the role of blogging in librarianship. Doctor of Philosophy (Information Science), August 2007, 161 pp., 47 tables, 6 figures, references, 134 titles.

This phenomenological study examines the motivations and experiences of librarians who author professionally-focused Weblogs. I constructed a model of librarianship based on Wilson and Buckland. The results show a close fit between librarian bloggers and the ideals of the field as expressed by two primary library and information science philosophers. A Web survey generated 239 responses to demographic and open-ended questions. Using the results of the survey, I analyzed demographic data and performed a phenomenological analysis of the open-ended questions. A list of category responses was generated from each set of answers via the coding of descriptive words and phrases.

Results indicated the motivations of librarian bloggers are based around themes of sharing, participation in community, and enhanced professional development. Respondents reported feeling more connected to the profession and to colleagues across the world because of blogging. Respondents perceived the librarian blogosphere as a community with both positive aspects – feedback, discussion, and support – and negative aspects – insular voices, divides between technologists and librarians, and generational rifts. Respondents also reported an increased ability to keep current, improved writing skills, and opportunities to speak and contribute to professional journals.

Copyright 2007

by

Michael Stephens

ACKNOWLEDGEMENTS

I wish to thank Dr. Brian O'Connor, my committee chair, for his support, guidance, insight, and opinions during this process. I also wish to thank my committee, Dr. Linda Schamber, Dr. Jude Lewandowski and Dr. Kate Marek, for their support and guidance.

Thank you as well to UNT IMLS Cohort members Stacy Creel, Brian Kenney, and Joyce Valenza. Cohort member Margaret Lincoln offered invaluable assistance and insight during this process and her help is greatly appreciated.

I would also like to thank Dean Susan Roman and the faculty of the Dominican University Graduate School of Library and Information Science for encouragement and support during my work on the dissertation and during my first year of teaching. Thanks to Dominican GSLIS student Brian Want, who provided support and assistance.

I would also like to thank John Blyberg, Blake Carver, Kathryn Deiss, Jennifer Graham, Sarah Houghton, Jenny Levine, Luke Rosenberger, Karen Schneider, Jessamyn West and all of the Bibliobloggers who contributed to this research.

My partner Steven offered encouragement, support and understanding through these three years of coursework and writing and I thank him. I could not have done it without him.

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	iv
LIST OF TABLES	vii
LIST OF FIGURES	x
Chapter	
1. INTRODUCTION	1
Background of Study	
Statement of the Problem	
The Pragmatic Biblioblogger Model	
Research Questions	
Purpose of the Study	
Significance of the Research	
Limitations of the Study	
2. EXPANDING THE LITERATURE FOUNDATION.....	23
Building Community Online	
Analyzing Virtual Communities	
Social Networks and Socials Aspects of Information	
Weblogs	
Research Concerning Blog Authors	
Libraries and Weblogs	
Weblogs and Librarians	
3. METHOD	44
Instrumentation	
Data Collection Procedures	
Content Analysis Strategies	
Steps in the Study	
Validity and Reliability	

4.	DATA ANALYSIS RESULTS	61
	Demographic Results	
	Use of Blogs and Social Software	
	Motivations and Purposes for Blogging	
	Analysis of Open-Ended Questions	
	Categories for Question 1	
	Categories for Question 2	
	Categories for Question 3	
	Categories for Question 4	
	Categories for Question 5	
	Categories for Question 6	
	Categories for Question 7	
5.	DISCUSSION AND CONCLUSIONS	97
	Research Question 1	
	Research Question 2	
	Observations from the Category Responses	
	Synthesis of the Phenomenon	
	The Pragmatic Biblioblogger’s Experience	
	Implications for Library and Information Science	
	Implications for Librarianship	
	Caveats of the Study	
	Future Research	
	Final Thoughts	

Appendix

A.	AN OPEN (YET PERSONAL) LETTER TO MICHAEL GORMAN	113
B.	COPY OF IRB LETTER	116
C.	SURVEY QUESTIONS	118
D.	RECRUITMENT TEXT FOR SURVEY	123
E.	CODEBOOK FOR CONTENT ANALYSIS	125

F.	SUMMARY TABLES OF FREQUENCY OF RESPONSE CATEGORY BY LIBRARY TYPE.....	131
G.	SUMMARY TABLES OF LIBRARY TYPE BY FREQUENCY OF RESPONSE CATEGORY.....	142
	REFERENCES	153

LIST OF TABLES

	Page
1. The Pragmatic Biblioblogger Model	20
2. Interactive Behaviors in Virtual Communities: Burnett's Typology.....	26
3. Affordances of Virtual Communities.....	29
4. Hektor's Eight Information Activities	32
5. Coding Categories of Herring, Scheidt, Bonus, & Wright	37
6. Why We Blog: Findings of Nardi et al.....	38
7. Selected Principles for Designing Web Questionnaires	46
8. Descriptive Statistics for the Age Demographic.....	61
9. Descriptive Statistics for the Gender Demographic.....	62
10. Descriptive Statistics for Geographic Location of LIS Bloggers	62
11. Descriptive Statistics for Level of Education	63
12. Descriptive Statistics for Employment by Library Type	64
13. Descriptive Statistics for Positions of LIS Bloggers.....	65
14. Start Dates of Respondent Weblogs	66
15. Anonymity of Respondent Weblog Authorship	67
16. Weblog Software Used for Respondent Weblogs	67
17. Commenting on Respondent Weblogs.....	68
18. Number of Authors for Respondent Weblogs	68
19. Usual Times for Respondent Blogging.....	69
20. Average Frequency of Respondent Blogging.....	69
21. Library Support of Respondent Blogging.....	70
22. Social Software Tools Used in Conjunction with Respondent Weblogs.....	70
23. Other Tools Used in Addition to Respondent Weblogs.....	71

24.	Respondent Contributions to Other Weblogs	72
25.	Why Do You Blog?	72
26.	Purposes of Respondent Weblogs.....	73
27.	Frequency of Response Categories for “Why Do You Blog?”.....	74
28.	Frequency of Response Categories for “What Have You Learned from Blogging?”	79
29.	Frequency of Response Categories for “What Are the Benefits of Blogging within the LIS Community?”	82
30.	Frequency of Response Categories for “Has Blogging Had an Effect on Your Job?”	85
31.	Frequency of Response Categories for the Question “What Role Has Blogging Played in Your Professional Life?”	88
32.	Frequency of Response Categories for the Question “How Has Blogging Affected Your Relationships with Other Professionals?”.....	91
33.	Frequency of Response Categories for the Question “Describe Your View of the Impact of Blogging on the Professional Library Community.”.....	93
34.	“Why Do You Blog?”	132
35.	“What Have You Learned from Blogging?”	134
36.	“What Are the Benefits of Blogging within the LIS Community?”	135
37.	“Has Blogging Had an Effect on Your Job?”	136
38.	“What Role Has Blogging Played in Your Professional Life?”	138
39.	“How Has Blogging Affected Your Relationships with Other Professionals?”	139
40.	“Describe Your View of the Impact of Blogging on the Professional Library Community.”.....	140
41.	“Why Do You Blog?”	143
42.	“What Have You Learned from Blogging?”	144
43.	“What Are the Benefits of Blogging within the LIS Community?”	146
44.	“Has Blogging Had an Effect on Your Job?”	147
45.	“What Role Has Blogging Played in Your Professional Life?”	148

46.	“How Has Blogging Affected Your Relationships with Other Professionals?”	150
47.	“Describe Your View of the Impact of Blogging on the Professional Library Community.”	151

LIST OF FIGURES

	Page
1. First posting at Tame the Web, April 1, 2003.....	1
2. Etches-Johnson’s comparison of types of library blogs	40
3. View of card sets during content analysis.....	55
4. Whiteboard during analysis of the question “Why do you blog?”	56
5. A sample of an early codesheet	56
6. Counting codes for each question	57

MODELING THE ROLE OF BLOGGING IN LIBRARIANSHIP

Michael Stephens, M.L.S.

Dissertation Prepared for the Degree of

DOCTOR OF PHILOSOPHY

UNIVERSITY OF NORTH TEXAS

August 2007

APPROVED:

Brian O'Connor, Major Professor
Linda Schamber, Committee Member
Judith Oates Lewandowski, Committee Member
Kate Marek, Committee Member
Herman Totten, Dean of the School of Library and
Information Sciences
Sandra L. Terrell, Dean of the Robert B. Toulouse
School of Graduate Studies

Copyright 2007

by

Michael Stephens

ACKNOWLEDGEMENTS

I wish to thank Dr. Brian O'Connor, my committee chair, for his support, guidance, insight, and opinions during this process. I also wish to thank my committee, Dr. Linda Schamber, Dr. Jude Lewandowski and Dr. Kate Marek, for their support and guidance.

Thank you as well to UNT IMLS Cohort members Stacy Creel, Brian Kenney, and Joyce Valenza. Cohort member Margaret Lincoln offered invaluable assistance and insight during this process and her help is greatly appreciated.

I would also like to thank Dean Susan Roman and the faculty of the Dominican University Graduate School of Library and Information Science for encouragement and support during my work on the dissertation and during my first year of teaching. Thanks to Dominican GSLIS student Brian Want, who provided support and assistance.

I would also like to thank John Blyberg, Blake Carver, Kathryn Deiss, Jennifer Graham, Sarah Houghton, Jenny Levine, Luke Rosenberger, Karen Schneider, Jessamyn West and all of the Bibliobloggers who contributed to this research.

My partner Steven offered encouragement, support and understanding through these three years of coursework and writing and I thank him. I could not have done it without him.

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	iv
LIST OF TABLES	vii
LIST OF FIGURES	x
Chapter	
1. INTRODUCTION	1
Background of Study	
Statement of the Problem	
The Pragmatic Biblioblogger Model	
Research Questions	
Purpose of the Study	
Significance of the Research	
Limitations of the Study	
2. EXPANDING THE LITERATURE FOUNDATION.....	23
Building Community Online	
Analyzing Virtual Communities	
Social Networks and Socials Aspects of Information	
Weblogs	
Research Concerning Blog Authors	
Libraries and Weblogs	
Weblogs and Librarians	
3. METHOD	44
Instrumentation	
Data Collection Procedures	
Content Analysis Strategies	
Steps in the Study	
Validity and Reliability	

4.	DATA ANALYSIS RESULTS	61
	Demographic Results	
	Use of Blogs and Social Software	
	Motivations and Purposes for Blogging	
	Analysis of Open-Ended Questions	
	Categories for Question 1	
	Categories for Question 2	
	Categories for Question 3	
	Categories for Question 4	
	Categories for Question 5	
	Categories for Question 6	
	Categories for Question 7	
5.	DISCUSSION AND CONCLUSIONS	97
	Research Question 1	
	Research Question 2	
	Observations from the Category Responses	
	Synthesis of the Phenomenon	
	The Pragmatic Biblioblogger’s Experience	
	Implications for Library and Information Science	
	Implications for Librarianship	
	Caveats of the Study	
	Future Research	
	Final Thoughts	

Appendix

A.	AN OPEN (YET PERSONAL) LETTER TO MICHAEL GORMAN	113
B.	COPY OF IRB LETTER	116
C.	SURVEY QUESTIONS	118
D.	RECRUITMENT TEXT FOR SURVEY	123
E.	CODEBOOK FOR CONTENT ANALYSIS	125

F.	SUMMARY TABLES OF FREQUENCY OF RESPONSE CATEGORY BY LIBRARY TYPE.....	131
G.	SUMMARY TABLES OF LIBRARY TYPE BY FREQUENCY OF RESPONSE CATEGORY.....	142
	REFERENCES	153

LIST OF TABLES

	Page
1. The Pragmatic Biblioblogger Model	20
2. Interactive Behaviors in Virtual Communities: Burnett's Typology	26
3. Affordances of Virtual Communities.....	29
4. Hektor's Eight Information Activities	32
5. Coding Categories of Herring, Scheidt, Bonus, & Wright	37
6. Why We Blog: Findings of Nardi et al	38
7. Selected Principles for Designing Web Questionnaires	46
8. Descriptive Statistics for the Age Demographic.....	61
9. Descriptive Statistics for the Gender Demographic.....	62
10. Descriptive Statistics for Geographic Location of LIS Bloggers	62
11. Descriptive Statistics for Level of Education	63
12. Descriptive Statistics for Employment by Library Type	64
13. Descriptive Statistics for Positions of LIS Bloggers.....	65
14. Start Dates of Respondent Weblogs	66
15. Anonymity of Respondent Weblog Authorship	67
16. Weblog Software Used for Respondent Weblogs	67
17. Commenting on Respondent Weblogs.....	68
18. Number of Authors for Respondent Weblogs	68
19. Usual Times for Respondent Blogging.....	69
20. Average Frequency of Respondent Blogging.....	69
21. Library Support of Respondent Blogging.....	70
22. Social Software Tools Used in Conjunction with Respondent Weblogs.....	70
23. Other Tools Used in Addition to Respondent Weblogs.....	71

24.	Respondent Contributions to Other Weblogs	72
25.	Why Do You Blog?	72
26.	Purposes of Respondent Weblogs.....	73
27.	Frequency of Response Categories for “Why Do You Blog?”.....	74
28.	Frequency of Response Categories for “What Have You Learned from Blogging?”	79
29.	Frequency of Response Categories for “What Are the Benefits of Blogging within the LIS Community?”	82
30.	Frequency of Response Categories for “Has Blogging Had an Effect on Your Job?”	85
31.	Frequency of Response Categories for the Question “What Role Has Blogging Played in Your Professional Life?”	88
32.	Frequency of Response Categories for the Question “How Has Blogging Affected Your Relationships with Other Professionals?”.....	91
33.	Frequency of Response Categories for the Question “Describe Your View of the Impact of Blogging on the Professional Library Community.”.....	93
34.	“Why Do You Blog?”	132
35.	“What Have You Learned from Blogging?”	134
36.	“What Are the Benefits of Blogging within the LIS Community?”	135
37.	“Has Blogging Had an Effect on Your Job?”	136
38.	“What Role Has Blogging Played in Your Professional Life?”	138
39.	“How Has Blogging Affected Your Relationships with Other Professionals?”	139
40.	“Describe Your View of the Impact of Blogging on the Professional Library Community.”.....	140
41.	“Why Do You Blog?”	143
42.	“What Have You Learned from Blogging?”	144
43.	“What Are the Benefits of Blogging within the LIS Community?”	146
44.	“Has Blogging Had an Effect on Your Job?”	147
45.	“What Role Has Blogging Played in Your Professional Life?”	148

46.	“How Has Blogging Affected Your Relationships with Other Professionals?”	150
47.	“Describe Your View of the Impact of Blogging on the Professional Library Community.”	151

LIST OF FIGURES

	Page
1. First posting at Tame the Web, April 1, 2003.....	1
2. Etches-Johnson’s comparison of types of library blogs	40
3. View of card sets during content analysis.....	55
4. Whiteboard during analysis of the question “Why do you blog?”	56
5. A sample of an early codesheet	56
6. Counting codes for each question	57

CHAPTER 1

INTRODUCTION

Background of Study

The new tools provide powerful options for working with data, text, sound, and images. ...There is, predictably, an increasing departure in information handling from the simple pattern of read, think, then write. Computers are used for so much more than the traditional notion of “computing.”

Michael Buckland

Participant, Observer

Weblogs. I first heard about them at the 2002 *Computers in Libraries* conference. I started writing a Weblog (blog) called Tame the Web on April 1, 2003. The first post addressed my presentation at *Computers in Libraries 2003*. The mechanism of creating a post, publishing it, and seeing it live on the Web within seconds excited me. I read other librarian-authored blogs and within a few weeks some of them had linked to my new blog. I was hooked!



Figure 1. First posting at Tame the Web, April 1, 2003.

At the same time, I started using other new tools. I adopted Rich Site Summary feeds (RSS) and the RSS aggregator Web site Bloglines (www.bloglines.com) to monitor library and information science news and blogs. I began to instant message as a means to communicate with colleagues and friends. On May 10, 2004, I uploaded my first picture to the image sharing community Web site Flickr (<http://www.flickr.com>). I was able to “tag” the photo of my Labrador Retrievers Jake and Charlie, assigning my own keywords to describe it. These were all the trend-setting tools and librarians were discussing them on their blogs!

Professional Perspective

In my position as Manager of Networked Resources at the St. Joseph County Public Library in Indiana (SJCPL), I created the SJCPL Book Blog and Sights & Sounds Blog for the librarians there to deliver timely, dynamic commentary to our users. Two librarians joined me in authoring content for the new SJCPL blogs. We expanded our knowledge of the medium as we added blog posts and looked to professional articles by librarians such as Carver (2003) and Block (2001) for insight into using blogs in the library.

Web 2.0

In late 2004, I came across the term “Web 2.0” for the first time on a blog reporting from an event called the Web 2.0 Conference. Web 2.0 describes online applications that allow Internet citizens to create, change, and use content. O’Reilly detailed the origin of the term in his 2005 article “What is Web 2.0?” In the midst of discussion and planning sessions for an upcoming conference, O’Reilly and his group of World Wide Web developers realized

that a new Web was born after the dot-com collapse of the late 1990s. This Web, like a second generation software issue, they dubbed “Web 2.0.” O’Reilly (2005) later defined the term again, in what he deemed a “compact definition:”

Web 2.0 is the network as platform, spanning all connected devices; Web 2.0 applications are those that make the most of the intrinsic advantages of that platform: delivering software as a continually-updated service that gets better the more people use it, consuming and remixing data from multiple sources, including individual users, while providing their own data and services in a form that allows remixing by others, creating network effects through an "architecture of participation," and going beyond the page metaphor of Web 1.0 to deliver rich user experiences.

Others such as Richardson (2006) have described Web 2.0 as the Read/Write Web, where users can not only access content, they can *add* to it. In “Web 2.0 in Libraries: Best Practices for Social Software” for *Library Technology Reports*, I defined Web 2.0 as:

...the next incarnation of the World Wide Web, where digital tools allow users to create, change, and publish dynamic content of all kinds. Other Web 2.0 tools syndicate and aggregate this content. We will all be publishers and creators of our own information and entertainment channels with these applications. (Stephens, p. 8, 2006).

Because these tools allow people to make connections, carry on conversations, and collaborate, other terms used are social software and social computing.

These newer innovations in Web interactivity lead some librarians to utilize new tools to create a two-way or “read/write” environment. The pace of technological change is ever-increasing, and librarians can find themselves sometimes overwhelmed by all of the new tools and new discussions playing out at library conferences, on discussion lists, and in the professional literature. This wave of tools and social software on the World Wide Web has come to be called by some “Web 2.0.”

Social Tools

The August 2005 issue of Massachusetts Institute of Technology's *Technology Review* focused on social software. In a move illustrating that social online tools were becoming more and more important, the staff presented its take on social tools, the magazine, and the future in the ReadMe column, including a note "that *Technology Review* will be writing about the impact of new technologies on society much more frequently. Besides, social technologies are more fun" (2005).

In the same issue of *Technology Review*, Roush highlighted the move to social interaction online via new technologies. He argues that cell phone technology, access to social software, and widespread wireless access to the Internet are creating new forms of self-expression and conversation. Roush labels this movement "continuous computing." He defines three important aspects of continuous computing. These aspects include digital devices such as laptops, iPods, camera phones, and PDAs, attached to wireless networks to access the 2.0 tools, such as blogs, search engines, instant messaging, and wikis.

Social Tools Defined

Blogs

In 2004, Merriam Webster online announced the most-searched word of the year was *blog* and noted that one of the most talked about online innovations of Web 2.0 was the use of blog software to create easily updated, content-rich Web sites. The early definition the site provided offers insight into blogs' genesis as a personal journaling tool:

Blog noun [short for Weblog] (1999): a Web site that contains an online personal journal with reflections, comments, and often hyperlinks provided by the writer.

The blog tracking and searching site Technorati (www.technorati.com) frequently publishes

statistics. In April 2007, Sifry posted this informative overview of the Blogosphere for Technorati:

- 70 million Weblogs
- About 120,000 new Weblogs each day, or...
- 1.4 new blogs every second
- 1.5 million posts per day, or...
- 17 posts per second
- Growing from 35 to 75 million blogs took 320 days

Another useful resource for understanding how people use Internet tools is the Pew Internet and American Life Project. Pew reported on Weblogs in 2005, including the fact that blog readership reached 58% in 2004 and six million Americans get news and information fed to them through RSS aggregators (Rainie, 2005).

Rich Site Summary (RSS)

RSS is defined as XML-based metadata content from a blog or other source. Web content is created or published in one place to be displayed in other places, such as in RSS aggregators (also called “readers”). Therefore, the easiest way to think of RSS is as Really Simple Syndication. Whenever the source gets updated, the RSS feed gets updated and any aggregators that are subscribed to that feed are notified that there is new content available. People who use aggregators to monitor RSS feeds get alerts when new content is added to the blogs or news sites they monitor (Stephens, 2006).

Podcasting

Podcasting is a form of audio blogging. An audio file, such as an interview, short presentation or speech, is attached as an MP3 audio file to a blog post and syndicated out via

RSS. Aggregators such as Bloglines or the iTunes Music Store from Apple can subscribe to podcasts and automatically pull in new posts when they become available. Listeners do not need an iPod to listen to podcasts. Any MP3 player or computer that can play MP3 will work (Stephens, 2006). Clyde (2005) noted that podcasting was fast gaining popularity with Internet-savvy people.

Wikis

Meredith Farkas, Distance Learning Librarian at Norwich University in Vermont, defined a wiki as an application that enables a group to:

collaboratively develop a Web site with no Web design experience. Any member of the community can add to or edit the work of others so, essentially, a wiki is a perpetual work in progress. Wiki, meaning quick in Hawaiian, was designed specifically for easy and quick collaboration online.” (Stephens, p. 52, 2006)

Instant Messaging (IM)

Instant messaging is real time, synchronous conversation between two people via the Internet using a messaging client. Features of the various clients include presence indicators to show others when a user is online and a Buddy List of family, friends, and colleagues. Other features might include file transfer and the capability for video chat or voice chat.

Web 2.0, Buckland, and Libraries

As stated in the introduction, I adopted these tools in my personal and professional life. I was also curious to see how these new technologies might change our profession. Buckland (1992) stated almost fifteen years ago that new tools were changing what users did with information. Buckland noted that computers are used in ways that fall outside the ideas

of traditional usage, beyond the input and output of data. Social computing, that toolkit of new technologies, extends far beyond word processing. Were the many forms of e-collaboration, as Fichter (2005) noted, a way for librarians to share their stories and thoughts virtually, thus extending practice into the online world?

Librarians have used various mechanisms for social interaction and knowledge exchange over the years, from our publications, conferences, and symposia to the online forums and mailing lists such as PUBLIB in the 1990s. This history of physical and online interaction and conversation is long and varied in our field, as evidenced by publications such as Lerner's *The Story of Libraries* (1998). With the advent of these new "2.0" technologies in the library world, the mechanisms for social interaction and the dissemination of information have changed yet stayed the same. Discourse that might have occurred at a conference is now played out via blog posts, comments, trackbacks, and other tools of the new Web, as pointed out by librarian bloggers such as Ackerman (2005).

In *Redesigning Library Services* (1992), Buckland argued that any new technology will have a significant effect on library services. Most striking for the discussion here of social computing, and specifically blogs, is Buckland's contention that new delivery methods for information can change the way libraries work. "Consequently," he wrote in the Web version of his book, "a continuing quest for technological improvement has been and should continue to be important" (1992). This also can be applied to librarians: learning and using new technologies can enhance and further their work as well.

Buckland, writing in the early 1990s, predicted the struggles many librarians have had with new technologies and promotes technology planning. Through the course of his *Manifesto*, Buckland also noted what would be required for the "electronic library,"

detailing, in fact, many of the components of the modern day World Wide Web (1992). He argued for developing better formats for the distribution of electronic documents, creating and maintaining a sound infrastructure, and training professionals to manage the dissemination of information.

Libraries and Librarians on the Web

Library and librarian-related Web sites began to appear immediately after Buckland's *Manifesto*. The first public libraries appeared on the Web in 1994 (Balas, 2001). Soon after, researchers began to analyze the content and format of these instructional expansions. Specifically, analysis focused on public, school, and personal Websites of librarians. Clyde (1999) performed a content analysis on school library Web sites in 1996 and then again in 1999 to determine the "state of the art" of school library Web site design. Other researchers have examined the public library Web presence and determined what comprised the best practices for those institutions. Haines (1999) evaluated the personal Web pages of academic librarians and found those sites were used mainly to share information about the librarian's employer and selected links. No matter what the purpose of the personal pages, Haines noted, the primary role is still that of furthering the mission of the library. These sites, however, were for the most part one-way information channels.

With the advent of social computing via social tools, some librarians have launched blogs devoted to the profession. Librarian-authored blogs, such as *The Shifted Librarian* or *Librarian.net*, tend to focus on commentary on library and information science (LIS) news, information about new technologies and methods of delivery, and improving library service. What benefits might these bloggers see for writing and sharing their thoughts online?

All areas of these aspects and definitions are ripe for research in the new landscape Roush and others such as Lawley (2004) described. Lawley's post on blog research issues identified five approaches to studying blogs, including study of the form itself, study of interactions between blogs and blog authors, ethnographic studies of blog clusters and communities, analysis of the content and style used in blogs, and study of the use of blogs as tools in specific organizational contexts.

Participation, Observation, Examination = The Research Agenda

The present study combines focus on Roush's third area, Web tools, and Lawley's approach to examine blog communities. How are these Web-based tools used for communication and collaboration by librarians? How are they used for the creation of newer forms of social interaction?

Linking social interaction to knowledge and information leads to a discussion of social epistemology, defined by Goldman (2001) as "the study of the social dimensions of knowledge or information." Founded in the field of philosophy, social epistemology studies can be applied to various domains, such as law and even Web design. LIS scholars will remember Jesse Shera (1961) as introducing the concept of connecting social epistemology to our field. Goldman noted: "social epistemology can ask questions about knowledge-enhancing practices and policies. Which journalistic practices, which Website-designing practices, which rules for intellectual property are best from a knowledge-promoting standpoint." Lessig (1999) examined the realm of the Internet through a lens of social interaction in *Code and Other Laws of Cyberspace*.

Currently, a new edition of Lessig's work is being rewritten via a wiki, where Lessig invites participation and commenting on the various chapters. The new work is titled *Code 2.0*. Lessig (2006) wrote in a new section of the wiki that the feel of the online world has changed, changed because of the people who use the online tools and because of the tools themselves. Lessig himself serves as a visible example with his blog and wiki use.

Previously, via the one-way Web, librarians could access a wealth of information at library-related Web sites and possibly leave a "suggestion box" comment or send an e-mail to another librarian. Now, librarians are at the cutting edge: writing, publishing, and interacting via blogs and other Web 2.0 tools. Other librarians are wrestling with this new wave of change. How can they make sense of it all? How can they incorporate new technologies into their own professional life?

The tools of continuous computing are used by many people, young and old alike, for pleasure, entertainment, and learning, according to coverage in the popular press, such as *Newsweek's* cover story "The New Wisdom of the Web" (Levy & Stone, 2006). What follows, then, is that many librarians are also using these tools for their own entertainment and professional education. They are creating content of their own with these various tools, including one of the oldest of the Web 2.0 tools: blogs.

Blogs

Blog software is gaining ground as a new tool to share ideas, information, and opinions via the World Wide Web. Research, analysis, and commentary concerning blogs are appearing in scholarly literature, much of it related to communication and information science. In fact, within the library and information science professional literature, blogs are

being acknowledged as a “burgeoning movement” (Harder and Reichardt, p. 88, 2003), a “natural for librarians” (Hane, 2001), and a useful communication tool (Block, 2001), with librarians decreed as “born to blog” (Huwe, 2003, 2004). In one of the first scholarly research articles devoted to libraries and the use of blogs, Clyde (2004a) noted that librarians as well as libraries have launched blogs dedicated to LIS topics and promotion, but her research observes that adoption has been slow.

Later, Clyde presented a survey of LIS Blogs in *Weblogs and Libraries* (2004b), including sections devoted to blog basics, blogs as sources of information, and basic content analysis of 57 library blogs. Clyde briefly highlighted librarian-authored blogs such as *Libraryplanet.com* and *Librarestuff.com* as clearinghouses of general LIS news and featured a brief section with the heading “Weblogs created by individual librarians” (p. 77). Clyde noted in that section that librarian-authored Weblogs run the gamut from the professionally focused to the more personal. This section was small compared to the sections devoted to blogging libraries.

Blogs in the Popular Press

Business

Since Clyde published her research, blogs in general have gained popularity and notice in the popular press. Delio (2005) urged corporate officers and business people to be aware of the power of this publishing tool. In *Naked Conversations: How Blogs Are Changing the Way Businesses Talk with Customers*, Scoble and Israel (2006) argue that blogs are better than traditional one-way marketing venues because they allow instant two-way communication with customers. They theorize that if a business doesn't provide a blog where

customers might interact with the blog authors via commenting, those customers will find a business that does allow two-way communication (p. 143).

In *An Army of Davids*, Reynolds (2006), a professor of law at the University of Tennessee, argues that tools such as blogs allow anyone to have a voice and to compete with the much larger news media. Using blogs, for example, creates horizontal knowledge, defined as “communication among individuals who may or may not know each other, but who are loosely coordinated by their involvement with something, or someone, of mutual interest (p. 121).” Horizontal knowledge offers connections and the online social tools offer the mechanism for individuals to contribute their opinions about business and consumerism. One recent example involved a blogger who used his cell phone camera to send images of an untidy, disorganized department store to his blog for a post on customer service (McConnell, 2007).

In the business sector, popular works such as *The Corporate Blogging Book* by Weil (2006) illustrate the path of best practice for CEOs and companies to take the blogging plunge. Articles as well, such as “Blogs Will Change Your Business” by Baker and Green (2005) urge corporate executives to be aware of the impact of personal publishing on business communication. Singel (2004) noted that blog software company Six Apart wanted to remain as open as possible with blog tools such as commenting and trackback even in light of negative posts about their 2004 licensing changes.

Blogs in Other Organizations

Blogs have also appeared in the literature of other types of organizations. In *The Blogging Church*, Bailey and Storch (2007) describe how churches can use the software tool

to build community, extend church presence, and create conversation built around ministry.

The Pew study (Rainie, 2005), recent mainstream publications about blogs, and Clyde's research of the medium led me to reflect on the online communication mechanisms librarians are creating via blogs and wonder if is this what Lessig describes as a place of social interaction and community.

Enter the Blog People

There have been changes in the four years since Clyde did her content analysis of 53 library-related blogs. Practicing librarians have created more blogs for their libraries and themselves, as evidenced by Etches-Johnson (2006). Some researchers have examined why general bloggers write blogs, but it should be noted that blogging—and librarian blogging in particular—is a still-unfolding social phenomenon that does not have a vast body of baseline research. As stated above, Sifry (2007) reported blog use expanding rapidly as an emerging tool.

Nardi et al. (2004) reported that blogging is a burgeoning form of online communication coming into its own. A group of 23 bloggers served as their population for the study. The results suggest that ordinary bloggers blog for a variety of reasons. The motivations for blogging that were discovered included: documenting one's life, providing commentary and opinions, working out emotional issues, “thinking by writing” (p. 44), and promoting conversation and community. Blog content was extremely diverse, ranging from diaries of ordinary daily activities to serious commentaries on political, social, and scientific issues.

Clyde, however, was not convinced that libraries and librarians were adopting blogs

at any substantial rate and urged librarians to consider blogging as a means to communicate: “By not taking advantage of this simple medium (and doing it well), libraries will be the losers” (2004c, p 392).

It was possibly the “diary” aspect of blogs and runaway growth of the medium that prompted American Library Association (ALA) President-elect Michael Gorman to write an opinion piece in the February 15, 2005 *Library Journal*. In response to an article he wrote about Google, a few bloggers had weighed in on Gorman’s thoughts on search and “the world’s knowledge.” Some were frank in their dislike for his opinions and for him in general. He responded with an opinion piece in *Library Journal*, stating:

[G]iven the quality of the writing in the blogs I have seen, I doubt that many of the Blog People are in the habit of sustained reading of complex texts. It is entirely possible that their intellectual needs are met by an accumulation of random facts and paragraphs. In that case, their rejection of my view is quite understandable. (Gorman, 2005)

Many librarian bloggers took this article very seriously and responded with varying degrees of anger, interest, and hilarity. Some bloggers came to his defense. Kathleen de la Peña McCook (2005) wrote at her “Librarian” blog: “Michael Gorman, ALA president, is scorned by tekkie (sic) librarian bloggers and the blogerati. I have been trying here and there to defend him. But it’s not Michael I am defending so much as a plea to those who see no value in the generation passing out of the ALA leadership...to look at library history and see that they have made many contributions.”

Some called for Gorman to resign as president. I published “An Open Letter to Michael Gorman” at Tame the Web on February 25, 2005. This publication was the inspiration for my research examining librarian blogs.

Weinberger (2007) wrote about Gorman and his opinions of blogs in a chapter

entitled “Social Knowing,” under the heading “The Conundrum of Control.” He used quotes from blogging librarians Sarah Houghton and Karen Schneider to illustrate the fact that the nature of publishing is changing. “Customers, patrons, users and citizens are not waiting for permission to take control of finding and organizing information,” he writes. “Knowledge -- its content and organization -- is becoming a social act” (p. 133).

Statement of the Problem

What is the general problem? Not everyone has been enthusiastic about emerging technological tools or thought them to be professionally beneficial, but models persisting in LIS research indicate that the exploration of emerging tools has a beneficial impact on the profession. Clyde (2004c) called for librarians to adopt that same tool because it could prove useful for their mission. And long before there were blogs, Buckland (1992) noted computing tools were being used for much more than traditional tasks and urged librarians to use the best tools for the work at hand to further the mission and improve library services through redesign. A look at some foundational theories of the nature of librarians work as bibliographers and users of new tools illustrates that these discussions have played out in LIS longer than discussions of blogs, Web 2.0, or Michael Gorman.

Wilson’s Pragmatic Bibliographer and Information Doctor Models

Wilson (1979) argued that the core of librarianship is bibliography. Creating lists and annotated resources, Wilson noted, cannot be done without examination, analysis, and evaluation. The jobs librarians do can mostly be defined under the concept of bibliography: collection development, reference work, and the planning and design of new systems.

Storytelling to children was one aspect of library work that Wilson conceded was not bibliographic in nature, yet even library management fell under his ideas of the “complete bibliographer” (p. 240). Addressing the creation and use of new technologies, such as databases and systems that enable information storage and retrieval, Wilson wrote that new names just conceal the foundational bibliographic work taking place.

Wilson’s description of librarian as “pragmatic bibliographer” poses a new professional model. This librarian constantly seeks information and answers to a question and gathers those answers, fragments, and bits of knowledge and data. “This is a constant monitoring activity, a sort of directed browsing. And it is against this background of continual monitoring that any piece of pragmatic bibliography is undertaken,” Wilson wrote, and “by contrast, is best illustrated by the activity of one person who is engaged in a specific limited inquiry, scholarly or scientific or purely practical, and who takes time and effort to find materials that will be of help in the inquiry” (White, Bates, & Wilson, 1992, p. 240).

Wilson also posited a newer type of librarian’s job in *Public Knowledge Private Ignorance*. The “Information Doctor” is one who assists an information seeker by offering certain information systems to improve decisions. “Take this,” Wilson writes, “and you’ll find that good things (emphasis mine) happen to you” (1977, p. 119).

To sum up, Wilson proposed the idea of librarian as “pragmatic bibliographer” and “information doctor.” This librarian is one who:

- Constantly monitors resources, “a sort of directed browsing”
- Constantly seeks answers and information to a question
- Gathers those answers, fragments, and bits of knowledge and data
- Takes time and effort to find materials that will be of help in the inquiry (White, Bates, Wilson, 1992, p. 240)

- Assists an information seeker by offering certain information systems to improve decisions (Wilson, p. 119)

Buckland's Model of Librarian as User of New Tools

Buckland noted that librarians seeking to improve services might consider the importance of “a continuing quest for technological improvement” (1992). Buckland described the evolution of libraries from paper libraries to automated libraries to the electronic libraries of the time and addressed managing technological change with a focus on emerging tools. The seventh chapter of his *Manifesto* details his views of the importance of making materials available electronically to users outside of the library as well as providing the easiest access to that information for those users (1997).

At the opening plenary session of the 2000 Association for Library and Information Science Education 85th Anniversary celebration, Buckland explored the academic heritage of LIS, focusing on library educators’ work with documents, ideas, the complexity of human interaction, and technology (2000). He noted that new technologies call for a redesign of library services – a “new means” but not a new end.

In concluding his talk, Buckland urged the assembled LIS educators to understand and build on their heritage – “broadly, inclusively, strategically, and in an outgoing way” in order to have meaningful lives, flourishing institutions and so they might “collectively contribute to the rest of the world” (2000).

In summary, Buckland’s model of the technology librarian includes:

- Using newer technological tools to meet the mission of the library
- Evaluating and redesigning services as needed through the use of those tools
- Building electronic libraries of information

- Contributing to the knowledge of the world

The Pragmatic Biblioblogger Model

The Principia Cybernetica Web site defines *model* as a means “to represent the real world” and to represent “a relation between some observed phenomena.” The definition also states that a model can be formal or “formed by the deductions and assessments contained in the mind of an expert”(2007). The creation of a model of the librarian blogger affords the chance to understand the ideas

The proposed pragmatic biblioblogger model is framed within the work and models of Wilson (1977), Wilson (White, Bates, Wilson, 1992) and Buckland (1992). These descriptions and goals also can be applied to blogging librarians: learning about and using new technologies can enhance and further their work as well. It is a continuing quest for an answer to a specific query, with the results of that ongoing endeavor reported out: “I’ve found this. I’ve found that. Here’s what I believe they mean.”

The proposed pragmatic biblioblogger model describes the librarian blogger as pragmatic bibliographer, constant evaluator/re-designer, and information doctor. Could the “good things” that Wilson (1977, p. 119) refers to be qualified to determine that the use of a social tool such as blogging yields benefits to individuals and to the profession? Might a survey of authors in what Schneider (2004) termed the biblioblogosphere paint an even clearer picture of librarian blogger as pragmatic bibliographer and engaged user of continuous computing tools? Examination of the motivations of librarians, library workers, and LIS students will focus on the proposition that these bloggers spend time researching,

pondering, considering, and reflecting on and writing about various topics on their professionally focused blogs to create community, contribute, and share their views.

Van House (2004) studied the topical blogger, those focused on a particular theme or issue, and wrote that “Weblogs are altering knowledge work and practices among existing groups and creating new knowledge communities” (p. 1). While not centered specifically on librarians, this study illustrates the formation of collaborative knowledge communities.

I must also note that such a quest carried out with social tools, such as blogs, affords the opportunity for public commenting – for conversation. Rheingold defined ‘virtual community’ as “social aggregators that emerge from the Net when enough people carry on those public discussions long enough, with sufficient human feeling, to form webs of personal relationships in cyberspace” (1993, p. 5).

Based on a combination of Wilson (1977), Wilson (White, Bates, Wilson, 1992), Rheingold (1993), Van House (2004) and Buckland (1992, 2000), my proposed pragmatic biblioblogger model describes multiple types of librarians who share similar desires:

- Comment on the world of LIS
- Connect with each other across distance and time
- Create a community

The proposed pragmatic biblioblogger model describes librarians who author a professionally focused blog beyond the scope of their job to find, share, and offer advice to others in the LIS profession. Constantly scanning via the tools of continuous computing, the pragmatic biblioblogger seeks to redesign library services in an era of enhanced technology. These librarians open comments and engage with other librarian bloggers to discuss and examine

events, new technologies, and the LIS profession within a community they have created with a common goal: improving libraries.

To sum up, the model of the pragmatic biblioblogger is represented in Table 1.

Table 1

The Pragmatic Biblioblogger Model

Aspect	Definiton
Monitoring	Utilizes Web 2.0 tools to constantly scan and digest
Gathering	Archives fragments of data and information
Reflecting	Ponders the implications of trends and developments
Sharing	Shares issues, insights and news via blogs
Commenting	Conversations develop around issues, insights and news
Creating community	Connects to create a sense of participation in a larger group

Research Questions

The following research questions and sub questions frame this study:

1. Does the pragmatic biblioblogger model adequately represent the motivations for authorship of current professionally focused LIS blogs?
2. Does the pragmatic biblioblogger seek to connect, comment and build community, and if so, to what extent?

The sub questions further explore the motivations, use of 2.0 tools and the benefits of blogging.

- a. To what degree are these blog authors utilizing other social tools, such as wikis, RSS and IM, to further their professional endeavors?
- b. What have librarian bloggers learned from blogging?

- c. What are the benefits and drawbacks of blogging within the LIS community?
- d. Has blogging had an effect on librarian bloggers' jobs?
- e. What role does blogging play in their professional life?
- f. How has blogging affected their relationships with other professionals?
- g. What do librarian bloggers feel is the impact of blogging on the professional library community?

Purpose of the Study

This study uses a descriptive analysis research method for the quantitative demographics and a content analysis methodology for the qualitative data to examine the research questions listed above. These are the main purposes of the study:

- To establish a model that closely represents why librarians author topical, professionally-focused blogs.
- To suggest that librarians' use of professionally-focused blogs satisfies models from the LIS field in general.
- To suggest that these types of knowledge sharing communities might benefit the LIS profession.

Significance of the Research

The results of this research will:

- Provide a current overview of the landscape of librarian-authored blogs and of the resulting social interaction and sharing/collaboration as an extension of currently used models from the LIS field.
- Offer a view of the first of many social tools that librarians have adopted, effecting a shift to a global conversation about the profession and practice delivered via a simple Web tool.
- Inform the professional community of the benefits of authoring or contributing to a professionally focused blog.

In addition to the results listed above, this study will also compare and contrast librarian authored blogs to the wider research on blogging.

Limitations of the Study

Validating the proposed pragmatic biblioblogger model, including the perceived benefits and motivations of LIS bloggers, will focus on the essence of the experience of librarians' blogging and not fully explore the breadth of theory concerning social epistemology or information behaviors within virtual communities. They are, however, helpful for understanding foundational concepts and are included in Chapter 2.

CHAPTER 2

EXPANDING THE LITERATURE FOUNDATION

The literature review for this research includes sections devoted to interaction within virtual communities, the social aspects of information, and recent research concerning blogs. Each section helps to frame the purpose of the study: to describe the experience of blogging librarians and verify the proposed pragmatic biblioblogger model. The section on virtual communities lays the groundwork for looking at how people interact online. The section on the social aspects of information includes an examination of social epistemology and the social purpose of information. This frames the examination of librarians' blogging in the broader context of how people interact with information in general. Finally, a section detailing current research concerning blogs and bloggers sets the stage for the current research questions.

Building Community Online

Community is defined in early works by Park (1936) as rooted in a certain geographic location, a common bond, and mutual interdependence, and by Hillery, in a 94-point representation, which includes community as an attitude, a shared lifestyle, a process, and a place (Driskell, 2002).

Virtual communities, then, must share similar definitions. Early researchers, however, found that the defining point of geographic space is not present when people are connected via the Internet from all over the world. Rheingold's *The Virtual Community*, published in 1993, defined the Internet as an interconnected computer network utilizing computer-mediated communication (CMC) to link people all over the globe in open discussions. He

also defined 'virtual community' as "social aggregators that emerge from the Net when enough people carry on those public discussions long enough, with sufficient human feeling, to form webs of personal relationships in cyberspace" (Rheingold, p. 5).

Other researchers have cited his definition and expanded it as their understanding grew through various studies, analyses, and ethnographic data collection. Ellis, Oldridge and Vasconelos (2004) provided a comprehensive overview of research into the realm of virtual communities in "Community and Virtual Community" in the *Annual Review of Information Science and Technology*. Scholars in disciplines such as anthropology (Wilson & Peterson, 2002), sociology (Ward, 1999) and information science (Burnett, 2000, 2002, 2003) have studied virtual communities, drawn conclusions, and pointed to further explorations that might assist us in understanding how people communicate in such a relatively new medium.

Defining virtual communities necessitates further examination of their internal mechanisms and observation of the interaction that occurs within. Wellman and Gulia (1999) presented seven questions in their research analysis as a means to examine the various methods of research and modeling occurring within the scholarly community:

1. Are relationships on the Net narrow and specialized or broadly based?
2. How does the Net affect people's ability to sustain weaker, less intimate, relationships and to develop new relationships?
3. What is the nature of support on the Net?
4. Are strong, intimate relationships possible online?
5. How does high involvement in online communities affect participation in real world communities?
6. What levels of diversity are there in online communities?
7. Are virtual communities truly communities? (p. 3-4)

Citing numerous studies and journal articles, the authors also called on colleagues and their own experiences online to posit answers to the questions. This is one of several studies that

mined postings on online forums to create a data set for evaluation and study. When asked about the growing prevalence of support networks online, one study respondent, a psychiatric social worker in New York City, noted that many people reach out online in forums and communicate in a way they never could in real life (p.5).

As another means of defining virtual community, Henri and Pudelko (2003) presented a concise, useful typology for virtual communities, comprised of four distinct types:

1. Community of interest
2. Goal-oriented community of interest
3. Learner's community
4. Community of practice

Each type was examined with emphasis on the emergence of the community, activity within, identity of participants, and Internet examples to solidify the typology. For example, a community of interest might be a Usenet newsgroup devoted to a specific topic, while a community of practice might be exemplified by a thriving online forum devoted to teachers of French geography.

Henri and Pudelko also argued that all virtual communities are learning communities by applying definitions from Wenger (1998), who studied social learning theory within communities of practice in the physical world. Expanding on his work and utilizing their typology, Henri and Pudelko defined three principal components of social interaction within online communities: the goal of the community, the methods of creating the group, and the evolution of the community over time. Their study featured examples pulled from the Internet to illustrate each type of community, such as an online science site for students aged 8-13 and a long-lived online organization of teachers.

Other foundational research defines certain jargon and names the interactions that occur in the realm of the virtual community. Definitions, taxonomies, and typologies allow researchers and students to discuss Internet communication tools with similar language, such as the taxonomy established by Long and Baecker (1997) for the WebNet conference in Toronto, Ontario. WebNet is sponsored by the Association for the Advancement of Computing in Education (AACE) and co-sponsored by *WebNet Journal - Internet Technologies, Applications & Issues*. Defining such basic terms as e-mail, newsgroups, and the World Wide Web in the context of various types of communication, the authors categorized these elements as broadcast-based, person-to-person, or general forum environments. Definitions for multiple use environments (MUs) round out the piece.

Burnett (2002), discussing the various types of information exchanges in virtual communities, presented an overview of information behavior in virtual communities divided into two types: non-interactive behavior and interactive behavior. Non-interactive behavior is primarily known as lurking. Those invisible participants in the community, he states, who read what others have written “without also writing themselves constitute significant information-gathering activities” (p. 8). His focus, however, is interactive behavior.

Burnett’s typology of information behaviors in virtual communities is presented in Table 2.

Table 2

Interactive Behaviors in Virtual Communities: Burnett’s Typology

Type	Specific Information Oriented Behaviors	
	Description	
Announcements	Posts written to share information with members of the community	
Queries or Specific Requests for Information	Posts requesting information, including: a) Queries made by other community members b) Queries taken out of the community c) Queries presented to the community	
Directed Group Projects	Posts written to further the goal of the community, such as the creation of a FAQ (Frequently Asked Questions), a database or project in the world outside the community	

Note. Burnett, 2002.

Analyzing Virtual Communities

Beyond definition and the foundations of building and testing virtual communities, the bulk of research relating to online interactions in groups is devoted to analyzing information behavior from various perspectives and through the creation or adaptation of models.

Early sociological theories were a starting point for Burnett and Bonnici (2003) to examine the Usenet discussion boards. Newsgroups devoted to subjects ranging from *The X-Files* to Unix environments offered fertile ground for the authors to study normative behaviors. Citing the work of Merton and Kemper, Burnett and Bonnici applied theories to interactions occurring in virtual communities, typing those behaviors as explicit or implicit. Explicit norms are formal expectations of an online community, such as FAQs and other written rules, while implicit norms are learned by observing the behavior in the various forums and boards themselves (p. 336).

An anthropological approach includes examining virtual communities as products of culture. Focusing on concepts of community, identity, communication, and the broader concept of access (Wilson & Peterson, 2002), the behaviors and interactions of the citizens of online groups can be likened to other important “types of human experience” (p. 461).

Other researchers seek to create tools to analyze the interactions within a virtual community that ultimately will strengthen the usability of those communities. The online community framework (OCF) proposed by Sieckenius, DeSouza, and Preece (2004) breaks down information exchange into three constituents: the people, the interface that creates the experience, and the usability/sociability component that brings them all together. This framework allows researchers and system designers to study how people interact, create

policies, seek information, and understand the relationship between citizens of a virtual community and the system designers.

Another component for analysis within virtual communities is the text of various communications, FAQs, informational posts, and the general banter of members. Citing and applying Paul Ricouer's theories of written communications to virtual communities, specifically the notion of texts composed "as if" both the writer and reader were in conversation, Burnett (2002) commented on texts that, once posted, "take on a life of their own" in virtual forums (p.168). Burnett argued that participants in virtual communities embrace the spatial distance and spans of time; they write, read, and react to one another, thus giving life to the community itself.

Burnett, Dickey, Kazmer, and Chudoba (2003) used these foundations to study newsgroup postings, sampling texts discussing firewall technology. Their basis for analyzing interactions included the examination of coherence, reference, invention, and intention of textual messages exchanged within the newsgroup comp.security.firewalls. Conclusions included the fact that not only is information being exchanged within a virtual community, but text interaction also helps create the social norms and the identity of the community.

Ward (1999) found that users of some virtual communities only participate as long as their need for community resources exists. This "transitory, unconditional relationship" (p.95) echoes what Driskell and Lyon (2002) and Wellman and Gulia (1999) found as well: the ties that bind many virtually communities may be more tenuous than ties in the real world.

Mynatt et al. (1998), however, found a strong sense of place and collaboration in networked communities, with an identifiable set of affordances, or offerings, for users. These

affordances are detailed in Table 3.

Table 3

Affordances of Virtual Communities

Affordance	Description
Persistence	Continuous over time and use by many
Periodicity	Sense of time and rhythm to interactions
Boundaries	Multi-use areas: rooms, forums, private areas
Engagement	Multiple ways to connect and interact
Authoring	Users create content and space, and recreate it as well

Note. Mynatt et al., 1998.

Taking inspiration from Mynatt et al. (1998), Ruhleder (2002) examined the online community found in the distance education Master of Library Science program at the University of Illinois, Champaign-Urbana with the five affordances as a model. Citing cohort postings as substantiating data and examining the technical aspects of the online class environment, her study illustrated the expectations and interactions of the students within the five affordances.

Burnett (2002) concluded his typology of information exchange in virtual communities by noting that virtual communities are not only a place for social interaction online but also information neighborhoods rich with participants, where future studies may test and redefine the typology to provide further knowledge. For anthropologists, Wilson and Peterson (2002) suggest new guidelines for mining online interactions and guidelines for interviews of human subjects via electronic means because the social nature of the Internet creates a vast cultural landscape to be studied.

Wellman and Gulia (1999) pointed out that ethnographic studies of virtual communities have been few and far between as have “surveys of who is connected to whom and about what, and no time-budget accounts of how many people spend what amount of time virtually communing” (p. 3). The longevity and nature of online intimacy is ripe for study as well (p. 11).

Budding collaborative technologies such as blogs (Blanchard, 2004) and wikis (Ciffolilli, 2003), offer new cyberspaces to apply and test theories. In peer-reviewed journals, however, blogs receive less coverage. Lawley’s post (2004) on Web log research issues identified five approaches to studying blogs, including study of the form itself, study of interactions between blogs and blog authors, ethnographic study of blog clusters and communities, analysis of content and style, and study of blogs as tools in specific organizational contexts.

Newer bodies of research, such as social informatics (Kling, 2000), defined as the study of the use of information technologies in a cultural or organizational context (p.245), approach the virtual community as a sociotechnical environment. These communities thrive when participants interact in an engaged learning atmosphere supported by various information technologies (Kling & Courtright, 2003).

Baker and Ward (2002) urged researchers to examine the sense of space and distance in virtual environments such as private chat rooms. They argued that wireless devices will change the way users interact online when they no longer have to be tied to one location to connect.

Rheingold, cited so often by scholars in articles about virtual communities, echoes these ideas and the connection to real life social interaction in his 2002 book *Smart Mobs*,

pondering where new technologies will take us. Smart mobs, a recent offshoot of interaction online, are planned events created by those “who are able to act in concert even if they don’t know each other” (p. xii) by using networked devices such as cell phones, PDAs, and laptops. This shift in technology is another milestone and grounds for more research:

The Internet is what happened when a lot of computers started communicating. The computer and the Internet were designed, but the way people use them were not designed into either technology, nor were the world-shifting uses of these tools anticipated by their designers or vendors....as more people use mobile telephones, more chips communicate with each other, more computers know where they are located, more technology becomes wearable, more people start using these new media to invent new forms of sex, commerce, entertainment, communion and, as always, conflict. (p. 182)

Researchers might look to blogs, instant messaging, MySpace profiles, and such content creation mechanisms as podcasting to see where Rheingold was pointing. The social landscape of Web 2.0 is ripe for research.

Social Networks and the Social Aspects of Information

Many researchers have explored various ways in which people interact with information and knowledge, from information architecture, knowledge management, as well as the broader discipline of information behavior and information encountering theories, such as those by Erdelez (1999). As detailed above, the research relating to virtual communities is varied and dense, offering a landscape of interaction, discussion, and behaviors. Recent research concerning social networks and the social aspects of information further informs this discussion of librarian blog authors.

Applying a focus on the social aspects of information has yielded theories and research. Goldman (2001) noted that “perhaps the first use of the phrase ‘social epistemology’ appears in the writings of a library scientist, Jesse Shera, who in turn credits

his associate Margaret Egan. “[S]ocial epistemology,” says Shera, “is the study of knowledge in society.... The focus of this discipline should be upon the production, flow, integration, and consumption of all forms of communicated thought throughout the entire social fabric.”

A review of literature from the field of sociology provided Dimaggio et al. (2001) with a framework to examine how the Internet has changed research methods in their field. Beyond virtual communities, they argued, sociologists might look to the use of networked applications, politics, user behavior, and culture.

Talja (2002) detailed social information sharing as one of the types and levels of information exchange, defining it as “information sharing as a relationship and community-building activity” (p. 4) and concluded this type of sharing is most prevalent in many research groups and it can be likened to “giving and getting gifts” (p. 7).

Hektor (2003) suggested eight forms of information activities on the Internet in non-work life that now resonate in light of Web 2.0. Hektor reported on a survey of how people use the Internet and concluded that for those who use it to manage their day-to-day activities, the Internet is a valuable, social relations enhancing tool. His model of information activities (p. 128-129), presented in Table 4, includes many aspects that might be applied to bloggers.

Table 4

Hektor’s Eight Information Activities

Activity	Description
Search and retrieve	Strictly information seeking online
Browsing	Casually looking around an online resource, expectations of finding something of value and “becoming familiar with the environment (p. 128).”
Monitoring	Information gathering that is both intentional and incidental.
Unfolding	Viewing or listening to content continually (getting)
Information exchange	Giving and getting information
Dressing	Framing information (giving)
Instruction	Social, unidirectional giving of information
Publishing	Publishing

McPherson, Smith-Lovin, and Cook (2001) examined social networks in the real world and found that homophily is prevalent. People tend to align their networks with homogeneous counterparts, including instances of advice, information transfer, and exchange.

Bargh and McKenna (2004) took studies of social interaction into the online realm and found that social life online is not isolated or lonely but that networks facilitate communication and build strong ties, even if people are not close geographically. The Internet, they argue, can breed community involvement and create social identity.

Weblogs

Madden (2005) noted that blogs emerged during the very early beginnings of the social software era. Blog software is inexpensive, provides an easy-to-use interface, and offers a simple mechanism for publishing content. These collaborative technologies offer new and relatively unexplored cyberspaces to apply and test theories. It is wise, however, to begin with a definition of the term blog from Clyde (2004a):

A Weblog can take the form of a diary, a news service (or summaries of and links to current news items on a topic), a collection of links to other Web sites, a series of book reviews, reports of activity on a project, a journal or diary, a photographic record of an event or activity, or any number of other forms. Most Weblogs display material for the current month or the current week, with older material being archived on the site for browsing and/or searching. (p. 184)

This newer method of developing Web pages, with a customizable style of entries and accompanying links where information is posted and possibly discussed through commenting

systems, offers a variety of ways to study how information and knowledge are exchanged online. Blood (2000) traced the beginnings of blogging to 1998 and sites created by technologists to chronicle their travels and experiences.

Lawley's post (2004) on blog research issues identified five approaches to studying blogs, including study of the form itself, study of interactions between blogs and blog authors, ethnographic study of blog clusters and communities, analysis of the content and style used in blogs, and study of the use of blogs as tools in specific organizational contexts.

Dearstyne (2005) identified five types of blogs that had distinct characteristics. This taxonomy includes blogs devoted to individual news and insights, commentary and journalism, advertising and customer interaction, business topics, and internal communication.

Recent articles in the scholarly publishing world address what types of communication occur in the blogosphere (Rosenbloom, 2004) as well as the fact that the software itself has enabled more people to publish to the Web, sharing the personal thoughts, information, and interests and connecting with each other (Blood, 2004). Not only was sharing snippets of information via blogs more effective than email for certain communities of practice, noted Cayzer (2005), but blogs afforded informal knowledge management. Raynes-Goldie (2004) studied the blog site LiveJournal as a social tool but also as an information sharing and creation platform as well. Huffaker (2004) found that blogs enhance classroom activity, specifically information literacy education.

Glance and Mishne (2006) completed an in-depth analysis of commenting in blogs. They determined that blogs with a high amount of comment activity are notable and carry

more significance than other blogs in terms of popularity, location of ranking in search results, and usage.

Blanchard (2004) addresses the idea that Blogs can be termed ‘virtual communities’ because of the activity of posting, commenting, and content development within the environments. She studied information interactions within a blog dedicated to the recipes of Julia Child. Blanchard concluded:

Blogs are the newest popular form of group CMC technology. As shown by the participants who expressed a sense of community within the Julie/Julia Project , blogs have the potential to evolve into socially beneficial, self-sustaining virtual communities. Future studies of blogs as virtual communities should continue to assess not only members’ sense of community, but also how members adapt to and modify the CMC technology to meet their needs in developing a vibrant virtual community. (p. 12)

The International Conference on Weblogs & Social Media held in March 2007 in Boulder, Colorado, afforded numerous researchers a chance to present their work concerning blogs. A community-focused study by Bulters and Rijke (2007) established a method for examining social interaction within blog communities. Content analysis and a topology-based approach yielded three important knowledge management processes for blog authors:

- Idea creation and sharing
- Community forums
- Spreading of knowledge

The authors focused on personal as well as professionally focused blogs.

Shi, Tseng, and Adamic (2007) examined the topology of the blogosphere through comparison of two datasets crawled from blog search engines and found a consistency in properties such as degree distributions (links to other pages), the small world effect (the

number of links to get to from one page another), and connectivity between blogs. The effect of spam blogs (splogs) was reviewed as well, with findings that splogs account for a high degree of linking within the samples.

Efimova and Hendrick (2004) examined the network spaces between blogs and found connections between knowledge management worker blogs by analyzing links. They noted that a network of blogs can be made up of core blogs, clusters of blogs, mini-clusters, portal blogs, and those who link to the core blogs from blogs outside the community. Boundaries in blog communities, they reported, are fuzzy.

Research Concerning Blog Authors

Blood (2000) noted very early in the history of discourse that bloggers would find community and an outlet for writing:

The blogger, by virtue of simply writing down whatever is on his mind, will be confronted with his own thoughts and opinions. Blogging every day, he will become a more confident writer. A community of 100 or 20 or 3 people may spring up around the public record of his thoughts. Being met with friendly voices, he may gain more confidence in his view of the world; he may begin to experiment with longer forms of writing, to play with haiku, or to begin a creative project--one that he would have dismissed as being inconsequential or doubted he could complete only a few months before.

Viégas (2005) reported on blog authors' expectations of privacy and accountability and developed three areas that needed attention: "clearly articulated social norms for blogging in sensitive environments such as the workplace; more sophisticated access control over how blog entries are presented, when, and to whom; and more prominent markers of the presence of readers on blog sites so that authors are constantly reminded of the full scope of their audience" (p. 12).

Wei (2005) studied blog communities via content analysis, specifically focusing on knitting bloggers to examine how norms of posting behaviors were defined and used. This echoes Burnett's (2002) examination of information exchange in online communities. Herring, Scheidt, Bonus, and Wright (2004) used a similar methodology in a genre study of blogs. Their coding categories are included in Table 5.

Table 5

Coding Categories of Herring, Scheidt, Bonus & Wright

Coding Category	Description
Characteristics of blog authors	One author, adult (over 20 years old), gender, geographic location
Purpose of the blog	Personal journal, news filter, k-log, mixed.
Structural analysis of the blogs	Archives, badges, images, comments allowed, link to email, search function
Temporal information	Recency of update, interval of update and age of the blog

Note. Herring, Scheidt, Bonus, & Wright, 2004, p. 4-5.

Ives (2005) argued that blogs can not only build community but can be powerful personal knowledge management tools for their authors. By utilizing link distributions and citing Zipf's concept of power laws, Shirky (2003) described the "long tail" of blogging and argued that there would always be "A-list" bloggers and those bloggers who had a much smaller audience.

Bloggers also share themselves online, according to Boyd (2006), who interviewed 16 active bloggers and found that blog authors think of their blogs as an online identity. There were varying degrees of sharing and identity construction. Nowson and Oberlander (2007) presented a linguistic examination of blogger's identities at the *International*

Conference on Weblogs and Social Media in Boulder, Colorado. They studied blog posts from a selected group of bloggers, administered a survey, and reported that bloggers tend toward a high degree of openness.

Blanchard (2004) examined one blog devoted to the recipes of Julia Child, while Nardi et al. (2004) interview 23 bloggers to determine why people utilize blogs. The interviews were mainly conversational and based on a series of questions concerning blogging habits, schedules, and informants’ thoughts on other types of communication tools. Their findings are presented in Table 6.

Table 6

Why We Blog: Findings of Nardi et al. (2004)

Motivation for Blogging	Details from Informants
Blogs to document life experience	<ul style="list-style-type: none"> • “...log your being” (p. 43) • “...blogging involves less overhead than e-mail, with added scope for communication, including ‘rants’ and speculation.” (p. 43)
Blogs as commentary	<ul style="list-style-type: none"> • Started as a way to document a conference. • Offers a way to be a music critic
Blogs as catharsis	Blogs allow writers to protest, shout, explore personal issues, and grief.
Blogs as muse	“Thinking with computers” (p. 44)
Blogs as community forum	Blogs support communities of poets, workgroups, classes, and various IT support groups.

Note. Nardi et al., 2004, p. 43-46.

Van House (2004) studied trust within blog communities, presenting three observations: blogging promotes a high degree of self-disclosure, bloggers develop an internal evaluation mechanism when choosing whom to link to and what to say about the link, and blogging acts as a medium of publishing-in-progress. It is interesting to note Van

House's methodology as well, since the study of blogs is a relatively new endeavor for researchers. Van House examined the structure of various blogs, reviewed the literature, and had discussions with active bloggers. Notably, much of the literature devoted to blogs, Van House stated, "is not published but in the form of blog postings" (p. 2).

Blogging can also be a means of adapting to change, noted Arina (2006), in a paper and presentation concerning "blogs as reflective practice." Blog authors might not only chronicle their use of new technologies but also share their feeling for other members of an organization.

A study released by the Pew Internet and American Life project by Lenhart and Fox (2006) yielded data about those who write blogs:

- 12 million Americans are blogging
- 37% of bloggers are journaling their personal experiences
- Politics is the next more popular blogging topic
- More than 50% of bloggers are publishing for the first time
- Blogging is a gender balanced activity in America

The study also included the motivations for authoring a blog:

- Creative expression
- Sharing experiences
- To motivate other people

Libraries and Weblogs

Clyde (2004b) looked at blogs created and maintained by libraries. Using methodology from her previous studies of Web content (Clyde, 1996, 1999), Clyde printed

and examined content for 55 blogs identified as library-hosted and authored for eleven days during the latter part of September and early October 2003. Features such as country of origin, type of library, maintenance/update schedules, primary focus, and software were recorded and listed. Clyde concluded the article with a section concerning the implications of her findings for library managers, stating that it was surprising to find so few libraries offering blogs as of September 2003 because the software that creates them is so easy to use. RSS feeds were lacking in many of the blogs studied as well.

Recent quantitative analysis of library blogs by library practitioners includes Etches-Johnson (2006a), who maintains a wiki-built directory site of libraries using Weblogs. In a post on June 29, 2006, she summarized the current numbers of library blogs by type and compares those numbers to the year before, painting a picture of what kinds of libraries are blogging and how the use of the medium has grown. Her chart is reproduced as Figure 2.

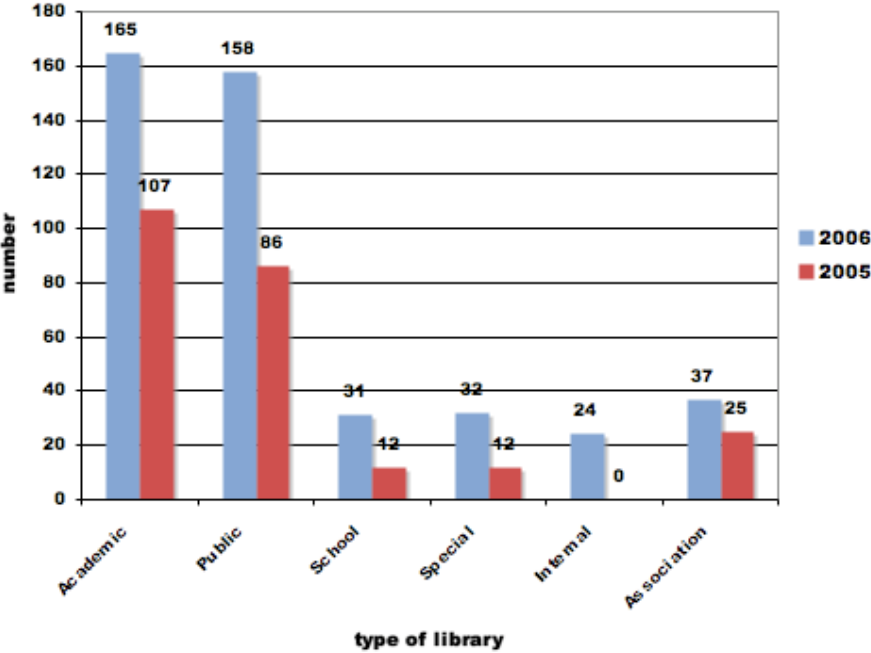


Figure 2: Etches-Johnson’s comparison of types of library blogs.

In the concluding chapter of *Weblogs & Libraries*, Clyde (2004b) noted that researchers Weaver (2003) and Alcock (2003) both reported the potential of libraries to use blogs to interact with library users through such mechanisms as “commenting.” Commenting within blogs allows readers to type responses to the original posts and publish them to the blog. A conversation between blog authors and readers who comment potentially follows. Clyde argued that the lack of comments found during her study meant that users were not using the library blog to talk back with librarians.

Clyde ponders:

Do users want to comment or discuss? We really don't know, but the results of this research study suggest that it is at least open to question. Or is it that the potential users don't know that the library Weblog exists? Or that users don't know how to comment? (p. 104)

Recently, the Ann Arbor District Library (AADL) Web site, made up of seven blogs with commenting allowed by registered patrons, went online. It was a notable event across the biblioblogosphere in the summer of 2005. Kenney (2005) reported in *Library Journal* that the blogs were creating conversation with in the community, quoting library director Josie Parker who stated that “the *library* is the public forum.”

John Blyberg, lead developer for the AADL site and blogger at *blyberg.net*, presented at the 2006 HigherEdBlogCon, an online academic conference for educators and librarians. In his presentation, he detailed the thinking behind the AADL site. The plan, he related, was to create multiple venues via the blogs for staff to create content and for library users to comment back. The librarian authors were “clued-in” to the goals of the new Web site (2006).

Other practitioners have weighed in on using blogs in the library setting. Goans and Vogel (2003) wrote an early article for librarians on the benefits and challenges of the

medium. Bhatt (2005) described the benefits of announcing library events on a blog, including ease of use in delivering new content to the Web. Bell (2005) found that library blogs can be effective if content is aggregated into courseware, such as WebCT, where students are interacting. In my publication with the American Library Association *Library Technology Reports*, I examined anecdotal examples of internal blogging for library staff awareness (2006). Gordon and Stephens (2006) presented anecdotal evidence from practicing librarians who reported improved internal communication via blogs for their libraries.

Garrod (2004) and Lincoln (2006) noted that blogs create safe learning environments and create conversations among students within the library setting. Fichter (2003) offered the idea that easy linking and an effortless mechanism for creating Web pages are excellent reasons for libraries to use blogs.

Weblogs and Librarians

According to existing research, librarians who launch a professionally focused blog for other librarians seem to do so to give back or share their experiences. Some even report on ongoing work concerning a certain practice, such as Radio Frequency Identification (RFID) systems, or a certain area of librarianship, such as distance education. This might be a form of what Patrick Wilson termed “pragmatic bibliography” (Wilson in White, Bates, & Wilson, 1992).

Bar-Ilan (2005) examined how librarians and information professionals were using blogs via an analysis of rankings, linking, and topics. Conclusions included the fact that blogs were useful for sharing and for information management; the main challenge, however,

was promoting the existence of those blogs instead of adding more librarian-authored blogs to the blogosphere.

Kenney and Stephens (2005) conducted a roundtable discussion at the American Library Association meeting with seven librarian bloggers to discuss their experiences and insights. All were actively involved in their own professional blogs as well as blogging for their libraries. All of them noted that blogging had an impact on their professional lives, including an increase in requests for speaking engagements, in comment feedback, and in being noticed by vendors. One blogger noted it helped her get her first professional library job.

Other practitioners (Farkas, 2005a; Crawford, 2005, 2006) examined librarians as blog authors as well, focusing on software use, posting frequency, and readership. Their studies, played out within the biblioblogosphere, were presented via blog posts and self-published reports. Farkas (2005b) also included the “Why do you blog?” question in her Survey Monkey questionnaire and reported the top three answers were to share ideas and information, to record ideas or keep current, and to build community.

In summary, the literature sets the scene and provides the background for this study. The existing literature focuses on the creation and affordances of online community, the social use of information and early studies of blogs and libraries. An updated study is needed to investigate the proposed pragmatic biblioblogger model to determine if it adequately represents the motivations of librarian bloggers. Chapter 3 details the methodology for that study.

CHAPTER 3

METHOD

The intent of the study is to understand the motivations of librarian bloggers and to frame those motivations as an extension of what library and information science theorists such as Wilson and Buckland have presented as models of librarianship in practice by utilizing a phenomenological approach. The question under study is whether the proposed pragmatic biblioblogger model as presented in Chapter 1 adequately represents the motivations for authorship of professionally focused librarians' blogs. A Web-based survey tool was designed to address these questions.

This investigation is twofold, reflecting a research design that is both quantitative (demographics and other specific data) and qualitative (open-ended questions). Part 1 is a summary of the respondents' demographics, and specifics about their uses of social technologies. Part 2 is a phenomenological analysis using the methodology of Moustakas (1994) to distill the essence of the 239 qualitative responses to the open-ended questions.

A phenomenological approach was used for analyzing the survey's qualitative results to distill the essence of the motivations, learning and impact of librarians' blogging. Sparks (2005) noted that in defining a methodology, a researcher must present clear, easy to duplicate steps for others who may want to replicate the study. This chapter reports the development of the survey, steps for analysis, and the creation of the findings, detailing the chosen methods to frame the analysis.

Instrumentation

Readings in the creation of Web surveys included articles by Krosnick (1999),

Tourangeau (2004), Clarke (2000), Andrews, Nonnecke, and Preece (2003), Dillman, Tortora and Bowker (1998), and Birnbaum (2004).

Krosnick (1999) and Tourangeau (2004) detailed how surveys have changed over the last two decades as decline in participation has dropped and what the Internet might mean for survey development, while Clarke (2000) determined that the Internet offers access to groups, populations, and communities that present unique opportunities for researchers. Collecting data for research projects can include online focus groups, ethnographic studies of cyberspace, online case studies, and research across physical borders.

Andrews, Nonnecke, and Preece (2003) noted the usefulness of Web-based surveys as opposed to e-mail surveys and offered a detailed look at the methodology they chose in designing a study to measure the participation in online communities. This overview included the design of the entry page, design of questions as shorter sentences for onscreen reading, and choice of survey population.

Dillman, Tortora, and Bowker (1998) detailed criteria for respondent-friendly design of Web surveys, including creating surveys that display in all types of browsers. They also urged researchers to remember the varying skills of respondents who use computers because some may not be accustomed to certain advanced survey features.

Dillman, Tortora and Bowker (1998) also described principles for designing Web questionnaires. These points were valuable in constructing the survey with the Zope software at the University of North Texas (UNT). Selected principles are listed in Table 7.

Table 7

Selected Principles for Designing Web Questionnaires

Principle	Description
Start with a welcome page	Motivate and inform the respondent
Start with an easy question	Make it seem worthwhile to continue
Use a conventional format	Use easy to read fonts, a logical layout, and separate the answers from the question space
Limit line length	Prevent lines of text from extending off the respondents screen
Provide specific instructions	Explain how to answer questions for less experienced respondents
Provide instructions on each screen	Use operational instructions throughout, not on a start page
Do not require all questions to be answered before proceeding	Prevent respondent frustration
Consider double banking to display all choices on screen	Prevent respondents from missing possible choices

Note. Adapted from Dillman, Tortora, & Bowker (1998).

Birnbaum (2004) argued that Web studies must be analyzed and tested extensively before launch and attention must be paid to methods of recruitment for the studies. The methods for recruitment include allowing respondents to find the survey on their own, email notices, and Web banner ads. Researchers might also request links be added to various Web sites.

Viegas (2005) and Kerley (2006) surveyed bloggers, as did Farkas (2005a) and Crawford (2005) who specifically surveyed librarian bloggers. These instruments were critiqued and analyzed. A unique opportunity presented itself in the form of Farkas's blog post (2005a) announcement of her survey. The comments on that post featured critiques, insight, and suggestions from other bloggers for improving the survey.

To test the proposed pragmatic biblioblogger model, the resulting survey instrument for this study was designed in four parts: demographics, use of 2.0 tools, motivations for blogging, and open-ended questions pertaining to “Why do you blog?”

Survey Questions for Demographics

These questions were necessary to identify librarian bloggers and provide background demographics.

- What is your age?
- What is your gender?
- Where do you live?
- Please select level of education:
- What type of library work do you do?
- Which best describes your position?

The complete questions and ranges/choices for answers are reproduced in Appendix C.

The next set of questions addressed the use of blogs and other Web 2.0 tools. These questions further illuminate the use and prevalence of these tools among librarians as part of the proposed pragmatic biblioblogger model.

Survey Questions for Use of 2.0 tools

- What level of support does your library offer your LIS blogging efforts?
- Which best describes the authorship of your Weblog?
- I blog anonymously: Y or N
- When did you start your Weblog?

- When do you usually write for your Weblog?
- What Weblog software do you use?
- Do you allow comments on your entries? Y or N
- On average, how often do you post to your Weblog?
- Which of the following have you used in conjunction with your Weblog (choices of social software tools)
- Which of the following have you used in addition to your Weblog (choices of social software tools)
- Do you also contribute to other Weblogs?

Purpose of Blog

This section also included two questions that tie in to the final set of open-ended “Why do you blog?” questions, and tie in with the proposed pragmatic biblioblogger model’s emphasis on commenting, connection and community.

The purpose of my Weblog is to: (Choose all that apply)

- Comment on librarianship, libraries and the profession
- Collect useful references and links about a special topic
- Write essays about the LIS field
- Chronicle my experiences as a librarian in a library
- Chronicle my experiences as a library student
- Vent my frustrations with my library
- Inform my colleagues about new products, Web sites and other news

The following question used the results of Nardi et al. (2004) as a basis for the answers. I was curious to see how professional librarian bloggers might fall in line with the findings from the 2004 study that in part inspired this research, and only slightly changed the

answer set to reflect the world of LIS.

Which of the following applies to your motivations for library-related blogging?

- To document my life
- To comment on the world of LIS
- To explore emotions and feelings
- To improve my writing/act as muse
- To serve as part of a community forum

The open-ended questions addressed the research queries to expand the data needed to verify the proposed model. Content analysis would provide a synthesis of the librarian bloggers experience from these questions.

- Why do you blog?
- What have you learned from blogging? (addresses sub-question 2)
- What are the benefits of blogging within the LIS community? (addresses sub-question 3)
- Has blogging had an effect on your job? Please describe. (addresses sub-question 4)
- What role does blogging play in your professional life? (addresses sub-question 5)
- How has blogging affected your relationships with other professionals? (addresses sub-question 6)
- Describe your view of the impact of blogging on the professional library community? (addresses sub-question 7)

Institutional Review Board

The Institutional Review Board of the University of North Texas (UNT IRB) verified the Web survey in fall 2005. The letter of acceptance from the UNT IRB is included in Appendix C.

Population

Survey respondents were gathered from an open call put out on my blog, Tame the Web, as well as other librarian-authored Weblogs and mailing lists. My blog had over 2000 subscribers at the time of the survey. Notices also appeared on other librarian-authored blogs, including *Shifted Librarian*, *Free Range Librarian*, and *Librarian in Black*. To ensure the sample was made up of librarians, library workers, or students who author individual professionally focused blogs, the call for volunteers and the entry page specified who was being asked to take the survey:

The purpose of this research study is to help better understand the motivations of librarians who write independent Weblogs about libraries, technology or their experiences in libraries. It seeks to identify who, exactly, are the “blog people” of librarianship. There will be some questions about frequency of posts as well as questions about tools for information gathering and collaboration.

The complete text of the recruitment document is in Appendix D.

Data Collection Procedures

The Web survey data was collected via the Zope software at the University of North Texas with the aid of Dr. Richard Herrington. Data was collected for two weeks in the fall of 2005, starting November 1. Data was saved in various Excel and Word documents for analysis. A poster session at the 2006 Association of Library and Information Science Educators (ALISE) conference in San Antonio, Texas included the preliminary demographic data. There, various LIS faculty, doctoral students and other colleagues discussed the research questions and next steps with me, including advice about the content analysis and further research.

Data Analysis Strategies

Blogging is a new mechanism for easy Web publishing. Exploratory research, as demonstrated in Chapter 2, is examining this burgeoning realm. To describe and understand the experience of librarians using this new tool, the librarian bloggers' data will be analyzed using what is essentially a phenomenological analysis (Moustakas, 1994) with aspects of basic content analysis included (Creswell, 1998; Krippendorff, 2004). Researchers such as Riffe, Lacy, and Fico (2005) noted that content analysis is useful in quantitative studies, while Krippendorff (2004) argued that all reading of texts is a qualitative pursuit. The use of a phenomenological methodology allows the definition and description of a human experience of a set of documents or collected data.

Because this is a phenomenological study served by basic content analysis, I performed all of the coding of the 239 responses for each of the seven open-ended questions. The codebook and samples of survey responses are included in Appendix E. Had the corpus been larger, I would have used multiple coders and used inter-coder reliability checks. The immersive nature of discovering the essence of an experience (Moustakas, 1994) via a phenomenological approach was also useful for my status as participant/observer in working with this data.

Phenomenological Analysis Strategies

Creswell (2003) defines phenomenological research as a means to identify the “essence of human experiences” in order to develop patterns and relationships of meanings” (p.15). The researcher plays a role as well by including his or her own experiences to

“bracket” the experiences of those studied (Nieswiadomy (1993) as cited in Creswell, 2003). Creswell also points to Moustakas (1994) for an in-depth look at phenomenology.

To view the essence of a situation or problem, phenomenology involves description “using the qualities and properties from specific contexts or perspectives, so that the events or experiences take on vivid and essential meanings, a clear portrait of what it is” (Moustakas, 1994, p. 60). To uncover those meanings, Moustakas describes a process of four parts: epoche, phenomenological reduction, imaginative variation (p. 33) and a concluding synthesis of meanings and essences (p. 100).

Epoche, also referred to as bracketing, describes a process that encourages the researcher to “set aside our prejudgments, biases and preconceived ideas about things” (Moustakas, 1994, p. 85). The goal is to begin with a clear mind, acknowledging our own opinions and biases but setting them aside to view the experience for what it is.

The next step, phenomenological reduction, is the process of “describing in textural language” the qualities of a certain experience to define the essence of that experience (Moustakas, 1994, p. 90). In simple language, Moustakas details the process even further: “I look and describe; look again and describe; look again and describe; always with reference to textural qualities” (p.90).

The steps of phenomenological reduction include horizontalizing, creating clusters of meanings, textural description, and a structural description of the experience (Creswell, 1998). These steps help define the major themes of a set of texts, such as the open-ended questions in the survey. Horizontalizing each question begins with looking at the responses as carrying equal and valid weight. As irrelevant responses are removed, *horizons* develop –

“the textural meanings and invariant constituents of the phenomenon” (Moustakas, p. 97). Horizons are clustered into dominant themes, and those themes are described clearly.

The third step in the phenomenological research process is that of imaginative variation, which Moustakas defines as “describing the essential structures of a phenomenon” (p. 98). This is the step in the methodology that seeks to describe the pure essence of the research subject or topic.

Finally, a synthesis of meanings and essences describes the experience for the reader, clearly and with an emphasis on describing what it feels like to have that experience. Creswell (1998) provides an example of this synthesis in a study that described the experience of the nurse-client interaction (p. 289).

Moustakas (1994) offered a human science approach to examine a phenomenon, the study of the experience. “The challenge,” he argued, “is to explicate the phenomenon in terms of its constituents and possible meanings” (p.49) to achieve an understanding of the essence of the experience.

Addressing the Challenges of a Phenomenological Approach

Creswell (1998) notes several factors that may challenge the use of a phenomenological approach. These factors include:

- There must be solid understanding of the method by the researcher
- Participants in the study must have experienced the phenomenon
- Bracketing can be difficult for the researcher
- Personal experiences of the researcher must be introduced thoughtfully in to the study (p. 55)

For this study, I was a participant/observer. My knowledge of blogging and participation in the biblioblogosphere is useful for validity and reliability but I was also

careful to put aside all of my preconceptions and biases toward the outcomes by focusing on the method and clearing my mind of each set of horizons or categories I coded. Each time I coded a question, I was reminded of the advice of my dissertation chair, Brian O'Connor: "Listen to the data." The selection of phenomenology was a useful methodology for that reason. It requires the researcher to clear all bias and listen to what the essence of experience may be.

Content Analysis

Holsti (1969) described content analysis as a means to "describe the attributes of messages, without reference to either the intentions of the sender or the effect of the message upon those to whom it is directed" (p.27). Weber (1990) defined content analysis as a research method that "uses a set of procedures to make valid inferences from text" (p. 9). Founded in examinations of the content of newspapers, analyzing mass communication messages in the news media and in propaganda during the World Wars (Riffe, Lacy and Fico, 2005), content analysis provides a way to understand and classify signs according to their "probable cause and effect" as well as their meanings (Krippendorff, 2004, p. 44-45).

Neuendorf (2002) defined four types of content analysis: descriptive, inferential, psychometric and predictive, and argues for an integrative model that combines description and the identification of relationships. This model, he noted, can be integral "to a full understanding of human behavior and hence essential to social and behavioral science" (p. 53). Mayring (2000) addressed inductive content analysis and the creation of categories from working through the data:

The main idea of the procedure is, to formulate a criterion of definition, derived from theoretical background and research question, which determines the aspects of the

textual material taken into account. Following this criterion the material is worked through and categories are tentative and step by step deduced. Within a feedback loop those categories are revised, eventually reduced to main categories and checked in respect to their reliability. (p. 4)

This steps, when combined with the method of phenomenological analysis, proved useful in determining the essence of the librarian blogger experience to verify the proposed pragmatic biblioblogger model.

Steps in the Study

The study followed this process:

1. Qualitative responses were sorted and arranged in Microsoft Excel then output to cards. Responses were sorted by type of library and by the respondents' identified jobs in libraries.



Figure 3. View of card sets during data analysis.

2. Answers to each question were organized in sets of cards. Each card set had a unique color for each type of library the respondents identified as their place of employment. There were also colors for LIS students, those who did not work in a library, or those who designated themselves as “other.”
3. Each card set of responses was read for what Creswell calls the “general sense” of the meaning of the answers. Creswell instructs researchers to start by choosing a few responses and think, “what is this about?” (2003, p.191). Cards that contained irrelevant answers were removed from the data set and noted. Blank cards were removed as well. Moustakas (1994) defines this as reduction and elimination.

- Topics, phrases, general themes, and words that appeared often were noted in the margins of the cards and on a category worksheet. This is what Mayring (2000) describes as the creation of tentative categories via deduction.
- These notes and descriptive wording were examined and distilled into major themes. This was done for some questions with the use of a whiteboard as well to examine the connections across some of the major descriptive phrases/themes.

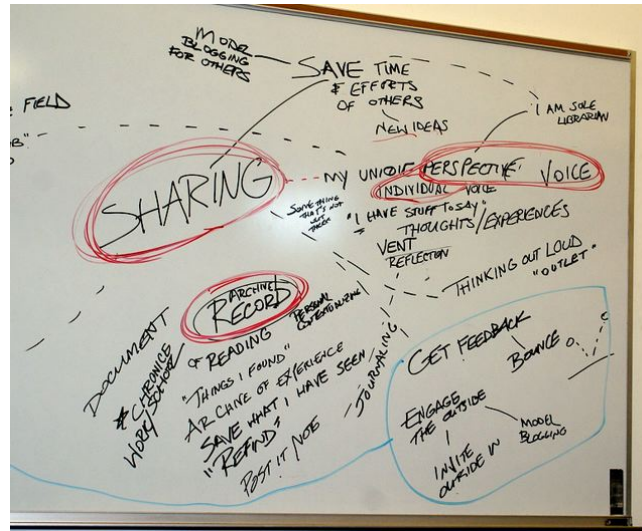


Figure 4: Whiteboard during analysis of the question “Why do you blog?”

- The themes were then defined as categories. For example, the categories for “Why do you blog?” included Professional Development, Sharing, and Fun. Kaid and Wadsworth (1989) argued that coding categories should be exhaustive and mutually exclusive, but the depth and rich content of the responses in this study led to cards being coded with multiple categories.
- An abbreviation was created for each category, as well as a rudimentary codebook.

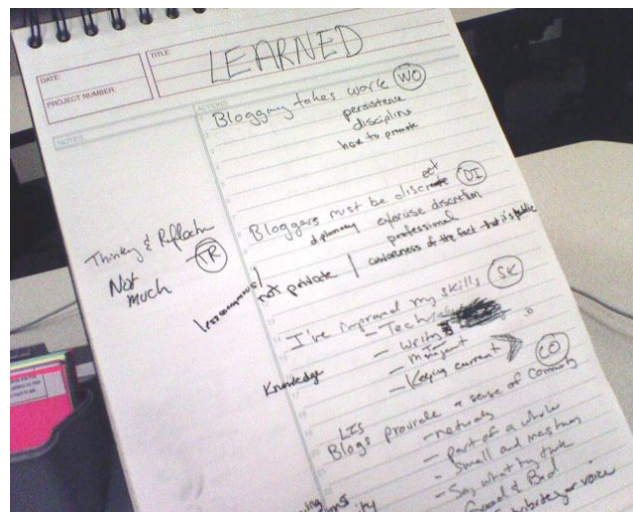


Figure 5: A sample of an early code sheet

8. The card set of responses was coded while watching for new categories or codes that might appear.
9. A detailed rendering of the data was created for each card set.
10. Counts for each code were taken and by type of library.

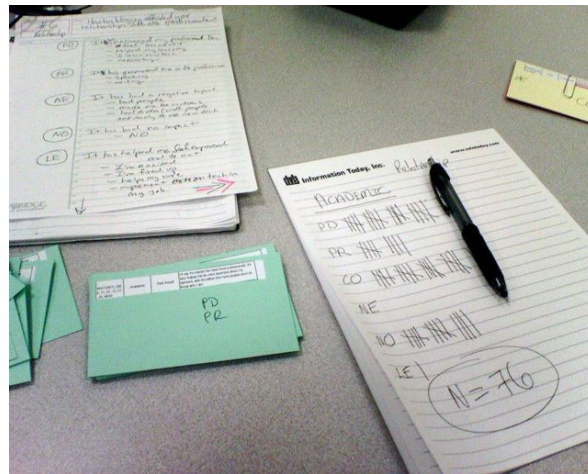


Figure 6: Counting codes for each question.

Validity and Reliability

Measuring a phenomenon requires attention to reliability and validity. Creswell (2003) noted the need for validating qualitative research and describes several primary strategies of doing so. These methods include triangulation, member-checking, use of rich, thick description, clarification of the bias of the researcher, presentation of negative or discrepant information, peer debriefing, use of an external auditor, and prolonged time in the field of study (p. 196).

For this study, I chose to clarify my own biases, detail my prolonged participation in the “field” of the biblioblogosphere, and to present “negative or discrepant information” (Creswell, p. 196) from the study to demonstrate the breadth of responses.

Statement of Bias

Because of the nature of this study, it is important to also self-evaluate. I have been a blogger since 2003, have spoken at library events “evangelizing” the use of blogs by libraries and librarians, and have written extensively in the professional literature on the topic.

Connections exist between myself and many of the survey participants. However, the survey was conducted anonymously and only once did a participant identify himself in the response section – with a statement that he knew I would recognize as well as an emoticon smile ☺.

Throughout the coding process I reminded myself to be open to all opinions stated by respondents. I am reporting the results fairly and without bias.

Prolonged Participant in the Biblioblogosphere

I recently spoke on a panel at the Massachusetts Library Association meeting in Sturbridge, Massachusetts. The panel, entitled Blog’s Eye View, consisted of Jessa Crispin of BookSlut.com, Jenny Levine of the *Shifted Librarian*, and me. We were asked to discuss our blogging history and reflect on the practice and our participation. This was a useful experience to prepare for this statement.

After learning about blogs and blogging in 2002, I was inspired to begin blogging in April 2003. I learned as I went along, creating posts, adding links, and sharing my thoughts. Once in awhile, I would get a link from another blogger, pointing traffic my way. It was a thrilling time.

In 2004, I attended the Public Library Association meeting in Seattle and was surprised at the lack of any mention of blogging in the technology sessions. I also applied to an IMLS-funded distance independent doctoral program at the University of North Texas,

discussing in my application essay my blog and research interests centered on blogging. Once accepted, I created a new category to blog my experiences in the PhD program. At this time I was also presenting workshops in Indiana libraries about blogging.

I realized Tame the Web was a useful tool, first and foremost as a way to keep track of the links and bits of knowledge I encountered reading LIS news blogs. Using categories to organize posts as well as the built-in archive feature made sense for me. The Michael Gorman editorial discussed in chapter 1 was published in 2005, the same year I marked my second year in the UNT program. I taught blog workshops at Purdue University Libraries, at the Internet Librarian International conference in London, and at various other conferences that year. Tame the Web continued to generate traffic and response from other blogging librarians as well as multiple comments from readers. I started teaching as an adjunct at Dominican University's Graduate School of Library and Information Science (GSLIS) and introduced my students to blogging in LIS753, Internet Fundamentals and Design.

In 2006, I applied for a full-time tenure track position at Dominican GSLIS. My presentation for the interview was an overview of library blogging and what it means for the profession. I was offered the position and started teaching full-time in August 2006. That summer I taught blogging workshops in New Jersey, in Connecticut (with Jenny Levine), and via Web conference to a library meeting in New Zealand. I also participated in the opening session of the Public Library of Charlotte Mecklenburg County's Learning 2.0 program, keynoting a session on social tools with Michael Casey, author of the *Library Crunch* blog.

I continued blogging and working on this study in 2007. After my proposal defense in April, I put my own blog writing on hiatus until after my dissertation writing was complete. A series of guest authors provided content for me. It was interesting to note that the day I

wrote the post I felt sadness, as though I was losing touch with something important. It amazed me how ingrained in my life the act of blogging had become.

Negative or Discrepant Information

While performing the content analysis, negative responses were encountered and noted. Some instances even became part of the coding categories. Respondents pointed out that people could be mean in the biblioblogosphere. Another, when noting what had been learned stated: “While the blogging community is large, it seems too frequently to function as a group of small and incestuous cliques.” Another respondent in the same question category stated: “LIS blogosphere is a giant clusterfuck.”

These perspectives are included in the descriptive analysis and synthesis. Creswell (2003), in defining the use of discrepant information as a strategy for validation, states, “because life is composed of different perspectives that do not always coalesce, discussing contrary information adds to the credibility of an account for a reader” (p. 196).

CHAPTER 4

DATA ANALYSIS RESULTS

Analysis of the survey data yields four sections of data to describe: demographic results, respondents' use of blogs and social software, questions devoted to motivations for blogging and analysis of the open-ended questions examining those motivations.

Demographic Results

The proposed pragmatic biblioblogger model was tested via a Web survey administered in November 2005. The survey was created using Zope software and was based on a literature review of Web survey methodology and reflected components of the proposed model. There were 239 valid participants. Survey respondents that completed less than 50% of the questions were discarded as invalid. The valid demographic data is described in Tables 8-13.

Table 8

Descriptive Statistics for the Age Demographic

Age	Freq	%
18 – 25	13	6
25 – 34	104	44
35 – 44	63	27
45 – 54	43	18
55 – 64	13	6
Total	236	100

Nearly half of the respondents were 25-34 and over two-thirds were 25-44. Both the upper and lower age ranges were equal at 6% of the total respondents. Three of 239 participants who answered the survey did not answer this question.

Table 9

Descriptive Statistics for the Gender Demographic

Gender	Freq	%
Male	88	37
Female	147	63
Total	237	100

As can be seen from the frequency Table 9, 63% of the 237 respondents were female.

Eighty-eight of the 237 respondents were male, which is 37% of the overall respondents.

Two of 239 participants who answered the survey did not answer this question.

Table 10

Descriptive Statistics for Geographic Location of LIS Bloggers

Location	Freq	%
United States	185	78
Canada	18	8
Western Europe, excluding UK	11	5
Australia	8	3
United Kingdom	7	3
Asia, excluding Middle East	6	3
Middle East	1	<1
South America	1	<1
Africa	0	0
Eastern Europe	0	0
Mexico	0	0
Total	237	100

As can be seen from the frequency Table 10, the majority of bloggers were from the United States. One-hundred-eighty-five of the 237 respondents were in the United States, which is 78% of the overall respondents. The next highest percentage was the Canadian

librarian bloggers at 6% of total respondents. One blogger from South America and one blogger from the Middle East completed the survey. It also is useful to note that Africa, Eastern Europe, and Mexico had no representation among the 239 participants. Two of 239 participants who answered the survey did not answer this question.

Table 11

Descriptive Statistics for Level of Education

Level of Education	<i>n</i>	%
Bachelor’s Degree	9	4
LIS Student (Master’s)	26	11
Master’s Degree	161	68
Postgraduate	26	11
Doctoral Degree	5	2
Other	10	4
Total	237	100

As can be seen from the frequency Table 11, 68% of the 237 respondents hold a Masters degree, with distributions above and below the Masters level at 11%. It is useful to note the drop off of respondents holding the PhD. Three respondents who identified themselves as having a library degree also had a JD. Two of 239 participants who answered the survey did not answer this question.

The group “other” included a respondent who reported “some college” and a respondent who reported “currently working on BA.”

Table 12

Descriptive Statistics for Employment by Library Type

Library Employment Context	Freq	%
Academic	98	41
Public	58	24
Special	19	8
Not in a Library	15	6
School	12	5
LIS Student	11	5
Consortium, Network or Support Agency	8	3
Consultant	4	2
LIS Education	4	2
Vendor	4	2
Other	4	2
Total	237	100

As can be seen from the frequency Table 12, 98 of the 237 respondents worked in an academic library, 41% of total respondents. The next highest frequency was those working in public libraries at 24% of the overall respondents. Vendors, consultants, and LIS educators each accounted for 2% of the overall respondents. Four of the 239 respondents worked listed “other,” which is 2% of the overall respondents. Two of 239 participants who answered the survey did not answer this question.

Other answers included IT Division for County, but formerly County Library, contract librarian for a federal contractor, former school librarian trying to enter academic, and National Library of South American country.

Table 13

Descriptive Statistics for Positions of LIS Bloggers

Library Position	Freq	%
IT / Systems / Web	45	19
Reference Librarian (Academic)	44	19
Reference Librarian (Public)	21	9
Trainer / Instructor	18	8
Not Currently Working in a Library	17	7
Administrator	15	6
Library Support Staff	13	5
Department or Branch Manager	11	5
School Librarian	10	4
Library Consultant	7	3
Corporate Librarian	6	3
Reference Librarian (Special)	4	2
Acquisitions Librarian	3	1
Professor	3	1
Government Documents Librarian	2	<1
Other	8	3
Total	237	100

As can be seen from the frequency Table 13, 45 of the 237 respondents identified as working in IT/Systems/Web, while 44 identified as reference librarians in an academic library, accounting for 19% of the overall respondents. Three of the 239 respondents identified as an acquisitions librarian, which is 1% of the overall respondents. Two of the 237 respondents identified as a government documents librarian, which is 1% of the overall respondents. Two of 239 participants who answered the survey did not answer this question.

Other answers included Executive, Archivist, Technology Evangelist, Circulation Manager, Information Specialist and Knowledge Manager, Online Community/Content Developer, LIS Practitioner/Researcher, and Reader's Advisory Librarian. Answers such as “director” were added to the count for Administrator.

Use of Blogs and Social Software

The second section of the data analysis describes the authorship of librarian blogs, blog software features, and other social software tools. This part of the survey included a section exploring librarians’ use of current online tools, such as RSS, tagging, and Flickr, an image sharing social networking site noted in Chapter 1. The valid data is described in Tables 14-24.

Table 14

Start Dates of Respondent Weblogs

Year	Freq	%
1999 or earlier	3	1
2000	5	2
2001	10	4
2002	26	11
2003	28	12
2004	72	30
2005	94	39
Total	238	100

As can be seen from the frequency Table 14, the number of librarian-authored blogs has increased, as only 1% of respondents began before 2000 and nearly 40% began the year

the survey was taken. One of 239 participants who answered the survey did not answer this question.

Table 15

Anonymity of Respondent Weblog Authorship

Status	Freq	%
Anonymous	51	21
Not Anonymous	187	79

Total	238	100

Table 15 describes whether or not the librarian blog authors identified themselves on their blogs. Blogging can be done anonymously via free blog software sites such as Blogger or WordPress. The majority, at 79%, did identify themselves. One of 239 participants who answered the survey did not answer this question.

Table 16

Weblog Software Used for Respondent Blogs

Software	Freq	%
Blogger	112	49
Wordpress	49	21
Movable Type	18	8
LiveJournal	14	6
Other	36	16

Total	229	100

As can be seen from Table 16, most librarian blog authors used the free blog site Blogger to create and host their blogs. Wordpress, at the time of the survey, was a server-installed open source blog application. It was used by 21% of the respondents. 16% identified

that they use another blog application or Web hosting service. Ten of 239 participants who answered the survey did not answer this question.

Table 17

Commenting on Respondent Weblogs

Commenting	Freq	%
Allowed	209	88
Not Allowed	29	11
Total	238	100

As can be seen from Table 17, a large majority of librarian blog authors allowed comments on their blogs. One of 239 participants who answered the survey did not answer this question.

Table 18

Number of Authors for Respondent Weblogs

# Authors	Freq	%
1	197	83
2	12	5
3	2	<1
4 or more	26	11
Total	237	100

As can be seen from Table 18, most of the librarian blog authors wrote their own blog as a single author. The next most frequent mode of authorship was a group Weblog at more than three authors. Two of 239 participants who answered the survey did not answer this question.

Table 19

Usual Times for Respondent Blogging

Time	Freq	%
Before work	8	3
During work	54	23
During meals or breaks	9	4
After work	23	10
Evenings	36	15
When inspired	96	40
Other	12	5
Total	238	100

As can be seen from Table 19, 40% of librarian blog authors write a post to their blogs when they are inspired. Others write at varying times throughout the day, including work hours, breaks, and after work. One of 239 participants who answered the survey did not answer this question.

Table 20

Average Frequency of Respondent Blogging

Frequency of Posts	Freq	%
Less than once a week	44	19
Once a week	42	18
More than once a week	110	47
Once a day	31	13
More than once a day	9	4
Total	236	100

As can be seen from Table 20, the majority of librarian blog authors post to their blogs more than once a week. The next highest occurrence is almost a tie between less than

once a week and once a week. Three of 239 participants who answered the survey did not answer this question.

Table 21

Library Support of Respondent Blogging

Support Level	Freq	%
“The library is unaware of my blogging efforts”	73	32
“I am encouraged to blog”	63	27
“My efforts are tolerated and I blog away from work”	48	21
“I blog as a student or library consultant”	28	12
“The library loves it”	19	8
Total	231	100

As can be seen from frequency Table 21, the majority of those librarian blog authors surveyed are blogging without the knowledge of their place of employment. The next group, at 63% of respondents, reported they felt encouraged at their institutions to blog. Those who were LIS students, worked for vendors, were consultants or other accounted for 12% of respondents. Eight of 239 participants who answered the survey did not answer this question.

Table 22

Social Software Tools Used in Conjunction with Respondent Weblogs

Tool	Freq	%
RSS Feeds from Respondent Blog	166	68
Bloglines (RSS Aggregator)	122	51
Flickr Account (for image storage)	71	30
Blogroll	68	29
Bookmarking Sites	67	28
Other RSS Aggregator	56	24
Wikis	38	16
Podcasts	25	11
Screencasts	6	3
Videocasts	2	<1

Note. Respondents were allowed to select more than one option.

The majority of the respondents provided an RSS feed and used Bloglines or another RSS aggregator to read feeds from other blogs. Other tools, such as bookmarking sites and Flickr, were used by nearly 30% of respondents to augment content on their blogs. Only a few used screencasts or videocasts in late 2005 to enhance their blogging.

Table 23

Other Tools Used in Addition to Respondent Weblogs

Other Tools	Freq	%
Instant Messaging	161	68
Bloglines (RSS Aggregator)	153	64
Gmail (Google Mail)	143	60
Bookmarking Sites	139	58
Wikis	133	56
Other RSS Aggregators	101	42
iTunes (for digital music)	101	42
Flickr Account (to store images)	99	42
Podcasts	88	37
VoIP (Skype, etc.)	57	24
iTunes for podcasts	54	23
Postcast Directories	48	20
Videocasts	20	8
Screencasts	20	8
Rhapsody (or other music service)	18	8

Note. Respondents were allowed to select more than one option.

As can be seen from Table 23, 68% of respondents used instant messaging to communicate via the Internet, the highest frequency of report. Many respondents also reported use of Bloglines or another RSS aggregator to monitor blogs and news sites. Again, echoing table 22, use of screencasts and videocasts, as well as the Rhapsody online music service, were the least reported tools used.

Table 24

Respondent Contributions to Other Weblogs

Type	Freq	%
Personal Weblog	88	37
Library Weblog	51	21
Community Weblog	46	19
LIS Group Weblog	34	14
Other	12	5

Note. Respondents were allowed to select more than one option.

As can be seen from Table 24, 37% of librarian bloggers reported that they also author a personally focused blog. Respondents also selected community blogs, library blogs, and group blogs focused on LIS.

Motivations and Purposes for Blogging

Table 25

Why Do You Blog?

Reason	<i>n</i>	%
Document my life	40	18
Comment on LIS	86	38
Explore emotions	8	4
Act as muse	14	6
Community forum	80	35
Total	228	100

Note. Respondents were only allowed to select one of the choices.

One question, with results presented here as Table 25, used the results of Nardi et al. (2004) as a basis for the answers. As stated in Chapter 3, I was curious to see how professional librarian bloggers might fall in line with the findings from the 2004 study that in

part inspired this research, and only slightly changed the answer set to reflect the world of LIS. As can be seen from the table, 86 of the respondents reported they blog to comment on library and information science issues and events. Ten of 238 participants who answered the survey did not answer this question.

Table 26

Purposes of Respondent Weblogs

Purpose	Freq	%
“To comment on librarianship, libraries, and the profession”	140	59
“To inform colleagues about new products, Web sites, and other news”	103	43
“To collect useful references and links about a special topic”	101	42
“To chronicle my experiences as a librarian in a library”	68	29
“To write essays about the LIS field”	46	19
“To chronicle my experiences as a library student”	32	13
“To vent my frustrations with my library”	20	8

Note. Respondents were allowed to select more than one option.

Based on the findings of Farkas (2005b), this question, presented here as Table 26, further explored the levels of commentary on LIS issues. A majority reported that they blog to comment on LIS issues, inform others, or collect and store data.

Analysis of Open-ended Questions

The coding of the qualitative answers followed the steps outlined in Chapter 3. The codebook for all of the questions reported here is in Appendix E. Category responses were also counted by library type. Complete tables for those statistics are in Appendices F and G.

Beyond the descriptive statistics of the first parts of the survey, the open-ended questions yielded a wealth of data to analyze and code. There were discoveries, validations,

and many surprises in the data. The voice of the bibliobloggers seemed clear, as did the experiences they reported.

The following sections detail the category responses for each of the open-ended questions.

Table 27

Frequency of Response Category for the Question “Why Do You Blog?”

Category	Freq	%
To share information or insight	76	40
To participate in a conversation or a community	53	28
To archive information or experience	47	25
To enhance my professional development	45	24
To express my perspective or identity	44	23
To promote myself or the profession	22	12
To have fun	16	8

Note. Percentage for each category is based on total of 189 valid responses. 20 of 239 responses were not applicable to the study, and 30 of 239 responses were left blank.

Categories for Question 1

To Share Information or Insight

Sharing is important to the blogging librarians who responded. For this category, 76 respondents had this response, which is 40% of the total. A prevalent word in this answer set was *sharing*. Respondents used phrases such as “to contribute to the profession,” “to serve the profession,” and “to inspire.” Two types of information seemed to get shared. One was of a personal nature: “my research” or my “point of view.” A respondent wanted to make sure his or her ideas were “a matter of public record.”

The other type of sharing was done to help or inform others. Many respondents used words such as trends, technologies, resources, articles, sites, bookmarks, announcements, new tools, “cool” stuff, and news combined with the word share or sharing. One respondent noted: “To transmit information to the local LIS community.” Another stated: “To share thoughts and points of view with the LIS community.”

A subset of this category included a few respondents who blogged to show others how it works, with responses such as “to model blogging,” “demonstrate what it can do,” and noting blogging was serving as a role model for other rural libraries.

To Participate in a Conversation or Community

There is a wide discussion playing out online. For this category, 53 respondents had this response, which is 28% of the total. Respondents used words and phrases such as connect, create conversation, “keeping in touch” and finding community. Examples included finding other “techies,” going outside the workplace for academic discussions, and finding others to talk to about issues in LIS.

Other words or phrases derived from responses in this category included getting feedback, bouncing ideas and collaborating with others, looking for a “sounding board,” getting differing opinions, and “inviting the outside in.”

Respondents noted that they participated in a discussion, a dialogue, an exchange, or interaction, and created community through shared discussions. Respondents published blogs because they could participate in issues and take an active stand. Other keywords and descriptors included: engaging, “communicating back and forth with readers,” and keeping conversations going. Respondents noted they were participating in a bigger community.

To Archive Information or Experience

An archive stores information for later use. For this category, 47 respondents had this response, which is 25% of the total. These respondents used descriptors such as collect, organize, track, and preserve to archive information such as links, bookmarks, issues, ideas, thoughts, prospective writing topics, and notes. There was also a thread of descriptors about rediscovery: blogging allowed “refinding and remembering information already encountered.” A respondent noted their blog was “my private online post-it note file.” To others, blogging served as a comprehensive “knowledge management tool.”

These bibliobloggers chronicle or record their experiences. Events, projects, courses, and plans were recorded for processing, development and learning. Bibliobloggers tended to reflect on experiences, including successes and failures. One respondent stated blogging created a “cross directional document for my experience.”

To Enhance My Professional Development

Professional development involves keeping current, learning, and improving skills. For this category, 45 respondents had this response, which is 24% of the total. These bibliobloggers found blogging to be a way to stay up on current news, issues, trends, and technologies. Blogging is a way to stay informed, or to “stay tuned in.” Others noted that it kept their skills up because of their teaching responsibilities. Another respondent reported blogging helped to keep workshop content current. Respondents blog as a motivation to stay in the know. One respondent stated blogging is a way to “force myself” to stay current. Another noted blogging is an “educational exercise to motivate me to keep up to date with LIS news and technology.”

Other threads of this category were to practice and improve writing skills, to explore, to experiment, to use new tools, and to “explore the field beyond my current experience/institution.”

To Express My Perspective or Identity

Bibliobloggers found blogging to be a mechanism that allows them to comment or state opinions on issues. For this category, 44 respondents had this response, which is 23% of the total. It’s a way “to express feelings” or “to have an outlet.” One respondent noted: “I can’t shut up.” Others publish their blogs to focus thoughts or to develop a voice.

In addition to general commenting, others identified as having “something different to say” and being “the only ones” engaged in a certain kind of activity. One reported: “It’s a way to tell my story.” Some noted that it was also a way to vent frustrations with jobs or the profession.

To Promote Myself or the Profession

Blogging can be a promotional tool. For this category, 22 respondents had this response, which is 12% of the total. Respondents used descriptors such as “to promote myself,” to build a reputation, and to create a “live resume.” One respondent noted that blogging was “better than any resume.” Other descriptors included: raise my profile, promote myself as someone who cares about libraries, promote my workshops, build credentials, and “create a name for myself.”

Other respondents stated they were concerned with promoting librarianship, including “promote our field, provide publicity, and “help people understand what librarians do” such

as explanations of “invisible activities.” One stated blogging “let the public hear what it’s like to be on this side.”

To Have Fun

Blogging is fun to some. For this category, 16 respondents had this response, which is 8% of the total. Respondents used descriptors “have fun,” enjoy, or entertain to describe why they blogged. One respondent stated: “Because I enjoy it. I do it for myself. I don't care if no one reads it or not, I just like having the space to put my thoughts.”

Summary Categories by Library Type

Almost half of academic librarians surveyed noted sharing as a reason they blog, while public librarians chose conversation and community before sharing. The most prevalent response for school librarians was “to express my perspective or identity,” while special librarians stated archiving as their most popular reason for blogging. LIS students noted professional development first, while those not working in a library reported sharing as their reason to blog.

The category “to have fun” had the most respondents in the academic and public library groups. No school or special librarians noted fun in their responses.

Table 28

Frequency of Response Category for the Question “What Have You Learned from Blogging?”

Category	Freq	%
That blogging provides varying perceptions of community	91	47
That blogging enhances professional development	88	49
That blogging fosters thinking and reflection	24	13
That blogging is public and requires discretion	21	11
That blogging requires persistence and hard work	18	9

Note. Percentage for each category is based on total of 192 valid responses for the question. 4 of 239 responses were not applicable to the study, and 43 of 239 responses were left blank.

Categories for Question 2

That Blogging Provides Varying Perceptions of Community

Bloggging affords connections and conversations – some good and some bad. For this category, 91 respondents had this response, which is 47% of the total. Respondents used descriptors such as networking, connecting, commiserating, meeting people with similar interests, building a network “across borders,” and being part of a whole. Varying perceptions of that connective space included “what nobody and everybody cares about,” that people are willing to help, and “people do care.” One respondent noted, “People desperately want to be heard” in the biblioblogosphere. Other negative perceptions of the community included that those participating can be “remarkably nasty.” The biblioblogosphere is made up of “small and incestuous cliques.” Others responded that it is “still a small world,” “an incestuous world,” and “much smaller than I thought.” Some respondents reported there is too much self-referential content and “people do it for their reputation.”

That Blogging Enhances Professional Development

Blogging is a way to keeping current and discover new technologies. For this category, 88 respondents had this response, which is 49% of the total. Respondents used descriptors such as Web publishing, HTML, RSS, cascading style sheets, wikis, “all the spin-offs from blogging,” XML, podcasts, Web design, and more. Respondents also noted it is a way to improve knowledge of such issues as the digital divide and copyright law. Other skills improved include time management, public relations, and project tracking.

One common theme in this category was that blogging improves writing skills. Improvements and discoveries included the creation of “short constant posts” and “better and quicker” writing that is “more succinct.” Others found it helped with evaluation of Web content, with writing abstracts, with improving sentence structure, and with rhetorical devices. One respondent learned “how to better craft an essay for an online audience.” Writing for blogs should be “shorter but sweeter” noted some respondents because “no one wants to read overlong entries.”

That Blogging Fosters Thinking and Reflection

Writing a blog post promotes thinking and reflection. For this category, 24 respondents had this response, which is 13% of the total. Respondents used descriptors such as “construct thoughts more coherently,” “my opinion is generated by writing it down,” and blogging helps “clarify thoughts.” The act of blogging requires “thinking it through.” Some noted it has prompted reflection on the field. One noted there are “consequences and deeper meaning other than just adding a link” to writing a blog post.

On a personal level, respondents tended to be introspective, to reflect, and to develop ideas while writing honestly. This afforded the creation of one's "own voice." One noted that it has provided a "more holistic view of who I am."

That Blogging is Public and Requires Discretion

Blogging is not a private act. There is potential for conflict within a blogger's organization or with superiors. For this category, 21 respondents had this response, which is 11% of the total. Respondents reported it is "less anonymous than you realize" and that "small mistakes get caught by everyone." These descriptors and phrases included "people you don't expect to be reading are" and "do not post too quickly." Other phrases included: "Think before hitting this post button," "think twice," and "WATCH YOUR MOUTH."

Descriptors reflecting discretion included not blogging in too much detail about work, use of pseudonyms, and deciding how much of oneself to expose to "public scrutiny." Some respondents urged anonymous blogging but advised that "it's hard to stay anonymous long."

That Blogging Requires Persistence and Hard Work

Creating and maintaining a blog is hard work. Finding new topics to write about can be time-consuming. For this category, 18 respondents had this response, which is 9% of the total. Many respondents reported that consistency is important, as is discipline. It takes "discipline to write everyday."

Other descriptors for this category included multiple occurrences of the word "work," phrases such as "it takes work promoting posts," and blogging "consumes time and energy."

It is hard to “find the time” to blog. To some, blogging can feel like a job that takes “more work to stand out and be original.”

Summary Categories by Library Type

Almost 60% of academic librarians surveyed noted that blogging enhances professional development, while 45% of public librarians stated that blogging provides varying perceptions of community. The most prevalent response for school librarians and special librarians was that blogging enhances professional development. LIS students noted varying perceptions of community first, as did those not working in a library and the other group. None of the school librarians, LIS students, those not working in a library, and the other group reported blogging requires persistence and hard work.

Table 29

Frequency of Response Category for the Question “What Are the Benefits of Blogging within the LIS Community?”

Category	Freq	%
Participation in conversation or community	101	56
Enhancement of professional development	70	39
Sharing of information or insight	59	33
Promotion of myself or the profession	19	11
Rapid dissemination of information	7	4

Note. Percentage for each category is based on total of 180 valid responses for the question. 9 of 239 responses were not applicable to the study, and 50 of 239 responses were left blank.

Categories for Question 3

Participation in Conversation or Community

One benefit of blogging is the feeling of belonging to a larger group for informal discourse and connection. For this category, 101 respondents had this response, which is 56%

of the total. Respondents felt attuned to what was going on in other parts of the world. They felt blogging reached people that they normally would not reach. Blogging provided a way to get to know other experts in the field. It is a way to feel “socialized into the field.” One reported participating in a “close-knit community of far flung” librarians. Some reported instances of collaboration with colleagues around the country and around the world. One respondent from the UK was happy to have “joined a group of British bloggers.”

Some respondents felt connected to like-minded people, noting especially a younger generation who might feel sidelined. Many used words such as comments, feedback, and links and equated this with building a worldwide community. One praised the biblioblogosphere for the “ability to run ‘crazy’ ideas by other ‘crazy’ people.”

Enhancement of Professional Development

Respondents felt that blogging enhanced professional development activities. For this category, 70 respondents had this response, which is 39% of the total. A common category across many of the questions, respondents noted that they felt it was easy to keep updated on new technologies and trends. Many reported the use of RSS as a way to keep up to speed with news and events. One respondent stated: “Blogging helps those of us on the fringes and not able to attend a ton of conferences to keep up to speed with new trends and the latest thinking about library and information technology.” Respondents felt well-informed and appreciated the exposure to new ideas and concepts.

Sharing of Information or Insight

Another perceived benefit was sharing. For this category, 59 respondents had this

response, which is 33% of the total. Bibliobloggers reported the sharing of ideas, information, and knowledge. Others noted that they liked to share resources and weigh in with their opinions. A perceived benefit was learning what works for others and not reinventing wheel when implementing a service or technology in libraries. “Best practices” can be shared via blogging. One respondent stated, “my ideas go out” for others to use. Another noted it was good to share “the way librarians used to do with bibliographies.”

Promotion of Myself or the Profession

Respondents feel that blogging can raise awareness of an individual in the field. For this category, 19 respondents had this response, which is 11% of the total. Respondents reported they had developed a reputation as an expert in specific areas or technologies. Blogging enables self-promotion and lead to publication and speaking opportunities for some. Others reported promotion for the profession more than themselves. One respondent noted blogging helped raise the visibility of LIS. Others used phrases such as making a “contribution to the profession” and “Promoting yourself as a librarian.”

(Rapid) Dissemination of Information

Another benefit was the rapid way blog posts could get out to readers. For this category, 7 respondents had this response, which is 4% of the total. Respondents reported faster sharing of ideas that reach other people more quickly. Many used the word *speed*. One respondent commented on the nature of blogging in relation to the publishing world: “So much of this stuff would never see the light of day in a print publication.” Others noted that blogging improved professional communication and passed targeted information faster than

the professional literature. One stated: “The professional literature simply can't keep up with the immediacy of blogs.”

Summary Categories by Library Type

Half of academic librarians surveyed noted participating in conversation and community as a benefit of blogging as did half of the public librarian respondents. The most prevalent benefit for school librarians, special librarians, and LIS students was community as well. Those not working in a library noted professional development first, while the other group reported conversation and community.

Table 30

Frequency of Response Category for the Question “Has Blogging Had an Effect on Your Job?”

Category	Freq	%
No, it has not had an impact	82	45
Yes, it has inspired and empowered me to act	50	27
Yes, it has promoted me in my workplace	35	19
Yes, it has enhanced my professional development	34	18
Yes, it has had a negative impact	11	6

Note. Percentage for each category is based on total of 186 valid responses for the question. 13 of 239 responses were not applicable to the study, and 40 of 239 responses were left blank.

Categories for Question 4

No, It Has Not Had an Impact

Almost half of the respondents reported that their blogging efforts had no impact at their jobs. For this category, 82 respondents had this response, which is 45% of the total.

Descriptors included numerous occurrences of the word *no*, “no impact,” and “not that I am

aware of.” One respondent stated that blogging is “100% separated from my job and that’s too bad.” Others reported that their supervisors are aware but do not seem interested – “ they know and don’t care.” For one, blogging efforts were focused on LIS education, not work: “None - my blog is more related to my experiences as a student than my experiences as a library assistant.”

Yes, It Has Helped Me to Feel Empowered and to Act

Respondents reported feeling excited because of their participation in the biblioblogosphere. For this category, 50 respondents had this response, which is 27% of the total. “It has invigorated parts of my job,” reported one. Another noted, “It has had the effect to make my practice as a librarian and educator to be a more reflective one.” Other respondents were excited about the benefits of blogging in relation to their jobs. Blogging served as an “outlet for creative expression” and “blogging discreetly has allowed me to be a better librarian.” Others felt blogging helped them understand their jobs better: “It’s like job therapy.” Others were empowered to act at their jobs. One respondent had recently hosted an event on blogging while another had tried out some of the “innovative concepts” in the classroom and on the library Web site. Another was inspired to develop workshops on blogs and RSS.

Yes, It Has Promoted Me in My Workplace

Bloggers also have a degree of self-promotion within their workplaces. For this category, 35 respondents had this response, which is 19% of the total. “I’ve become a bit of a blog guru,” one respondent stated. “People come to me for my expertise.” Others were asked

to give speeches or write for professional publications. Another benefit was blogging helped some respondents get jobs. One respondent noted that blogging “helped me get a job,” while another got a promotion because of blogging: “Definitely helped get current position.” Another stated: “I think having a blog helped me get my job as it proved that I’m interested in and comfortable with newer technologies.”

Yes, It Has Enhanced My Professional Development

Librarian bloggers feel more in the know about their jobs. For this category, 34 respondents had this response, which is 18% of the total. Respondents used descriptors such as “keep up with new technologies” and ideas, “feel more up to date,” and “makes me smarter.” Others noted that blogging improved technical and training writing, as well as the creation of handouts for library users. Others noted that it improved their conversations and interactions with colleagues. One stated: “I am more articulate when discussing things I have written about than when I discuss things I have not.”

Yes, It Has Had a Negative Impact

A final category for this question detailed the negative impact perceived by librarian bloggers in their workplaces. For this category, 11 respondents had this response, which is 6% of the total. “I’m pretty sure I lost out on one job because of my blog,” one responded. “Interviewers would Google me and read my latest blog posts.” Another reported that in an interview the “search committee asked me what I was trying to convey” in a recent blog post. Other respondents reported workplace requests for posts to be deleted or changed. Others reported feelings of not being able to keep up with the amount of blog posts showing up. One

noted: “I feel stressed for time when I see others posting a lot.” Another stated: “my supervisor thinks I am too caught up in the blogging community.”

Summary Categories by Library Type

Almost half of public librarians noted no impact on their jobs, and 40% of academic librarians noted the same. The most prevalent response for school librarians, special librarians, LIS students, those not working in libraries and the other category was no impact as well. Respondents from every library type reported at least a small degree of negative impact, except for the school librarians and LIS students.

Table 31

Frequency of Response Category for the Question “What Role Has Blogging Played in Your Professional Life?”

Category	Freq	%
It has enhanced my professional development	65	36
It has not played much of a role	44	25
It has facilitated connection and community	39	22
It has promoted me in the profession	31	17
It has inspired and empowered me to act	27	15

Note. Percentage for each category is based on total of 179 valid responses for the question. 7 of 239 responses were not applicable to the study, and 53 of 239 responses were left blank.

Categories for Question 5

It Has Enhanced My Professional Development

Respondents noted that blogging keeps them up to date and involved with the profession. For this category, 65 respondents had this response, which is 36% of the total. Descriptors for this category included “keeping current,” “essential part of my professional

development,” and “developing skills.” One respondent noted: “It helps me to do a better job of staying abreast of what is happening in my profession and the industry in which I work.” Another stated it was “self-driven” professional development. Another reported blogging “keeps me on the cutting edge of LIS.” One respondent, an academic librarian, stated: “I am kept up to date on more software and news and ideas by blogging and sharing than in any other arena, including my school.”

It Has Not Played Much of a Role

A fourth of respondents felt blogging did not play much of a role in their professional life. For this category, 44 respondents had this response, which is 25% of the total. Descriptors included occurrences of the word small, “minimal,” “a minor role,” “very little,” and “nothing.” Another simply stated: “It lowers my productivity.” Others noted it was “too soon to tell” what role blogging might play.

It Has Facilitated Connection and Community

Librarian bloggers feel connected to a wider community. For this category, 39 respondents had this response, which is 22% of the total. Descriptors included numerous uses of the word connection, “meet people,” “meet like-minded people,” and “connects me with my peers.” One respondent stated: “It’s all about community, connections, learning, collaboration and even friendship.” Respondents noted that blogging enabled connections among people in “far flung” places. Another stated: “It makes me more a part of the library community.”

It Has Promoted Me in the Profession

Respondents reported that they had the opportunity to write articles and to book speaking engagements because of their blogging. For this category, 31 respondents had this response, which is 17% of the total. One reported: “Blogging has gotten me writing opportunities I’d probably never have gotten otherwise.” Another reported that blog posts eventually became articles in the professional literature. Others stated blogging “helped my tenure,” “made me more visible,” and “gives me a nice soapbox.” One respondent noted more than just opportunity for articles and conferences: “I’ve been invited to write and to speak as a result of my blog, and have been sent free software and clothing.”

It Has Inspired and Empowered Me to Act

Blogging has inspired some to use learned skills in their work. For this category, 27 respondents had this response, which is 15% of the total. Respondents noted blog use in their jobs, in project management, and in conference planning. “I also use it in workshop delivery,” noted one respondent. “My blogging has gone so far as to have me now offering classes on blogging,” stated another. One respondent detailed all of the ways it had empowered his or her work:

It has helped me to be a better administrator! I've created ‘internal’ blogs for my reporting staff, so I can post ideas I'm mulling over and get staff feedback at any/all hours. I've used blogs to inform our public about library long-range planning, again, soliciting feedback.

Summary Categories by Library Type

Academic and public librarians noted enhancement of their professional development by blogging as the most frequent response. Almost half of school librarians reported not

much of a role, followed by reports of enhanced professional development at 29% of the group. Special librarians reported their blogging efforts had promoted them in the profession as the most frequent response. Almost 60% of LIS students reported professional development. Those not working in libraries reported “not much of a role” as the most frequent response at 40% followed by enhancement of professional development at 30%. Those in the other category reported facilitation of connection and community most often at 35%.

Table 32

Frequency of Response Category for the Question “How Has Blogging Affected Your Relationships with Other Professionals?”

Category	Freq	%
It has enabled conversation and community	93	51
It has had no impact	41	23
It has enhanced my professional development	40	22
It has promoted me in the profession	31	17
It has had a negative impact	10	6

Note. Percentage for each category is based on total of 181 valid responses for the question. 4 of 239 responses were not applicable to the study, and 54 of 239 responses were left blank.

Categories for Question 6

It Has Enabled Conversation and Community

Respondents perceived blogging as enabling connections and conversations with others. For this category, 93 respondents had this response, which is 51% of the total. Descriptors used include talking with the “wider group,” “multiple voices,” “common ground,” “conversations,” and “talk about it with others.” One respondent reported: “I’ve made and built and stumbled into some amazing relationships with other librarians across the

country through blogging—people I would consider friends, and valued colleagues. I would never have met them without blogs.”

It Has Had No Impact

Almost a fourth of respondents reported no impact. For this category, 41 respondents had this response, which is 23% of the total. Descriptors included occurrences of the word none, “not really,” “not that I am aware of,” “not yet,” and “no.” For some, the practice was too new: “Not really yet although there is now a blog for British blogging librarians, which I have joined but not posted anything meaningful to yet.”

It Has Enhanced My Professional Development

Librarian bloggers report that they feel “less out of it” and reported feeling more current about LIS news and “relevant trends.” For this category, 40 respondents had this response, which is 22% of the total. Blogging has “helped my learning,” reported one respondent. Another noted it is a good way to “learn new technology.” Other descriptors included “keep up,” various mentions of new technologies and “more up to date.”

It Has Promoted Me in the Profession

Respondents reported speaking and writing opportunities. For this category, 31 respondents had this response, which is 17% of the total. One noted that it has “made me an expert.” Another reported: “I think my esteem is higher than it would have been without blogging. Through my professional library-related blog I am able to share ideas with other library professionals and discuss technology's impact on libraries with them.”

It Has Had a Negative Impact

Some respondents reported a negative experience. For this category, 10 respondents had this response, which is 6% of the total. Descriptors included “made me cautious,” “bad people,” and “some bad.” One respondent detailed a frustration: “I must say I get very irritated by professionals who are too scared to explore, think that they won’t understand what is essentially a Webpage. If we can only get past that.”

Summary Categories by Library Type

Academic and public librarians noted the creation of conversation and community by blogging as the most frequent response at 42% and 50%, respectively. Over half of school librarians reported conversation/community and promotion as the most frequent responses at 56%. Special librarians reported their blogging efforts enabled conversation and community as the most frequent response at 59%. LIS students, those not working in a library and the other category also reported conversation and community most frequently for this question.

Table 33

Frequency of Response Category for the Question “Describe Your View of the Impact of Blogging on the Professional Library Community.”

Category	Freq	%
It facilitates conversation and community	89	50
It is an efficient, full-featured tool that is changing the nature of publishing	51	29
It is too soon to tell	49	28
It enhances professional development	28	16
It creates a divide between professionals	22	12

Note. Percentage for each category is based on total of 177 valid responses for the question. 2 of 239 responses were not applicable to the study, and 60 of 239 responses were left blank.

Categories for Question 7

It Facilitates Conversation and Community

Respondents feel that community and conversation are enhanced by blogging. For this category, 89 respondents had this response, which is 50% of the total. Respondents described connections and collaborations in various ways. Respondents used descriptors such as “potential voices,” talking, diversity of voices, discussions, “support networks,” spanning geographical areas, “brainstorming fuel,” and exchange of ideas. One respondent noted: “In my opinion, blogging has allowed the librarian community to communicate more effectively, to share ideas, debate issues, and work on problems collaboratively.” Another equated the biblioblogosphere with “the salons in the 18th century.”

It is an Efficient, Full-Featured Tool that is Changing the Nature of Publishing

Respondents feel that blogs deliver information more quickly and in different ways than publishing. For this category, 51 respondents had this response, which is 29% of the total. The open source nature of the tool fosters sharing “on a shoestring.” Respondents noted this aspect of the tool often, using descriptors such as fast, immediate, timeliness, change, and instant in relation to publishing or publication. One respondent noted: “I could publish an article in a library magazine that might get much more readership if a popular blogger writes about it and provides a link - otherwise it might not get read much.” Another stated: “I think blogging has changed the importance of professional journals. While they are still important, blogs are another way to get information and analysis about the profession. Before, journals were one of the only ways.”

It is Too Soon to Tell

Respondents noted perceptions of blogging as too new a phenomenon to gauge impact. Descriptors included “early adopters” only, “isolated community,” “unclear” or “little” impact. “At the moment I think (in the UK at least) its (sic) just getting off the ground,” noted one respondent. Others noted that the prominence of blogging was “overstated” or “still in flux.” Another stated: “Isn't it a little too early to tell? There aren't enough of us (yet) to have a serious impact, and we also face a drag on our influence in the shape of Michael Gorman and similar powerful detractors.” Another respondent noted it is always the same voices blogging for librarians and stated “I think the library blogging community is an echo chamber, and has little impact.” Another reported: “I think blogging is still very much an activity of the select few, even though most bloggers I know tend to encourage others to do it.”

It Enhances Professional Development

Respondents noted blogging helped them “keep up to date.” For this category, 28 respondents had this response, which is 16% of the total. Bloggers feel more informed about the profession and more “technologically savvy.” Respondents noted understanding new technologies, using new tools, and creating new skills. One respondent noted: “I think blogging has played a big role in professional development. By reading other librarian blogs we can get a good sense of what is going and also what is happening on conferences and other institutions.”

It Creates a Divide between Professionals

Blogging created a sense of a divide between those who blog and those who do not, one that is separated by generations and one that is separated by knowledge of technology. For this category, 22 respondents had this response, which is 12% of the total. Descriptors concerning a generational divide included “generations of librarians,” and mentions of “younger librarians” and “older librarians.” “It is reaching the younger generation, but I doubt a lot of the middle aged librarians are reading many blogs.”

Descriptors addressing the technology divide included “not tech-savvy,” “not aware how it works.” One respondent noted: “I also think it is widening the divide between those who embrace technology and those who do not.” Another stated: “I think a great divide still exists. Either libraries are blogging and blogging strong or they're completely oblivious and/or uninterested. I think some people are still unaware of how it all works.”

Summary Categories by Library Type

Academic and public librarians noted the creation of conversation and community by blogging as the most frequent response at 52% and 33%, respectively. Almost half of school librarians reported conversation/community as the most frequent response as well at 44% of the group. Special librarians reported their blogging efforts facilitated conversation and community as the most frequent response at 80%. LIS students reported “too soon to tell” as their most frequent response. Those not working in a library and the other category also reported conversation and community most frequently for this question.

The following chapter will explore and analyze these findings in relation to the proposed pragmatic biblioblogger model and provide implications for research and practice.

CHAPTER 5

DISCUSSION AND CONCLUSIONS

To share ideas that others may find interesting or helpful, to be part of a community dialogue, to improve my writing, to keep up with the profession, and to process my thoughts on library and technology issues.

Survey Respondent, Why do you blog?

The descriptive statistics, responses concerning the use of social software, and analysis of the open-ended questions present the pragmatic biblioblogger model as a link between elements at the heart of librarianship and the motivations of librarians publishing blogs. The analyses of data from 239 librarian bloggers demonstrate that the motivations framed by Wilson (1977), Wilson (White, Bates, Wilson, 1992) and Buckland (1992) and built into the model were present. The data also corroborated anecdotal data I had gathered in the early stages of my participant observer role; statements made in response to survey questions resonated with my early observations. The two research questions are addressed in the following sections, followed by other observations from the category responses, a synthesis of the pragmatic biblioblogger's experience, limitations of the study, implications for the field, paths for future research, and final thoughts.

Research Question 1

Research Question 1 asked: Does the pragmatic biblioblogger model adequately represent the motivations for authorship of professionally focused blogs? The components of the pragmatic biblioblogger model describe librarians who publish a blog beyond the scope of their formal job description duties to find, share, and offer advice to others in the Library

and Information Science profession. The findings described in Chapter 4 support the model. Multiple types of librarians from academic settings, public libraries, special libraries, school media centers, as well as LIS students and others from vendors, IT personnel and consultants described their use of social tools and motivations for publishing blogs. Descriptors such as share, connect, collaborate, monitor, comment and more point to the characteristics detailed by Wilson and Buckland as the framework for the model.

Wilson (1977) described an *information doctor* as one who assists an information seeker by offering certain information systems to improve decisions and noted that “good things” (1977, p. 119) will happen to those who follow the advice. The survey respondents described sharing as a primary motivation and as a substantial benefit of blogging, noting that blogging has changed the way information can be shared. Learning new skills, improving the workplace, and enhancing professional development were all perceived as “good things” by survey respondents.

Buckland (2000) argued that new technologies call for a redesign of library services – a “new means” but not a new end. The pragmatic biblioblogger model describes a librarian who seeks to redesign library services in an era of enhanced technology. These librarians open comments and engage with other librarian bloggers to discuss and examine events, new technologies, and the LIS profession. Sharing, conversation, and acquiring new skills all foster a sense of bringing learning back to their own libraries. The bibliobloggers who shared their voices via the survey acknowledged the creation of a community, noting the learning and discussions that take place in such a community. These bibliobloggers noted that they had incorporated new technologies into their work.

Wilson described the pragmatic bibliographer as one who constantly monitors resources; seeks answers and information to a question; gathers those answers, fragments, and bits of knowledge; and takes time and effort to find materials that will be of help in the inquiry (White, Bates, Wilson, 1992. p. 240). Hektor (2003) described various information activities, as detailed in Chapter 2, that enhance Wilson's description of the pragmatic bibliographer. Among those activities, monitoring (defined as ongoing information gathering), unfolding (defined as viewing content continually), and dressing (defined as framing of information), were present in the responses as well.

Constantly scanning via the tools of continuous computing, librarian bloggers reported they are more in the know by using Rich Site Summary (RSS), an aggregator/reader, and a selection of blogs and news sites. Responses from the "Why do you blog?" analysis such as "Monitoring a selection of blogs in LIS, higher education and technology is an efficient way of keeping informed about recent developments and future thinking" support this aspect of the model. Another respondent noted that blogging is a way of "sharing information, the way librarians used to do with bibliographies."

Research Question 2

Research Question 2 asked: Does the pragmatic biblioblogger seek to connect, comment, and build community—and to what extent? Prominent descriptions of community and conversation verify this model as well: bibliobloggers seek discussion, participation, and feedback. Rheingold (1993) argued that virtual community is created when people participate in online "public discussions long enough, with sufficient human feeling, to form webs of personal relationships in cyberspace" (p. 5). As noted in Chapter 2, Mynatt et al. (1998),

found a strong sense of place and collaboration in networked communities, with an identifiable set of affordances for users, including a feeling of persistence resulting from continuous use over time by a group. Burnett (2002), also discussed in Chapter 2, noted that virtual communities are not only a place for social interaction online but also information neighborhoods rich with participants. Perceived feelings of community were prevalent throughout six of the seven open-ended questions analyzed. Burnett (2002) argued that over time participants in virtual communities write, read, and react to one another, thus giving life to the community itself. Conversation, commenting, connections, feedback and other words described the impression of community within the biblioblogosphere. One respondent reported:

While we are all writing in our own separate blogs, we are taking part in this distributed conversation about our profession and its future. We are learning from each other's ideas and developing things we may never have done without the influence of the community. It's a beautiful thing.

Observations from the Category Responses

Analyzing more than 1600 responses to the seven open-ended questions yielded some other observations.

1. Blogging is a fun activity for 8% of the respondents, while others noted it takes persistence and discipline at 9%. Here the motivations for blogging fall on either end of a spectrum from “it’s enjoyable” to “it’s hard work.” For those who noted that persistence was required, it is interesting to wonder if the benefits—increased current awareness, increased recognition, and increased sense of community—make the hard work worthwhile.

2. Of the respondents, 45% noted that blogging did not have an effect on their jobs, while in other category responses there is evidence of empowerment at work, increased

recognition as an expert, and enhanced professional development. It is possible that feeling empowered, connected, educated, while having an overall impact on the quality of both work performed and the environment within which the blogger operated, it did not have an immediate, directly measurable impact on the job. What does this mean in the context of the survey? Do bibliobloggers see blogging as a natural extension of their work as bibliographers and information professionals or as a more singular sideline that promotes and enhances personal development? One idea might be that many of the libraries where the respondents work do not utilize blogs or other 2.0 technologies. Although Clyde (2004b) found 53 library blogs to analyze in 2003 and Etches-Johnson (2006a) reported a total of 447 library and library association blogs in 2006, it is unknown whether every survey respondent also published a blog for their jobs. Another significant factor that contributed to a higher percentage of respondents reporting no impact at work may be their geographic locations. Responses that included descriptors such as “far-flung,” “letting people talk across geographic boundaries,” “because there is no semblance of good LIS academic discussion in my workplace,” and “to open up the world of LIS blogging to other librarians in this rural, traditional state” may signify that these bloggers feel more of a connection outside of the walls of their libraries, leading them not to recognize impact at their jobs. Another respondent supported this observation with this statement: “I think there is a small subset of active librarian bloggers who get their issues out into the air, but in general, institutional inertia keeps blogs out of the realm of useful tool and keeps them as personal side-projects.”

3. Bibliobloggers continue their work in spite of requests to remove posts and a perception that administrative bodies are either unaware of their blogs or do not care. One respondent stated: “I have been approached by colleagues to take down/change posts but not

by administration. I'm not sure that administration is aware of the blog.” Another respondent noted “my supervisor thinks I am too caught up in the blogging community.” This may signify the possibility that many administrators and managers may not have much knowledge about the medium or its capabilities. It might also mean supervisors are sensitive to their staff's increasing time spent blogging instead of on their expected tasks. Other respondents did not get jobs or promotions because of their blogs – yet still they seem to continue publishing blogs. It seems that the benefits of blogging supercede requests for edits or the loss of a hiring opportunity. This may also mean the tool is so new to library professionals that blogging policies and practices are not yet established in many institutions.

4. A level of negativity was present in some of the responses. Noting that the “LIS blogosphere is a giant clusterfuck” and “the library blogging community is an echo chamber, and has little impact,” some respondents did not seem to have a good experience contributing or participating and recognized that the community is still too small and made up of the same voices to have an impact. Although blogging has been around a few years, the affordances and uses are still unclear to some people. The level of negativity present in the above comments suggests that those respondents were possibly unhappy with the level of responses to their own blogs and the success of other bloggers. Other people could feel excluded for other reasons. The language and tone of some librarians' blogs might send the message that there is an inside circle. As a participant/observer, I, too, have encountered this situation. Angry posts are directed more as a personal affront rather than as a debate of issues for any number of reasons, possibly including jealousy and a feeling of not being part of a close circle of bloggers. Other bloggers have confided that they do not feel included and that no

one reads them without links from what are sometimes called A-listers (that is, top-ranked blogs).

5. The divide reported in the last open-ended questions speaks to the noted negativity above. It seems the use of blogging has created a divide between those who do it and those who do not and emphasizes that divide as either generational or based on skill-level. One respondent noted: “I think it's still at the stage where there's a gap between ‘those who get it’ and those who don't...there's the potential for it to be a clique, and it may serve to reinforce the perceived gap between old school and new school librarians.” It is interesting to note the use of the word *perceived* above. This respondent may be recognizing that blogging is regarded as a tool for newer or younger librarians while more seasoned professionals are out of the loop, thus widening a divide that may or may not actually be there. The majority of survey respondents identified as being between ages 25 and 54, falling in the range of ages that most new-to-the profession librarians as well as seasoned librarians would be.

6. As noted in Chapter 2, various researchers have examined bloggers’ motivations or affordances. Blood (2000) reported bloggers would find community within blogs and would become more confident writers. Bulters and Rijke (2007) reported three important knowledge management processes for blog authors: idea creation and sharing, enhanced community forums, and distributed knowledge. Lenhart and Fox (2006) reported that motivations for authoring a blog include creative expression, sharing experiences and motivating other people. Nowson and Oberlander (2007) reported that bloggers tend toward a high degree of openness. The results of this study echo these findings and further support the pragmatic biblioblogger model.

7. Bibliobloggers noted it is easier to publish to a blog than in standard professional journals. Descriptors used by respondents described a mechanism that offered prompt dissemination of a blog post as well as the possibility of feedback and conversation. This is a significant factor to note in light of wider discussions about the nature of scholarly publishing. Blogs, wikis, and easily edited social network sites allow anyone with access to the Web to publish their thoughts. This is in effect breaking down the boundaries of media types.

Synthesis of the Phenomena

The use of a phenomenological approach to the data analysis was a beneficial and insightful experience. Creswell (1998) and Moustakas (1994) both described the steps of phenomenological research. A final step involves using the researcher's findings to create an "exhaustive description" (Creswell, 1998, p. 283) and a synthesis of the phenomenon. For the biblioblogger's survey, the open-ended responses were rich with description and detail. One respondent, for example, answered the "Why do you blog?" question with this reply:

Do you have time? For exploration, for experimentation. As a reflective tool for the practice of librarian and educator. Because it can be fun. Because I have the hope, infinitesimal as it may be, that on some distant planet, someone may read it and find something useful. To make notes of articles and books that I read. To make notes of other resources I want to remember. To document some of my experiences. Because there is no semblance of good LIS academic discussion in my workplace. And a few others.

Answers such as the above and others create a clear picture of the essence of the pragmatic biblioblogger's experience.

The Pragmatic Biblioblogger's Experience

The pragmatic biblioblogger is a librarian who has a librarian who incorporates blogging as a means to share opinion and information. Sharing procedures and practices allows this librarian to give back, make life easier for other professionals, and serve the profession. This librarian finds ways to collaborate with others within the realm of blogs and openly shares the results of those collaborations.

Insight and reflection, by means of writing and receiving feedback, are commonplace within the world of the biblioblogger. This online space of librarians' blogs is perceived as a community, where multiple voices are included and encouraged. The biblioblogger acknowledges that within the community there is potential for great good—shared knowledge, learning, creation of best practice—and potential for a darker side— such as encounters with bad people, and an incestuous climate of the same voices over and over again.

The biblioblogger may describe blogging as a means to keep track of information. The blog becomes a personal knowledge management tool, easily searched and archived. This idea of “I know where everything is if I put it in my blog” affords the biblioblogger easy access when these bits of information and knowledge are needed.

The practice of blogging has increased the biblioblogger's view of professional development. This librarian feels more plugged in to a world of news, technologies, and discussion. This librarian feels empowered to bring learning into his or her work and to share insights. This librarian may be called a guru or the go-to person by virtue of being in the know about current technologies. This librarian may have found offers to write an article or give a presentation because due to blogging efforts.

This librarian recognizes the importance of participation in the biblioblogosphere and feels that in many ways it is replacing standard methods of publishing for disseminating news and opinion.

Implications for Library and Information Science

This study, framed by the work of noted information scientists and librarians and focused on a newer technological tool that affords easy Web publishing, yields some implications within the realm of library and information science theory:

1. The models created by Buckland (1992) and Wilson (1977, 1979) support newer technologies and newer communities of practice online. Both of these theorists recognized the importance of using technology as a tool to further the mission of libraries. These theories describe librarians who look for the best tools to do their bibliographic work. It is a forward-thinking approach that is intended to keep the profession progressing while promoting the values that are foundational to librarianship. It makes me wonder what the next edition of a foundational LIS textbook might look like in the age of blogs, wikis, RSS, and instant messaging.

Buckland also argued that the nature of documents is changing. Buckland (2007) discusses the model adopted by the Document Studies program at the University of Tromsø, Norway. He notes that the specific conceptual framework looks at “three complementary lines of inquiry [that] can produce a rich analysis: document analysis; social interrogation; and comparison of practices across different genres and traditions” (p. 319). In discussing the third of these he notes: “Human life and human cultures form their patterns. Ludwig Wittgenstein argued that meaning is constituted through activity, through the use of language

(language games) within specific contexts” (p. 319). Blogging as an activity creates meaning for the bibliobloggers, as evidenced by the creation of feelings of community, the purposeful reflection and information gathering activities, as well as the writing itself.

2. Models of information activities such as those by Hektor (2003) also adequately represent the information habits of librarian bloggers. As noted above, bibliobloggers monitor the unfolding content of other LIS blogs, news sites, technology blogs, and more to frame what they find in blog posts to share with others. Librarian bloggers also encounter information in their constant monitoring of feeds similar to the theories proposed by Erdelez (1999). As evidenced by Nardi et al. (2004), Van House (2004), and Lawley (2004), the realm of the blogosphere supports many avenues for supporting information behavior theories and forging new ones.

Implications for Librarianship

Verifying the pragmatic biblioblogger model also yielded implications for those in the field. These may be of use to librarians and LIS educators.

1. Blogging and reading blogs can enhance professional development. One prevalent theme of the analysis was that publishing and reading blogs improved skills and promoted a feeling of being “in the know.” The Learning 2.0 initiative created by librarian Helene Blowers (2006) illustrates this in practice. Blowers’ program, a free and open source course for library staff to learn all about 2.0 technologies, gives participants experience blogging and reading other blogs. Librarians might utilize this program or create a new program to teach staff how to improve their current awareness.

2. The implications for building community online might be explored as well.

Librarians could allow and embrace blogging if they are at all interested in creating a two way online presence for their libraries. As evidenced by the Ann Arbor District Library Web site built of multiple blogs (Blyberg, 2006), this type of interaction highlights one of their best resources of all: the human ones. Adding multiple voices to a library's Web site may enhance that feeling of community bibliobloggers reported in the survey.

Caveats of the Study

Creswell (2003) notes that research strategies and statistical procedures have limitations and those limitations should be reported (p. 148). Caveats for this study include the timing of the survey, the open nature of the biblioblogosphere, and the inclusion of survey questions that might have influenced word choice.

Survey responses were collected in November 2005, a few months after Michael Gorman's "Blog People" editorial (2005) and a few weeks after Farkas (2005b) reported the results of her own survey. A commonality of themes, such as community, sharing, and participation, was prevalent in her results as well as in conversations occurring within the biblioblogosphere at that time. These words and themes might have been fresh in the minds of bloggers who took this survey.

On the second day the survey was available, librarian blogger Steve Lawson (2005) posted his complete answer set from the open-ended questions in a blog entry that pointed librarians to the survey instrument. He introduced the answers with this statement:

I just took the survey; not only was it painless, but the 'essay' questions were thought-provoking. Halfway through answering the essays, I thought ~~'this will be a cheap way to get another blog post in today,'~~ er, I mean, 'this might be worth saving and sharing on *See Also*.' So keep on reading if you want to see how I answered Michael's questions.

What followed was a full transcript of the questions and his answers. Reading these answers might have influenced word choice for survey respondents. Posting the full survey is also typical of the open, transparent behavior found on blogs and other 2.0 tools. Other researchers might want to embrace the new realities of surveys within a new paradigm of transparent collaboration that may be incompatible with measurement instruments.

Finally, use of the Nardi et al. (2004) and Farkas (2005b) results as part of multiple choice answer sets in the survey might have also put certain words such as “community” and “documenting” in the minds of bloggers and possibly skewed some phrasing or word choice of the response data. Replicating the survey without those questions would verify if this was a limitation.

Future Research

This research lays the foundation for future exploration of Web 2.0 tools or social networking software and how libraries, and specifically librarians, use such tools. It has been an incredible experience of learning and discovery.

1. Can we apply the pragmatic biblioblogger model to other groups of bloggers, such as attorneys or doctors? What are the motivations for blogging in other areas? This exploration would broaden the model – the pragmatic blogger – to further define and illustrate the use of the medium. An examination of the use of blogs by teachers might prove useful to understanding the use of the tool across various professions.

2. How does commenting within librarian’s blogs promote discussion and feedback? How many librarian bloggers moderate comments before publishing them? Which topics elicit the most comments or the most trackbacks? What exchanges take place within

commenting space that might further define the experience of the librarian blogger? As noted in Chapter 2, Glance and Mishne (2006) determined that blogs with a high amount of comment activity are notable and carry more significance than other blogs in terms of popularity, location of ranking in search results, and usage.

3. How do non-blogging librarians use blogs and RSS? One aspect of this study was the specific focus on a group that already uses a specific 2.0 tool. What about librarians in general? How do they keep current? Would the findings that those who read blogs instead of professional journals or a mixture of both be similar to the findings within this study?

4. How and why are librarians using other 2.0 tools? Are instant messaging reference services succeeding in the field? What are the drawbacks? Benefits? The use of the image sharing community site Flickr by librarians and libraries is a fascinating area ripe for research, especially related to ideas of visual representation and tagging.

5. How do patrons use public library blogs? Are comments allowed? Are there actually patrons leaving comments? What creates conversation on library blogs? And how does use of the tool fit into the social purpose of the library? How do Shera's (1961) ideas about the social purpose of information apply to blogging libraries?

6. How are librarians' blogs perceived in 2007 and beyond? The negativity noted in the survey was associated with people felt the biblioblogosphere was a small echo chamber of the same voices. What is the perception now? What about non-blogging librarians? What are their views of the use of blogs and RSS?

7. How do bloggers evolve? Do they begin conservatively, without enabling comments, or just the opposite? Do bloggers evolve a set of ethics? How does the blogging

experience affect that evolution? Do their other life patterns change? Do they adopt more social networking activities? Do they go to fewer or more events?

8. Ongoing research of blogging in LIS. The respondents in this study are making their own choices about blogging. How will attitudes and experiences change as more libraries embrace blogging as a standard communication tool? As the profession changes, will the bloggers change what they do?

9. Do other bloggers (i.e. non-librarian bloggers) fill the role of information doctor for some people – in other words, do the virtual communities that spring up around particular topics or within particular interest groups provide a pragmatic biblioblogger function outside the sanctioned realm of trained librarians? If so, is there a means of measuring the quality? Is there a means of incorporating useful aspects of these extra-bibliobloggers into the working practices and paradigmatic assumptions of the bibliobloggers?

Final Thoughts

An examination of the motivations of librarians, library workers, and LIS students who spend time researching, pondering, considering, and reflecting on and writing about various topics on their professionally focused blogs to create community, contribute, and share their views provided a validation of the pragmatic biblioblogger model. Based on a combination of Wilson (1977), Wilson (White, Bates, Wilson, 1992) and Buckland (1992), the model adequately describes multiple types of librarians who share similar desires: to comment, to connect, to create community. The pragmatic biblioblogger model describes librarians who author professionally focused blogs beyond the scope of their jobs to find, share, and offer advice to others in the LIS profession. As the 2.0 tools of continuous

computing advance, will librarians see the next step in the evolution of libraries that Buckland (1997) addressed? Will the Electronic Library give way to the Social Library, a library that combines the best systems of all that came before it?

While Gorman (2005) defined a blog as “a species of interactive electronic diary by means of which the unpublishable, untrammelled by editors or the rules of grammar, can communicate their thoughts via the Web,” I believe the biblioblogger’s potential role is one of bibliography. Wilson (1979) wrote:

[A] complete bibliographical job involves all four elements. Search, selection, description, organization: these are the four most general components, of bibliographical work....The librarian is concerned with the presentation not only of information about sources of information, but with the sources themselves. The librarian is concerned both with the discovery of information sources and with the delivery of those sources to the library's users.

Constantly scanning via the tools of continuous computing, the pragmatic biblioblogger seeks to redesign library services in an era of enhanced technology. These librarians open comments and engage with other bloggers to discuss and examine events, new technologies, and the LIS profession within a community they have created with a common goal: improving libraries.

APPENDIX A

AN OPEN (YET PERSONAL) LETTER TO MICHAEL GORMAN

Dear Mr. Gorman:

After being struck speechless early this morning when your article and commentary related to it began to pop up on the LIS Weblogs I monitor, I feel the need to write a bit. Maybe I can assist you with the question you posed in Library Journal:

Who are the Blog People?

I realize this is a broad question and your article did not single out librarians as bloggers, but here goes:

I am a librarian and I am a blogger. I love libraries -- especially the public library. I've been with the St. Joseph County Public Library in South Bend, IN for almost 14 years. My library's blog is here. I have worked hard to improve services to our users via my particular passions: staff and public technology training, using new technologies to meet user needs and the juncture of tech, people and libraries.

"Given the quality of the writing in the blogs I have seen, I doubt that many of the Blog People are in the habit of sustained reading of complex texts. It is entirely possible that their intellectual needs are met by an accumulation of random facts and paragraphs. In that case, their rejection of my view is quite understandable."

In response to this quote, let me tell you a bit more about me. I am a doctoral student at the University of North Texas in the inter-disciplinary Information Science program and I have spent quite a bit of time reading scholarly works and professional articles. Since June I have been gathering information on online communities and the interactions of people within them. I have written literature reviews, proposals for research, critiques of articles and multiple blog posts on my experiences and thoughts about libraries and librarians. The community of practice I have seen spring up within the LIS Blogosphere has inspired me to participate, write better and seek opportunities to show librarians how such a simple thing as Weblog software can ease the dissemination of information and generate knowledge.

Ultimately I want to teach in a library school somewhere, focusing on public libraries, technology and people.

"...technology-obsessed progressives.."

I do like technology. I write about technology. I use it and I teach others how to make their jobs or lives better by using a computer, or a digital camera, or an RSS feed from CNN, or a Web index. I hope I'm not obsessed. I'd like to think I'm passionate. And I recognize the need to balance it all out. Work. Life. Love. Spirit. I call it unplugging.

Overall, it just makes me sad that ALA has yet to get a grip on what's happening in libraries: Blogs - yes. RSS feeds - yes. Instant Messaging as a tool to reach users - yes. Wikis - yes. And finally, online/real world communities of practice -- in this case: groups of librarians working together with the common goal of meeting user needs and meeting our users on their turf, not ours -- interacting, learning and generating knowledge - yes.

I'd love to see ALA look seriously at libraries with blogs and librarians who blog and

acknowledge how our profession has changed because of such a simple yet powerful thing.

Michael Stephens, February 25, 2005

URL: http://tametheweb.com/2005/02/an_open_yet_personal_letter_to.html

APPENDIX B
COPY OF IRB LETTER

UNIVERSITY of
NORTH TEXAS

Office of Research Services

September 27, 2005

Michael Stephens
School of Library and Information Sciences
University of North Texas

RE: Human Subjects Application No. 05-254

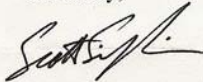
Dear Mr. Stephens:

Your proposal titled "Who are the Blog People? A Survey of Librarians and their Motivations for Blogging" has been approved by the Institutional Review Board and is exempt from further review under 45 CFR 46.101. **Federal policy 45 CFR 46.109(e) stipulates that IRB approval is for one year only.**

It is your responsibility according to U.S. Department of Health and Human Services regulations to submit annual and terminal progress reports to the IRB for this project. Please mark your calendar accordingly. The IRB must also review this project prior to any modifications.

Please contact Shelia Bourns, Compliance Administrator, ext. 3940 or Boyd Herndon, Director of Research Compliance, ext. 3941, if you wish to make such changes or need additional information.

Sincerely,



Scott Simpkins, Ph.D.
Chair
Institutional Review Board

SS:sb

APPENDIX C
SURVEY QUESTIONS

What is your age? (You must be 18 years of age or older to participate in this study)

18-25

25-34

35-44

45-54

55-64

65+

Gender:

Male

Female

Where do you live?

United States

Canada

Mexico & Central America

South America

Australia

Africa

United Kingdom

Eastern Europe

Western Europe

Asia

Other: (please specify)

Please select level of education:

BA

Library school student

Masters

Post-graduate

PhD

Other: (please specify)

What type of library work do you do?

Academic

Public

School

Special Library

Library School student

I do not currently work in a library

Other: (please specify)

Which best describes your position?

Reference Librarian (Public Library)

Reference Librarian (Academic Library)

Reference (Special Library)

School Library Media Specialist

Library support staff
IT/Systems/Web Librarian
Trainer/Instructor
Department or Branch Manager
Acquisitions Librarian
Administrator
Corporate Librarian
Library Consultant
I do not currently work in a library
Other: (please specify)

What level of support does your library offer your LIS blogging efforts?
The library loves it!
I am encouraged to blog
My efforts are tolerated and I blog away from work
The library is unaware of my blogging efforts
I blog as a student or library consultant

Which best describes the authorship of your Weblog?
One author
Two authors
Three authors
Group Weblog

The purpose of my Weblog is to: (Choose all that apply)
Comment on librarianship, libraries and the profession
Collect useful references and links about a special topic
Write essays about the LIS field
Chronicle my experiences as a librarian in a library
Chronicle my experiences as a library student
Vent my frustrations with my library
Inform my colleagues about new products, Web sites and other news
Other: (please specify)

I blog anonymously:
Yes
No

When did you start your Weblog?
Before 2000
2000
2001
2002
2003
2004
2005

When do you usually write for your Weblog?

Before work

During work hours

During lunch/meal breaks

After work

Evenings

When i'm inspired

Other: (please specify)

What Weblog software do you use?

Blogger

LiveJournal

Movable Type

WordPress

Do you allow comments on your entries?

Yes

No

On average, how often do you post to your Weblog?

less than once a week

once a week

more than once a week

everyday

more than once a day

Which of the following have you used in conjunction with your Weblog: (Choose all that apply)

RSS feeds from my blog

Bloglines account to monitor other blogs for posts

Other RSS aggregator to monitor other blogs for posts

Podcasts

Screencasts

Videocasts

Flickr account to store images

Blogroll

Bookmarking sites

Wikis

Other: (please specify)

Which of the following have you used in addition to your Weblog: (You may choose more than one)

Bloglines account to monitor other blogs/sites

Other RSS aggregator to monitor other blogs/sites

Podcasts

Screencasts

Videocasts

VoIP (Skype, etc)
Instant Messaging
Gmail (Google mail)
Flickr account to store images
Bookmarking sites
iTunes for digital music
Rhapsody or other music service
iTunes Podcasts
Podcast directories
Wikis
Other: (please specify)

Do you also contribute to other Weblogs? (Check all that apply)

Personal Weblog
Community Weblog
Library Weblog
LIS group Weblog
Other: (please specify)

Which of the following applies to your motivations for library-related blogging?

To document my life
To comment on the world of LIS
To explore emotions and feelings
To improve my writing/act as muse
To serve as part of a community forum

Why do you blog?

What have you learned from blogging?

What are the benefits of blogging within the LIS community?

Has blogging had an effect on your job?

What role does blogging play in your professional life?

How has blogging affected your relationships with other professionals?

Describe your view of the impact of blogging on the professional library community?

APPENDIX D

RECRUITMENT TEXT FOR SURVEY

Who are “the Blog People?” A Survey of Librarians and their Motivations for Blogging

Hello LIS Bloggers! Please contribute to this survey!

The purpose of this research study is to help better understand the motivations of librarians who write independent Weblogs about libraries, technology or their experiences in libraries. It seeks to identify who, exactly, are the “blog people” of librarianship. There will be some questions about frequency of posts as well as questions about tools for information gathering and collaboration.

You are being asked to complete a survey that will take about 30 minutes. Completion of the survey involves no foreseeable risks. Participation is voluntary and you may stop at any time. You give consent by completing the survey. No individual responses will be reported. Data will be aggregated, or automatically combined by computer.

If you have any questions regarding this study, please contact:

Michael Stephens



University of North Texas, School of Library and Information Science
Faculty advisor, Brian O'Connor

If you are a librarian or library worker who writes a Weblog about libraries or any topics related to libraries, please contribute your answers!

Thank you!

<Link to Survey Here>

APPENDIX E
CODEBOOK FOR CONTENT ANALYSIS

Categories

Question 1 Why do you blog?

Archive and Remember—references to collecting, organizing, tracking, and preserving information such as links, bookmarks, issues, ideas, thoughts, prospective writing topics, notes.

Examples: my private online post-it note file, cross directional document for my experience, knowledge management tool.

Community—references to making connections, finding community.

Examples: Discussion, dialogue, exchange, interaction, engaging, getting feedback, bouncing ideas and collaborating, creating conversations, having a sounding board, getting differing opinions, communicating back and forth with readers, community.

Fun—references to a fun or enjoyable activity.

Examples: Fun, enjoy, entertain were used by respondents to describe blogging.

Professional development—references to staying up on current news/issues/trends/technologies; learning new technologies, networking, staying informed and practicing or improving writing skills.

Examples: explore, experiment, use new tools, writing, skills, improvement.

Promotion—references to promoting oneself or the profession.

Examples: live resume, better than any resume, promote our field and show its implications, provide publicity, help people understand what librarians do.

Self-expression--references to commenting, giving opinions, expression of sentiments/feelings and providing an alternative view, critical view, or fresh perspective.

Examples: tell my story, something different to say, the only one, imagine the ways work could be different, state my opinions, my views.

Sharing—references to contributing to others, the profession, to serve the profession, to influence, to inspire.

Examples: provide resources, to share links and news, share the ideas I have about the profession with others.

Question 2 What have you learned from blogging?

Community—references to varying perceptions of community, with both positive and negative aspects.

Examples: meeting people, connecting, across borders, people do care, small and incestuous cliques, incestuous.

Discretion—references to the public nature of blogging and required discretion. Examples: less anonymous that you realize, not to post too quickly, and be careful about who you tell what.

Hard work—references to persistence or hard work that consumes time and energy.

Examples: find the time, can feel like a job, and discipline to write everyday.

Professional Development—references to professional development, specifically with tools, knowledge, writing skills, organizational skills and the idea of “keeping current.”

Examples: new technologies, Web publishing, HTML, RSS, CSS, wikis, XML, podcasts, PHP, Web design, knowledge of the digital divide, copyright law, up to date, current awareness, improving and practicing writing, time management skills, public relations skills, project tracking.

Thinking—references to thought, reflection and generating opinion.

Examples: construct thoughts more coherently and thinking it through, thought, generate opinions.

Question 3: What are the benefits of blogging within the LIS community?

Community—references to participating in a conversation or community.

Examples: participation, what is going on in other parts of the country, reaching people that it doesn't normally reach, close-knit community of far flung librarians, across the country, collaboration with colleagues around the country and around the world, commentary and consensus, getting to know other experts, joined a group of British bloggers, connected like-minded people, especially a younger generation who might feel sidelined.

Professional Development—references to professional development, specifically with tools, knowledge, writing skills, organizational skills and the idea of keeping current.

Examples: new technologies, keeping up on trends, well-informed, Web publishing, HTML, RSS, CSS, wikis, , XML, podcasts, PHP, and Web design.

Promotion—references to promoting oneself or the profession.

Examples: developing a reputation as expert in specific area, raise visibility of LIS, helps self-promotion, publication and speaking opportunities, contribution to the profession, promote yourself as a librarian.

(Rapid) dissemination of information—references to faster sharing of information and opinion, and comparisons to LIS publishing.

Examples: faster sharing, more quickly, speed, never see the light of day in a print publication, improved professional communication, Passes targeted information faster than professional literature.

Sharing—references to contributing to others, the profession, to serve the profession, to influence, to inspire. Focus on sharing trends, tools, technologies and thoughts.

Examples: To provide resources, to share links and news, to share the ideas I have about the profession with others, the way librarians used to do with bibliographies.

Question 4: Has blogging had an effect on your job?

Empowered and to act—references to being excited or invigorated because of blogging.

Examples: invigorated parts of my job, practice as librarian and educator more reflective, hosting event on blogging, outlet for creative expression, blogging discreetly has allowed me to be a better librarian.

Negative impact—references to negative aspects at work with colleagues or personally.

Examples: I'm pretty sure I lost out on one job because of my blog, interviewers would Google me, feel stressed for time when I see others posting a lot, been approached by colleagues to take down or change posts, my supervisor thinks I am too caught up in the blogging community, search committee asked me what I was trying to convey.

No, it has not had an impact—references to no impact.

Examples: no impact, no, none, 100% separated from my job and that's too bad, they know and don't care.

Professional Development—references to professional development, specifically with tools, knowledge, writing skills, organizational skills and the idea of "keeping current."

Examples: keep up with new technologies, keep up with new ideas, more up to date, makes me smarter, reinforces my knowledge, practice my technical and training writing.

Promoted me in my workplace—references to a positive impact at work or job.

Examples: become a bit of a blog guru, people come to me for my expertise, been asked to give speeches, helped me get a job, helped get current position, demonstrated technology skills in job.

Question 5: What role does blogging play in your professional life?

Connection and community—references to making connections and a community discussion.

Examples: connection, meet people, connections among people in far-flung places, community, conversation, feedback.

Inspires and empowers action—references to use of blogging skills at work.

Examples: use it in workshop delivery, now offering classes on blogging, helped me to be a better administrator, created “internal” blogs for my reporting staff.

Not much of a role—references to a minimal or small role in professional life.

Examples: minimal, small, very little, nothing, lowers productivity.

Professional development—references to professional development, specifically with tools, knowledge, writing skills, organizational skills and the idea of “keeping current.”

Examples: keep up to date with new technologies, self-driven professional development, new skills, new ideas.

Promotes me in the profession—references to being promoted in the profession because of blogging.

Examples: written articles, speaking engagements, helped get tenure, blog posts become articles.

Question 6: How has blogging affected your relationships with other professionals?

Conversation and community—references to participation in a community.

Examples: wider group, multiple voices, conversations, feedback, talk about it with others.

Negative impact—references to a negative impact and negative situations.

Examples: bad people, some bad, made me cautious, had to deal with other people not ready to use new tech.

No impact—references to no impact.

Examples: none, not really, not that I am aware of, not yet, not yet, and no.

Professional development—references to professional development, specifically with tools, knowledge, writing skills, organizational skills and the idea of “keeping current.”

Examples: feel less out of it, helped my learning, learn new technology, networking.

Promotes me in the profession—references to being promoted in the profession because of blogging.

Examples: written articles, speaking engagements.

Question 7: Describe your view of the impact of blogging on the professional library community?

Conversation and community—references to conversation and community.

Examples: multiple voices, potential voices, diversity, participation encouraged, discussion, feedback, conversation.

Professional development—references to professional development, specifically with tools, knowledge, writing skills, organizational skills and the idea of “keeping current.”

Examples: keeps me up to date, more informed, keep informed about what’s happening, news from conferences.

Too soon to tell—references to it being too soon to tell what the impact of blogging will be on the community because the biblioblogosphere is too small or too specialized.

Examples: too shallow, too techie, early adopters, isolated community, unclear, or little impact, just getting off the ground, overstated, still in flux, a little too early to tell, same voices blogging for librarians, echo chamber, little impact.

Tool that changing the nature of publishing—references to blogs as a tool that is changing the way information is published.

Examples: publish, fast, immediate, timeliness, change, and instant in relation to publishing or publication.

APPENDIX F

SUMMARY TABLES OF FREQUENCY OF RESPONSE CATEGORY BY LIBRARY TYPE

Table 34

“Why Do You Blog?”

Frequency of Response Category by Library Type

Response Categories	F	%
Category SH: To share information or insight		
<i>All Library Types</i>	<i>76 of 189</i>	<i>40</i>
Academic	37 of 78	47
Public	15 of 44	34
School	2 of 5	40
Special	4 of 15	27
LIS Student	2 of 9	22
Not in a Library	4 of 10	40
Other	12 of 28	43
Category CO: To participate in a conversation or a community		
<i>All Library Types</i>	<i>53 of 189</i>	<i>28</i>
Academic	18 of 78	23
Public	16 of 44	36
School	2 of 5	40
Special	5 of 15	33
LIS Student	3 of 9	33
Not in a Library	3 of 10	30
Other	6 of 28	21
Category AR: To archive information or experience		
<i>All Library Types</i>	<i>47 of 189</i>	<i>25</i>
Academic	20 of 78	26
Public	7 of 44	16
School	0 of 5	0
Special	8 of 15	53
LIS Student	3 of 9	33
Not in a Library	1 of 10	10
Other	8 of 28	29
Category PD: To enhance my professional development		
<i>All Library Types</i>	<i>45 of 189</i>	<i>24</i>
Academic	19 of 78	24
Public	9 of 44	20
School	0 of 5	0
Special	3 of 15	20

LIS Student	4 of 9	44
Not in a Library	2 of 10	20
Other	8 of 28	29
Category SE: To express my perspective or identity		
<i>All Library Types</i>	<i>44 of 189</i>	<i>23</i>
Academic	15 of 78	19
Public	12 of 44	27
School	3 of 5	60
Special	5 of 15	33
LIS Student	3 of 9	33
Not in a Library	1 of 10	10
Other	5 of 28	18
Category PR: To promote myself or the profession		
<i>All Library Types</i>	<i>22 of 189</i>	<i>12</i>
Academic	3 of 78	4
Public	5 of 44	11
School	0 of 5	0
Special	1 of 15	7
LIS Student	2 of 9	22
Not in a Library	2 of 10	20
Other	9 of 28	32
Category HF: To have fun		
<i>All Library Types</i>	<i>16 of 189</i>	<i>8</i>
Academic	8 of 78	10
Public	6 of 44	14
School	1 of 5	20
Special	0 of 15	0
LIS Student	1 of 9	11
Not in a Library	0 of 10	0
Other	0 of 28	0

Table 35

“What Have You Learned from Blogging?” Frequency of Response Category by Library Type

Response Categories	F	%
Category SK: That blogging enhances professional development		
<i>All Library Types</i>	<i>91 of 192</i>	<i>47</i>
Academic	44 of 77	57
Public	17 of 44	39
School	2 of 8	25
Special	9 of 17	53
LIS Student	3 of 8	38
Not in a Library	5 of 11	45
Other	11 of 27	41
Category CO: That blogging provides varying perceptions of community		
<i>All Library Types</i>	<i>88 of 192</i>	<i>46</i>
Academic	38 of 77	49
Public	20 of 44	45
School	2 of 8	25
Special	6 of 17	35
LIS Student	5 of 8	63
Not in a Library	5 of 11	45
Other	12 of 27	44
Category TR: That blogging fosters thinking and reflection		
<i>All Library Types</i>	<i>24 of 192</i>	<i>13</i>
Academic	10 of 77	13
Public	8 of 44	11
School	1 of 8	13
Special	1 of 17	6
LIS Student	1 of 8	13
Not in a Library	1 of 11	9
Other	2 of 27	7
Category DI: That blogging is public and requires discretion		
<i>All Library Types</i>	<i>21 of 192</i>	<i>11</i>
Academic	5 of 77	6
Public	4 of 44	9
School	0 of 8	8
Special	4 of 17	24
LIS Student	1 of 8	13
Not in a Library	2 of 11	18

Other	5 of 27	19
Category WO: That blogging requires persistence and hard work		
<i>All Library Types</i>	<i>18 of 192</i>	<i>9</i>
Academic	8 of 77	10
Public	8 of 44	18
School	0 of 8	0
Special	2 of 17	12
LIS Student	0 of 8	0
Not in a Library	0 of 11	0
Other	0 of 27	0

Table 36

“What Are the Benefits of Blogging within the LIS Community?” Frequency of Response Category by Library Type

Response Categories	F	%
Category CO: Participation in conversation or community		
<i>All Library Types</i>	<i>101 of 180</i>	<i>56</i>
Academic	36 of 72	50
Public	24 of 44	50
School	5 of 7	71
Special	11 of 15	73
LIS Student	5 of 7	71
Not in a Library	5 of 9	56
Other	15 of 24	63
Category PD: Enhancement of professional development		
<i>All Library Types</i>	<i>70 of 180</i>	<i>39</i>
Academic	29 of 72	40
Public	19 of 44	43
School	2 of 7	29
Special	1 of 15	7
LIS Student	3 of 7	43
Not in a Library	6 of 9	67
Other	10 of 24	42
Category SH: Sharing of information or insight		
<i>All Library Types</i>	<i>59 of 180</i>	<i>33</i>

Academic	26 of 72	36
Public	15 of 44	34
School	2 of 7	29
Special	3 of 15	20
LIS Student	4 of 7	57
Not in a Library	3 of 9	33
Other	6 of 24	25
Category PR: Promotion of myself or the profession		
<i>All Library Types</i>	<i>19 of 180</i>	<i>11</i>
Academic	6 of 72	8
Public	3 of 44	7
School	2 of 7	29
Special	3 of 15	20
LIS Student	0 of 0	0
Not in a Library	1 of 9	11
Other	4 of 24	17
Category FA: Rapid dissemination of information		
<i>All Library Types</i>	<i>7 of 180</i>	<i>4</i>
Academic	6 of 72	8
Public	0 of 44	0
School	0 of 7	0
Special	0 of 15	0
LIS Student	1 of 7	14
Not in a Library	0 of 9	0
Other	0 of 24	0

Table 37

“Has Blogging Had an Effect on Your Job?” Frequency of Response Category by Library Type

Response Categories	F	%
Category NO: No, it has not had an impact		
<i>All Library Types</i>	<i>82 of 186</i>	<i>45</i>
Academic	31 of 77	40
Public	21 of 44	48
School	2 of 7	29
Special	8 of 15	53
LIS Student	6 of 8	75
Not in a Library	6 of 9	67

Other	8 of 24	33
Category LE: Yes, it has inspired and empowered me to act		
<i>All Library Types</i>	<i>50 of 186</i>	27
Academic	26 of 77	32
Public	12 of 44	27
School	2 of 7	29
Special	1 of 15	7
LIS Student	1 of 8	13
Not in a Library	1 of 9	11
Other	7 of 24	29
Category PR: Yes, it has promoted me or the profession		
<i>All Library Types</i>	<i>35 of 186</i>	19
Academic	14 of 77	18
Public	9 of 44	20
School	1 of 7	14
Special	4 of 15	27
LIS Student	1 of 8	13
Not in a Library	2 of 9	22
Other	4 of 24	17
Category PD: Yes, it has enhanced my professional development		
<i>All Library Types</i>	<i>34 of 186</i>	18
Academic	18 of 77	22
Public	6 of 44	14
School	3 of 7	43
Special	4 of 15	27
LIS Student	0 of 8	0
Not in a Library	0 of 9	0
Other	3 of 24	13
Category NE: Yes, it has had a negative impact		
<i>All Library Types</i>	<i>11 of 186</i>	6
Academic	5 of 77	6
Public	2 of 44	5
School	0 of 7	0
Special	1 of 15	7
LIS Student	0 of 8	0
Not in a Library	1 of 9	11
Other	2 of 24	8

Table 38

“What Role Has Blogging Played in Your Professional Life?” Frequency of Response Category by Library Type

Response Categories	F	%
Category PD: It has enhanced my professional development		
<i>All Library Types</i>	<i>65 of 179</i>	<i>36</i>
Academic	30 of 73	41
Public	16 of 43	37
School	2 of 7	29
Special	5 of 16	31
LIS Student	4 of 7	57
Not in a Library	3 of 10	30
Other	5 of 23	22
Category NO: It has not played much of a role		
<i>All Library Types</i>	<i>44 of 179</i>	<i>25</i>
Academic	17 of 73	23
Public	9 of 43	21
School	3 of 7	43
Special	5 of 16	31
LIS Student	1 of 7	14
Not in a Library	4 of 10	40
Other	5 of 23	22
Category CO: It has enhanced connection or community		
<i>All Library Types</i>	<i>39 of 179</i>	<i>22</i>
Academic	16 of 73	22
Public	8 of 43	19
School	1 of 7	14
Special	2 of 16	13
LIS Student	2 of 7	29
Not in a Library	2 of 10	20
Other	8 of 23	35
Category PR: It has promoted me in the profession		
<i>All Library Types</i>	<i>31 of 179</i>	<i>17</i>
Academic	14 of 73	19
Public	7 of 43	16
School	0 of 7	0
Special	6 of 16	38
LIS Student	0 of 7	0

Not in a Library	1 of 10	10
Other	3 of 23	13

Category LE: It has inspired or empowered me to act

<i>All Library Types</i>	<i>27 of 179</i>	<i>15</i>
Academic	10 of 73	14
Public	11 of 43	26
School	2 of 7	29
Special	0 of 16	0
LIS Student	1 of 7	14
Not in a Library	1 of 10	10
Other	2 of 23	9

Table 39

“How Has Blogging Affected Your Relationships with Other Professionals?” Frequency of Response Category by Library Type

Response Categories	F	%
---------------------	---	---

Category CO: It has enabled conversation and community

<i>All Library Types</i>	<i>93 of 181</i>	<i>51</i>
Academic	33 of 76	42
Public	21 of 40	50
School	5 of 9	56
Special	10 of 17	59
LIS Student	4 of 5	80
Not in a Library	7 of 9	78
Other	13 of 23	57

Category NO: It has had no impact

<i>All Library Types</i>	<i>41 of 181</i>	<i>23</i>
Academic	19 of 76	25
Public	11 of 40	28
School	1 of 9	11
Special	4 of 17	24
LIS Student	1 of 5	20
Not in a Library	1 of 9	11
Other	4 of 23	17

Category PD: It has enhanced my professional development

<i>All Library Types</i>	<i>40 of 181</i>	<i>22</i>
--------------------------	------------------	-----------

Academic	25 of 76	33
Public	9 of 40	23
School	0 of 9	0
Special	1 of 17	6
LIS Student	0 of 5	0
Not in a Library	1 of 9	11
Other	4 of 23	17

Category PR: It has promoted me or the profession

<i>All Library Types</i>	<i>31 of 181</i>	<i>17</i>
Academic	13 of 76	17
Public	5 of 40	13
School	5 of 9	56
Special	7 of 17	41
LIS Student	0 of 5	0
Not in a Library	0 of 9	0
Other	1 of 23	4

Category NE: It has had a negative impact

<i>All Library Types</i>	<i>10 of 181</i>	<i>6</i>
Academic	5 of 76	7
Public	2 of 40	5
School	0 of 9	0
Special	1 of 17	6
LIS Student	0 of 5	0
Not in a Library	0 of 9	0
Other	2 of 23	9

Table 40

*“Describe Your View of the Impact of Blogging on the Professional Library Community.”
Frequency of Response Category by Library Type*

Response Categories	F	%
Category CO: It facilitates conversation and community		
<i>All Library Types</i>	<i>89 of 177</i>	<i>50</i>
Academic	38 of 73	52
Public	14 of 42	33
School	4 of 9	44
Special	12 of 15	80
LIS Student	2 of 7	29

Not in a Library	3 of 6	50
Other	16 of 25	64

Category PU: It is an efficient, full-featured tool that is changing the nature of publishing

<i>All Library Types</i>	<i>51 of 177</i>	29
Academic	26 of 73	36
Public	12 of 42	29
School	3 of 9	33
Special	2 of 15	13
LIS Student	1 of 7	14
Not in a Library	0 of 6	0
Other	7 of 25	28

Category TO: It is too soon to tell

<i>All Library Types</i>	<i>49 of 177</i>	28
Academic	17 of 73	23
Public	10 of 42	24
School	4 of 9	44
Special	4 of 15	27
LIS Student	4 of 7	57
Not in a Library	2 of 6	33
Other	8 of 25	32

Category PD: It enhances professional development

<i>All Library Types</i>	<i>28 of 177</i>	16
Academic	5 of 73	7
Public	9 of 42	21
School	1 of 9	11
Special	4 of 15	27
LIS Student	2 of 7	29
Not in a Library	2 of 6	33
Other	5 of 25	20

Category GE: It creates a divide between professionals

<i>All Library Types</i>	<i>22 of 177</i>	12
Academic	11 of 73	15
Public	6 of 42	14
School	0 of 9	0
Special	0 of 15	0
LIS Student	2 of 7	29
Not in a Library	1 of 6	17
Other	2 of 25	8

APPENDIX G

Summary Tables Of Library Type By Frequency Of Response Category

Table 41

“Why Do You Blog?” Summary of Library Type by Frequency of Response Category

Library Type	Frequency	Percentage
Academic (n = 78)		
To share information or insight	37	47
To archive information or experience	20	26
To enhance my professional development	19	24
To participate in a conversation or community	18	23
To express my perspective of identity	15	19
To have fun	8	10
To promote myself or the profession	3	4
Public (n = 44)		
To participate in a conversation or community	16	36
To share information or insight	15	34
To express my perspective of identity	12	27
To enhance my professional development	9	20
To archive information or experience	7	16
To have fun	6	14
To promote myself or the profession	5	11
School (n = 5)		
To express my perspective of identity	3	60
To share information or insight	2	40
To participate in a conversation or community	2	40
To have fun	1	20
To archive information or experience	0	0
To enhance my professional development	0	0
To promote myself or the profession	0	0
Special (n=15)		
To archive information or experience	8	53
To participate in a conversation or community	5	33
To express my perspective of identity	5	33
To share information or insight	4	27
To enhance my professional development	3	20
To promote myself or the profession	1	7
To have fun	0	0
LIS Student (n=9)		
To enhance my professional development	4	44
To promote myself or the profession	3	33

To archive information or experience	3	33
To participate in a conversation or community	3	33
To express my perspective of identity	3	33
To share information or insight	2	22
To have fun	1	11
Not in a Library (n=10)		
To share information or insight	4	40
To participate in a conversation or community	3	30
To enhance my professional development	2	20
To promote myself or the profession	2	20
To express my perspective or identity	1	10
To archive information or experience	1	10
To have fun	0	0
Other (n=28)		
To share information or insight	12	43
To promote myself or the profession	9	32
To archive information or experience	8	29
To enhance my professional development	8	29
To participate in a conversation or community	6	21
To express my perspective of identity	5	18
To have fun	0	0

Table 42

“What Have You Learned from Blogging?” Summary of Library Type by Frequency of Response Category

Library Type	F	%
Academic (n = 77)		
That blogging enhances professional development	44	57
That blogging provides varying perceptions of community	38	49
That blogging fosters thinking and reflection	10	13
That blogging requires persistence and hard work	8	10
That blogging is public and requires discretion	5	6
Public (n = 44)		
That blogging provides varying perceptions of community	20	45
That blogging enhances professional development	17	39
That blogging fosters thinking and reflection	8	18

That blogging requires persistence and hard work	8	18
That blogging is public and requires discretion	4	9
School (<i>n</i> = 8)		
That blogging enhances professional development	5	63
That blogging provides varying perceptions of community	2	25
That blogging fosters thinking and reflection	1	13
That blogging is public and requires discretion	0	0
That blogging requires persistence and hard work	0	0
Special (<i>n</i> = 17)		
That blogging enhances professional development	9	53
That blogging provides varying perceptions of community	6	35
That blogging is public and requires discretion	4	24
That blogging requires persistence and hard work	2	12
That blogging fosters thinking and reflection	1	6
LIS Student (<i>n</i> = 8)		
That blogging provides varying perceptions of community	5	63
That blogging enhances professional development	3	38
That blogging is public and requires discretion	1	13
That blogging fosters thinking and reflection	1	13
That blogging requires persistence and hard work	0	0
Not in a Library (<i>n</i> = 11)		
That blogging provides varying perceptions of community	5	45
That blogging enhances professional development	5	45
That blogging is public and requires discretion	2	18
That blogging fosters thinking and reflection	1	9
That blogging requires persistence and hard work	0	0
Other (<i>n</i> = 27)		
That blogging provides varying perceptions of community	12	44
That blogging enhances professional development	11	41
That blogging is public and requires discretion	5	19
That blogging fosters thinking and reflection	2	7
That blogging requires persistence and hard work	0	0

Table 43

“What Are the Benefits of Blogging within the LIS Community?” Summary of Library Type by Frequency of Response Category

Library Type	F	%
Academic (n = 72)		
Participation in conversation or community	36	50
Enhancement of professional development	29	40
Sharing of information or insight	26	36
Promotion of myself or the profession	6	8
Rapid dissemination of information	6	8
Public (n = 44)		
Participation in conversation or community	24	50
Enhancement of professional development	19	43
Sharing of information or insight	15	34
Promotion of myself or the profession	3	7
Rapid dissemination of information	0	0
School (n = 7)		
Participation in conversation or community	5	71
Enhancement of professional development	2	29
Sharing of information or insight	2	29
Promotion of myself or the profession	0	0
Rapid dissemination of information	0	0
Special (n = 15)		
Participation in conversation or community	11	73
Sharing of information or insight	3	20
Promotion of myself or the profession	3	20
Enhancement of professional development	1	7
Rapid dissemination of information	0	0
LIS Student (n = 7)		
Participation in conversation or community	5	71
Sharing of information or insight	4	57
Enhancement of professional development	3	43
Rapid dissemination of information	1	14
Promotion of myself or the profession	0	0
Not in a Library (n = 9)		
Enhancement of professional development	6	67

Participation in conversation or community	5	56
Sharing of information or insight	3	33
Promotion of myself or the profession	1	11
Rapid dissemination of information	0	0
Other (n = 24)		
Participation in conversation or community	15	63
Enhancement of professional development	10	42
Sharing of information or insight	6	25
Promotion of myself or the profession	4	17
Rapid dissemination of information	0	0

Table 44

“Has Blogging Had an Effect on Your Job?” Summary of Library Type by Frequency of Response Category

Library Type	F	%
Academic (n = 77)		
No, it has not had an impact	31	40
Yes, it has inspired and empowered me to act	26	32
Yes, it has enhanced my professional development	18	22
Yes, it has promoted me or the profession	14	18
Yes, it has had a negative impact	5	6
Public (n = 44)		
No, it has not had an impact	21	48
Yes, it has inspired and empowered me to act	12	27
Yes, it has enhanced my professional development	6	14
Yes, it has promoted me or the profession	9	20
Yes, it has had a negative impact	2	5
School (n = 7)		
No, it has not had an impact	2	29
Yes, it has inspired and empowered me to act	2	29
Yes, it has enhanced my professional development	3	43
Yes, it has promoted me or the profession	1	14
Yes, it has had a negative impact	0	0
Special (n = 15)		
No, it has not had an impact	8	53

Yes, it has inspired and empowered me to act	1	7
Yes, it has enhanced my professional development	4	27
Yes, it has promoted me or the profession	4	27
Yes, it has had a negative impact	1	7
LIS Student (n = 8)		
No, it has not had an impact	6	75
Yes, it has inspired and empowered me to act	1	13
Yes, it has enhanced my professional development	0	0
Yes, it has promoted me or the profession	1	13
Yes, it has had a negative impact	0	0
Not in a Library (n = 9)		
No, it has not had an impact	6	67
Yes, it has inspired and empowered me to act	1	11
Yes, it has enhanced my professional development	0	0
Yes, it has promoted me or the profession	2	22
Yes, it has had a negative impact	1	11
Other (n = 24)		
No, it has not had an impact	8	33
Yes, it has inspired and empowered me to act	7	29
Yes, it has enhanced my professional development	3	13
Yes, it has promoted me or the profession	4	17
Yes, it has had a negative impact	2	8

Table 45

“What Role Has Blogging Played in Your Professional Life?” Summary of Library Type by Frequency of Response Category

Library Type	F	%
Academic (n = 73)		
It has enhanced my professional development	30	41
It has not played much of a role	17	23
It has facilitated connection and community	16	22
It has promoted me in the profession	14	19
It has inspired and empowered me to act	10	14
Public (n = 43)		
It has enhanced my professional development	16	37

It has inspired and empowered me to act	11	26
It has not played much of a role	9	21
It has facilitated connection and community	8	19
It has promoted me in the profession	7	16
School (<i>n</i> = 7)		
It has not played much of a role	3	43
It has enhanced my professional development	2	29
It has inspired and empowered me to act	2	29
It has facilitated connection and community	1	14
It has promoted me in the profession	0	0
Special (<i>n</i> = 16)		
It has promoted me in the profession	6	38
It has enhanced my professional development	5	31
It has not played much of a role	5	31
It has facilitated connection and community	2	13
It has inspired and empowered me to act	0	0
LIS Student (<i>n</i> = 7)		
It has enhanced my professional development	4	57
It has facilitated connection and community	2	29
It has not played much of a role	1	14
It has inspired and empowered me to act	1	14
It has promoted me in the profession	0	0
Not in a Library (<i>n</i> = 10)		
It has not played much of a role	4	40
It has enhanced my professional development	3	30
It has facilitated connection and community	2	20
It has inspired and empowers me to act	1	10
It has promoted me or the profession	1	10
Other (<i>n</i> = 23)		
It has facilitated connection and community	8	35
It has enhanced my professional development	5	22
It has not played much of a role	5	22
It has promoted me in the profession	3	13
It has inspired and empowered me to act	2	9

Table 46

“How Has Blogging Affected Your Relationships with Other Professionals?” Summary of Library Type by Frequency of Response Category

Library Type	F	%
Academic (n = 76)		
It has enabled conversation and community	33	42
It has enhanced my professional development	25	33
It has had no impact	19	25
It has promoted me or the profession	13	17
It has had a negative impact	5	7
Public (n = 40)		
It has enabled conversation and community	21	50
It has had no impact	11	28
It has enhanced my professional development	9	23
It has promoted me or the profession	5	13
It has had a negative impact	2	5
School (n = 9)		
It has enabled conversation and community	5	56
It has promoted me or the profession	5	56
It has enhanced my professional development	0	0
It has had no impact	1	11
It has had a negative impact	0	0
Special (n = 17)		
It has enabled conversation and community	10	59
It has promoted me or the profession	7	41
It has had no impact	4	24
It has enhanced my professional development	1	6
It has had a negative impact	1	6
LIS Student (n = 5)		
It has enabled conversation and community	4	80
It has had no impact	1	20
It has enhanced my professional development	0	0
It has had a negative impact	0	0
It has promoted me or the profession	0	0
Not in a Library (n = 9)		
It has enabled conversation and community	7	78

It has enhanced my professional development	1	11
It has had no impact	1	11
It has promoted me or the profession	0	0
It has had a negative impact	0	0
Other (n = 23)		
It has enabled conversation and community	13	57
It has enhanced my professional development	4	17
It has had no impact	4	17
It has had a negative impact	2	9
It has promoted me or the profession	1	4

Table 47

*“Describe Your View of the Impact of Blogging on the Professional Library Community.”
Summary of Library Type by Frequency of Response Category*

Library Type	F	%
Academic (n = 73)		
It facilitates conversation and community	38	52
It is an efficient, full-featured tool that is changing the nature of publishing	26	36
It is too soon to tell	17	23
It creates a divide between professionals	11	15
It enhances professional development	5	7
Public (n = 42)		
It facilitates conversation and community	14	33
It is an efficient, full-featured tool that is changing the nature of publishing	12	29
It is too soon to tell	10	24
It enhances professional development	9	21
It creates a divide between professionals	6	14
School (n = 9)		
It facilitates conversation and community	4	44
It is too soon to tell	4	44
It is an efficient, full-featured tool that is changing the nature of publishing	3	33
It enhances professional development	1	11
It creates a divide between professionals	0	0

Special (<i>n</i> = 15)		
It facilitates conversation and community	12	80
It is too soon to tell	4	27
It enhances professional development	4	27
It is an efficient, full-featured tool that is changing the nature of publishing	2	13
It creates a divide between professionals	0	0
LIS Student (<i>n</i> = 7)		
It is too soon to tell	4	57
It facilitates conversation and community	2	29
It creates a divide between professionals	2	29
It enhances professional development	2	29
It is an efficient, full-featured tool that is changing the nature of publishing	1	14
Not in a Library (<i>n</i> = 6)		
It facilitates conversation and community	3	50
It is too soon to tell	2	33
It enhances professional development	2	33
It creates a divide between professionals	1	17
It is an efficient, full-featured tool that is changing the nature of publishing	0	0
Other (<i>n</i> = 25)		
It facilitates conversation and community	16	64
It is too soon to tell	8	32
It is an efficient, full-featured tool that is changing the nature of publishing	7	28
It enhances professional development	5	20
It creates a divide between professionals	2	8

REFERENCES

- Ackerman, R. (2005). Blog and wikis for conference coverage. Retrieved December 30, 2006, from http://scilib.typepad.com/science_library_pad/2005/10/blog_and_wikis_.html
- Andrews, D., Nonnecke, B., & Preece, J. (2003). Electronic survey methodology: A case study in reaching hard to involve Internet users. *International Journal of Human-Computer Interaction*, 16(2), 185-210.
- Arina, T. (2006). *Blogs as reflective practice*. Retrieved on May 8, 2007, from http://www.smartmobs.com/archive/2006/12/03/blogs_as_reflec....html
- Bailey, B. & Storch, T. (2007). *The blogging church*. San Francisco: Jossey-Bass.
- Baker, P. M. A., & Ward, A. C. (2002). Bridging temporal and spatial gaps: The role of information and communication technologies in defining communities. *Information, Communication & Society*, 5(2), 207-224.
- Baker, S. & Green, H. (2005, May 2). Blogs will change your business. *BusinessWeek*, 3931, 56-67.
- Bargh, J. & McKenna, K. (2004). The Internet and social life. *Annual Review of Psychology*, 55, 573-590.
- Bar-Ilan, J. (2005). *Blogarians—a new breed of librarians*. Retrieved on May 7, 2007, from <http://stlq.info/feliciter.pdf>
- Bell, S. (2005). Where the readers are. *Library Journal*, 130(16), 8-14.
- Birnbaum, M. (2004). Human research and data collection via the Internet. *Annual Review of Psychology*, 55, 803-832.
- Blanchard, A. (2004). *Blogs as virtual communities: Identifying a sense of community in the Julie/Julia Project*. Retrieved October 1, 2004, from http://blog.lib.umn.edu/blogosphere/blogs_as_virtual.html
- Blatt, J. (2005). Blogging as a tool: Innovative approaches to information access. *Library Hi Tech News*, 9, 28-32.
- Block, M. (2001). Communicating off the page. *Library Journal*, 126(15), 50-52.
- Blog picked up as word of the year. Retrieved August 23, 2006, from <http://news.bbc.co.uk/1/hi/technology/4059291.stm>
- Blood, R. (2000). *Weblogs: A history and perspective*. Retrieved December 19, 2006, from http://www.rebeccablood.net/essays/weblog_history.html

- Blood, R. (2004). How blogging software reshapes the online community. *Communications of the ACM*, 47(12), 53-55.
- Blowers, H. (2006). *Learning 2.0*. retrieved May 27, 2007 from <http://plcmclearning.blogspot.com/>
- Blyberg, J. (2006). *Patrons in the drivers seat*. Retrieved April 16, 2006, from <http://www.higheredblogcon.com/index.php/patrons-in-the-drivers-seat-giving-advanced-tool-sets-to-library-patrons/>
- Boyd, D. (2006). *A blogger's blog: Exploring the definition of a medium*. Retrieved November 29, 2006, from <http://reconstruction.eserver.org/064/boyd.shtml>
- Buckland, M. (1992). *Redesigning library services: A manifesto*. Retrieved October 23, 2006, from <http://sunsite.berkeley.edu/Literature/Library/Redesigning/html.html>
- Buckland, M. (2000). *The academic heritage of library and information science: Resources and opportunities*. Retrieved April 25, 2007, from <http://www.ischool.berkeley.edu/~buckland/alise00.html>
- Buckland, M. (2007). Northern light. In *A document (re)turn: Contributions from a research field in transition*. Roswitha Skare, Niels Winfeld Lund, and Andreas Varheim, eds. Frankfurt: Peter Lang.
- Bulters, J., & Rijke, M. (2007). *Discovering Weblog communities: A content- and topology-based approach*. Retrieved May 21, 2007, from <http://icwsm.org/papers/3--Bulters-Rijke.pdf>
- Burnett, G. (2000). *Information exchange in virtual communities: A typology*. Retrieved August 31, 2006, from <http://informationr.net/ir/5-4/paper82.html>
- Burnett, G. (2002). The scattered members of an invisible republic: virtual communities and Paul Ricoeur's hermeneutics. *Library Quarterly*, 72(2), 155-178.
- Burnett, G., & Bonnici, L. (2003). Beyond the FAQ: Explicit and implicit norms in Usenet newsgroups. *Library & Information Science Research* 25, 333-351.
- Burnett, G., Dickey, M. H., Kazmer, M., & Chudoba, K. (2003). *Inscription and interpretation of text: A cultural hermeneutic examination of virtual community*. Retrieved September 21, 2004, from <http://InformationR.net/ir/9-1/paper162.html>
- Carver, B. (2003). Is it time to get blogging? *Library Journal Net Connect*, 128(1), 30-32.
- Cayzer, S. (2004). *Semantic blogging and decentralized knowledge manangement*. Retrieved May, 7, 2007, from <http://portal.acm.org/citation.cfm?id=1035134.1035164>.

- Ciffolilli, A. (2003). *Phantom authority, self-selective recruitment and retention of embers in virtual communities: The case of Wikipedia*. Retrieved September 21, 2004, from http://firstmonday.org/issues/issue8_12/ciffolilli/index.html
- Clarke, P. (2000). The Internet as a medium for qualitative research. Retrieved June 12, 2006, from <http://generalupdate.rau.ac.za/infosci/conf/Wednesday/Clarke.htm>
- Clyde, L.A. (1996). The library as information provider: The home page. *Electronic Library*, 14(6), 549-558.
- Clyde, L.A. (1999). *The school library Web site: On the information highway or stalled in the carpark?* Retrieved November 11, 2004, from <http://www.hi.is/~anne/ias199.html>
- Clyde, L.A. (2004a). Library Weblogs. *Library Management*, 25(4/5), 183-189.
- Clyde, L. A. (2004b). *Weblogs and libraries*. Oxford: Chandos Publishing.
- Clyde, L. A. (2004c). Weblogs—are you serious? *Electronic Library*, 22(5) 390-392.
- Clyde, L.A. (2005, October). Some new Internet applications coming to a computer near you. *Teacher Librarian*, 33(1), 54-55.
- Crawford, W. (2005) *Investigating the biblioblogosphere*. Retrieved August 17, 2006, from <http://cites.boisestate.edu/v5i10b.htm>
- Crawford, W. (2006). *Looking at liblogs: The great middle*. Retrieved August 17, 2006, from <http://citesandinsights.info/v6i10a.htm>
- Creswell, J.W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, Sage.
- Creswell, J.W. (2003). *Research design: Qualitative, quantitative and mixed methods approaches* (2nd ed.). Thousand Oaks, CA: Sage.
- Dearstyne, B. (2005). Blogs: the new information management revolution? *Information Management Journal*, 39(5), 38-44.
- Delio, M. (2005, March 28). The enterprise blogosphere. *InfoWorld*, 13, 43-47.
- Dillman, D., Tortora, R., & Bowker, D. (1998). Principles for constructing Web surveys. Retrieved June 12, 2006, from <http://www.sesrc.wsu.edu/dillman/papers/websurveyppr.pdf>
- DiMaggio, P., Hargittai, E., Neuman, W.R., & Robinson, J.P. (2001). Social implications of the Internet. *Annual Review of Sociology*, 27, 307-336.
- Driskell, R. B., & Lyon, L. (2002). Are virtual communities true communities? Examining the environments and elements of community. *City & Community*, 1(4), 373-390.

- Efimova, L., & Hendrick, S. (2004). In search for a virtual settlement: An exploration of Weblog community boundaries. Retrieved May 7, 2007, from <https://doc.telin.nl/dscgi/ds.py/Get/File-46041>
- Ellis, D., Oldridge, R., & Vasconcelos, A. (2004). Community and virtual community. *Annual Review of Information Science and Technology*, 38, 145-186.
- Erdelez, S. (1999). Information encountering: It's more than bumping into information. *Bulletin of the American Society for Information Science*, 25, 3.
- Etches-Johnson, A. (2006a). *State of the library blogosphere*. Retrieved August 1, 2006, from <http://www.blogwithoutalibrary.net/?p=211>
- Etches-Johnson, A. (2006b). *Library blogs*. Retrieved December 20, 2006, from <http://www.flickr.com/photos/etches-johnson/177889140/>
- Farkas, M. (2005a). *Survey of the biblioblogosphere*. Retrieved April 14, 2007, from <http://meredith.wolfwater.com/wordpress/index.php/2005/08/19/survey-of-the-biblioblogosphere/>
- Farkas, M. (2005b). *Survey of the biblioblogosphere*. Retrieved May 17, 2007, from <http://meredith.wolfwater.com/wordpress/index.php/2005/09/12/survey-of-the-biblioblogosphere-attitudes-and-behaviors/>
- Fichter, D. (2003). *Why and how to use blogs to promote your library's services*. Retrieved August 20, 2006, from <http://www.infotoday.com/MLS/nov03/fichter.shtml>
- Fichter, D. (2005). The many forms of e-collaboration: blogs, wikis, portals, groupware, discussion boards, and instant messaging. *Online*, 29(4): 48-50.
- Garrod, P. (2004.) *Weblogs: Do they belong in libraries?* Retrieved September 21, 2006, from <http://www.ariadne.ac.uk/issue40/public-libraries/>
- Glance, N., & Mishne, G. (2006). *Leave a reply: An analysis of Weblog comments*. Retrieved May 21, 2007, from <http://staff.science.uva.nl/~gilad/pubs/www2006-blogcomments.pdf>
- Goans, D., & Vogel, T. (2003). *Building a home for library news with a blog*. Retrieved May 7, 2007, from http://www.infotoday.com/cilmag/nov03/goans_vogel.shtml
- Goldman, A. (2001). Social epistemology. In E. N. Zalta (Ed.), *The Stanford encyclopedia of philosophy* (Spring 2001 ed.), Retrieved April 12, 2006, from <http://plato.stanford.edu/archives/spr2001/entries/epistemology-social>
- Gorman, M. (2005). Revenge of the blog people. Retrieved October 27, 2006, from <http://www.libraryjournal.com/article/CA502009.html>
- Haines, A. (1999). Librarians' personal Web pages: An analysis. *College & Research Libraries*, 60(6), 543-550.

- Hane, P. J. (2001). *Blogs are a natural for librarians*. Retrieved November 11, 2004, from <http://www.infoday.com/newslink/newslink0110.htm>
- Harder, G., & Recihart, R. (2003). Throw another blog on the wire: libraries and the Weblogging phenomena. Retrieved May 7, 2007, from <http://stlq.info/feliciter.pdf>
- Hektor, A. (2003). Information activities on the Internet in everyday life. *New Review of Information Behaviour Research*, 4(1), 127-138.
- Henri, F., & Pudelko, B. (2003). Understanding and analyzing activity and learning in virtual communities. *Journal of Computer Assisted Learning* 19, 474-487.
- Herring, S., Scheidt, L. A., Bonus, S., & Wright, E. (2004). Bridging the gap: A genre analysis of Weblogs. *Proceedings of the Hawaii International Conference on systems science HICSS-37*.
- Holsti, O.R. (1969). *Content analysis for the social sciences and humanities*. Reading, MA: Addison-Wesley.
- Huffaker, D. (2004). The educated blogger: Using Weblogs to promote information literacy in the classroom. Retrieved October 20, 2006, from http://www.firstmonday.org/issues/issue9_6/huffaker/index.html
- Huwe, T. (2004). Keep those Web skills current. Retrieved May 7, 2007, from <http://www.iir.berkeley.edu/faculty/huwe/column/sep04.pdf>
- Huwe, T. (2003). Born to blog. *Computers in Libraries*, 23(10), 44-45.
- Ives, B. (2005). Using blogs for personal knowledge management and community building. *KM Review*, 8(3), 12-15.
- Kaid, L. & Wadsworth, A. (1989) Content analysis. In Emmert, P., & Barker, L.L. (Eds.), *Measurement of communication behavior* (pp. 197-217). New York: Longman.
- Kenney, B., & Stephens, M. (2005) Talkin' blogs. *Library Journal*. 130(16), 25-27.
- Kerley, C. (2006). *Voice in*. Retrieved November 22, 2006, from http://www.ck-blog.com/cks_blog/2006/08/voicein_wont_yo.html
- Kling, R. (2000). Social informatics: A new perspective on social research about information and communication technologies. *Prometheus*, 18(3), 245-264.
- Kling, R., & Courtright, C. (2003). Group behavior and learning in electronic forums: A sociotechnical approach. *Information Society*, 19, 221-235.
- Krippendorff, K. (2004). *Content analysis: An introduction to its methodology* (2nd ed.). Thousand Oaks, CA: Sage.
- Krosnick, J. (1999). Survey research. *Annual Review of Psychology*, 50, 537-567.

- Lawley, E. (2004). *Blog research issues*. Retrieved September 28, 2004, from http://www.corante.com/many/archives/2004/06/24/blog_research_issues.php
- Lawson, S. (2005) *Blog people stand up and be counted*. Retrieved May 27, 2007 from http://stevlawson.name/seealso/archives/2005/11/blog_people_sta.html
- Lenhart, A., & Fox, S. (2006). *Bloggers: A portrait of the Internet's new storytellers*. Retrieved July 31, 2006, from <http://www.pewinternet.org/pdfs/PIP%20Bloggers%20Report%20July%2019%202006.pdf>
- Lessig, L. (1999). *Code and other laws in cyberspace*. New York: Basic Books.
- Lessig, L. (2006). *JotSpot wiki (codebook)*. Retrieved April 16, 2006, from <http://codebook.jot.com/Book/Chapter6/Ch6Part1>
- Levy, S., & Stone, B. (2006). *The new wisdom of the Web*. Retrieved October 31, 2006, from <http://www.msnbc.msn.com/id/12015774/site/newsweek/>
- Lincoln, M. (2006). *Witness to history*. Retrieved December 20, 2006, from <http://www.schoollibraryjournal.com/article/CA6302986.html>
- Long, B., & Baecker, R. (1997). *A taxonomy of Internet connection tools*. Paper presented at the WebNet '97, Toronto, Ontario, Canada.
- Madden, A. (2005). *The business of blogging*. Retrieved June 27, 2006, from http://www.technologyreview.com/printer_friendly_article.aspx?id=16272
- Mayring, P. (2000). *Qualitative content analysis*. Retrieved May 26, 2007 from <http://www.qualitative-research.net/fqs-texte/2-00/2-00mayring-e.pdf>
- McConnell, B. (2007). *The not-so-secret shopper*. Retrieved January 31, 2006, from http://www.churchofthecustomer.com/blog/2007/01/notsosecret_sho.html
- McPherson, M., Smith-Lovin, L., & Cook, J. (2001). Birds of a feather: Homophily in social networks. *Annual Review of Sociology*, 27, 415-444.
- Model (2007). Retrieved June 19, 2007 from <http://pespmc1.vub.ac.be/ASC/MODEL.html>
- Moutsakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, CA: Sage Publications.
- Mynatt, E., O'Day, V., Adler, A., & Ito, M. (1998). Networked communities: Something old, something new, something borrowed... *Computer Supported Cooperative Work: The Journal of Collaborative Computing*, 7, 123-156.
- Nardi, B., Schiano, D., Gumbrecht, M., & Swartz, L. (2004). Why we blog. *Communications of the ACM*, 47(12), 41-46.

- Neuendorf, K.A. (2002). *The content analysis guidebook*. Thousand Oaks, CA: Sage.
- Nowson, S., & Oberlander, J. (2007). Identifying more bloggers: Towards large scale personality classification of personal Weblogs. *International Conference on Weblogs and Social Media*. Boulder, Colorado.
- O'Reilly, T. (2005a). *What is Web 2.0?* Retrieved April 12, 2006, from <http://tim.oreilly.com/news/2005/09/30/what-is-Web-20.html>
- O'Reilly T. (2005b). *Compact definition*. Retrieved April 12, 2006, from http://radar.oreilly.com/archives/2005/10/Web_20_compact_definition.html
- Park, R. (1936). Human ecology. *American Journal of Sociology*, 17(1), 1-15.
- Putting the fun back in tech*. (2005). Retrieved November 12, 2006, from <http://www.technologyreview.com/Infotech/14691/>
- Rainie, L. (2005). *The state of blogging*. Washington, DC.: PEW Internet & American Life Project.
- Raynes-Goldie, K. (2004). *Pulling sense out of today's informational chaos*. Retrieved May 7, 2007, from <http://bombasto.wordpress.com/2007/04/01/getting-to-know-ning/>
- Reynolds, G. (2006). *An army of Davids: How markets and technology empower ordinary people to beat big media, big government, and other goliaths*. New York: Nelson Current.
- Rheingold, H. (1993). *The virtual community: Homesteading on the electronic frontier*. New York: HarperPerennial.
- Rheingold, H. (2002). *Smart mobs: The next social revolution*. Cambridge: Perseus Publishing.
- Richardson, W. (2006). *Blogs, wikis, podcasts, and other powerful Web tools for classrooms*. Thousand Oaks, CA: Corwin Press.
- Riffe, D., Lacy, S., & Fico, F. G. (2005). *Analyzing media messages: Using quantitative content analysis in research* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum Associates.
- Rosenbloom, A. (2004). The blogosphere. *Communications of the ACM*, 47(12), 31-33.
- Roush, W. (2005). Social machines. Retrieved October 23, 2006, from <http://www.technologyreview.com/Infotech/14664/>
- Schneider, K. (2004). Blogging about blogsource blogging: Catch the fever. Retrieved May 23, 2007 from <http://freerangelibrarian.com/2004/02/10/blogging-about-blogsource-blogging-catch-the-fever/>
- Scoble, R., & Israel, S. (2006). *Naked conversations: How blogs are changing the way businesses talk with customers*. New York: Wiley.

- Shera, J. (1961). Social epistemology, general semantics, and librarianship. *Wilson Library Bulletin* 35:767-70.
- Shi, X., Tseng, B., & Adamic, L.A. (2007). *Looking at the blogosphere topology through different lenses*. Retrieved May 5, 2007, from <http://www.icwsm.org/papers/paper14.html>
- Shirky, C. (2003) *Power laws, Weblogs, and inequality*. Retrieved June 27, 2006, from http://www.shirky.com/writings/powerlaw_weblog.html
- Sieckenius de Souza, C., & Preece, J. (2004). A framework for analyzing and understanding online communities. *Interacting with Computers*, 16, 579-610.
- Sifry, D. (2007). *State of the blogosphere*. Retrieved April 15, 2007, from <http://www.sifry.com/alerts/archives/000493.html>
- Singel R. (2004). *The empire blogs back*. Retrieved July 20, 2006, from <http://www.wired.com/news/technology/0,1282,64332,00.html>
- Sparks, L. (2005). *Communication research style manual: A short and savvy approach to conducting research*. Reno, NV: Bent Tree Press.
- Stephens, M. (2005). An open (yet personal) letter to Michael Gorman. Retrieved November 22, 2006, from http://tametheweb.com/2005/02/an_open_yet_personal_letter_to.html
- Stephens, M. (2006, August) Web 2.0 & libraries: Best practices for social software. *Library Technology Reports*, American Library Association.
- Talja, S. (2002). Information sharing in academic communities: Types and levels of collaboration in information seeking and use. *New Review of Information Behaviour Research*, 3, 143-159.
- Tourangeau, R. (2004). Survey research and societal change. *Annual Review of Psychology*, 55, 775-801.
- Van House, N. *Weblogs: Credibility and collaboration in an online world*. Retrieved November 20, 2004, from <http://www.sims.berkeley.edu/~vanhouse/projects.htm>
- Viégas, F. B. (2005). Bloggers' expectations of privacy and accountability: An initial survey. *Journal of Computer-Mediated Communication*, 10(3), 12.
- Ward, K. J. (1999). Cyber-ethnography and the emergence of the virtually new community. *Journal of Information Technology*, 14, 95-105.
- Weber, R. P. (1990). *Basic content analysis* (2nd ed.). Newbury Park, CA: Sage.
- Wei, C. (2005). Formation of norms in a blog community. Retrieved June 27, 2006, from http://blog.lib.umn.edu/blogosphere/formation_of_norms.html
- Weil, D. (2006). *The corporate blogging book*. New York: Portfolio.

- Weinberger, D. (2007). *Everything is miscellaneous*. New York: Times Books.
- Wellman, B., & Gulia, M. (1999). *Net surfers don't ride alone: Virtual communities as communities*. Retrieved September 24, 2004, from <http://www.chass.utoronto.ca/~wellman/publications/netsurfers/netsurfers.pdf>
- White, H., Bates, M., & Wilson, P. (1992). *For information specialists: Interpretations of reference and bibliographic work*. Norwood, New Jersey: Ablex.
- Wilson, P. (1977). *Public knowledge, private ignorance: Toward a library and information policy*. Westport, CT: Greenwood Press.
- Wilson, P. (1979). Essay in syllabus for Librarianship 250: Introduction to bibliography. Berkeley: School of Library and Information Studies, University of California, Berkeley.
- Wilson, S. M., & Peterson, L. C. (2002). The anthropology of online communities. *Annual Review of Anthropology*, 31, 449-467.