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# The impact of Facebook on libraries and librarians: a review of the literature

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## Abstract

**Purpose** – Social networking sites are becoming more and more popular triggering an increase in published research and impacting different aspects of daily life. One such aspect concerns libraries and librarians and the way they have adopted social networking sites. The purpose of this paper is to present a selective review on libraries' adoption and use of a specific social networking site such as Facebook in order to promote their services.

**Design/methodology/approach** – The method of selective review is employed to identify, document and present the relevant literature in a structured and annotated way. More specifically, all types of documents published between 2006 and 2012 are considered. In addition, the papers are assigned based on their expressed aim/s to emerged themes and sub-themes.

**Findings** – It was found that the main body of the reported literature focused on reporting experiences, problems and lessons learned from building a presence on Facebook. A few studies aimed to explore users' and librarians' perspectives towards social networking sites whereas there is a strong need for specific guidelines to assist libraries and librarians in adopting Facebook.

**Research limitations/implications** – This systematic literature review consists of articles published between 2006 and 2012.

**Originality/value** – This paper contributes to identifying, collecting and presenting research regarding the use of Facebook in the field of library science. In addition, it identifies and summarises the main problems and challenges libraries and librarians are faced with when employing Facebook.

**Keywords** Web 2.0, Literature review, Social networking sites, Facebook, Social media, Libraries and librarians

**Paper type** Literature review

## 1. Introduction

Social networking sites, right from their emergence have rapidly become an integral part of everyday life. Numerous social networking sites such as Facebook, MySpace, Flickr are now instantly available to the average internet user. Boyd and Ellison (2008) defined social networking sites as “web-based services” that aim to allow users to create a profile, link with their acquaintances and be able to view and interact with their friends' connections.

Facebook, one of the most widespread used social networking sites, was first launched in 2004 and was exclusively addressed to Harvard University students. Along the years, Facebook granted access to a wider audience, first to students from other universities, as well as high school students and professionals and in the end, to everyone who had an e-mail account and internet connection (Boyd and Ellison, 2008).



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The impact of social networking sites was so great on peoples' daily routine that almost instantly was followed by a boom in scholar literature from a wide variety of disciplines (Boyd and Ellison, 2008). The phenomenon of social networking sites was investigated largely in the context of: impression management and friendship performance (see Marwick and Boyd, 2011); networks and network structure (see Lampe *et al.*, 2008); online/offline connections (see Ellison *et al.*, 2007; Lenhart *et al.*, 2011; Boyd, 2008); health sector (see Chirp and Keckley, 2010; Kind *et al.*, 2010; MacDonald *et al.*, 2010; Skeels *et al.*, 2010; Newman *et al.*, 2011; Morris *et al.*, 2011; Fox, 2011); education and students (see Arrington, 2005; Robert and Boogart, 2006; Bugeja, 2006; Selwyn, 2007; Pempek *et al.*, 2009; Valenzuela *et al.*, 2009; Kirschner and Karpinski, 2010; Roblyer *et al.*, 2010); and privacy issues (see Acquisti and Gross, 2006; OCLC, 2007; Boyd, 2008; Grimmelmann, 2008; Debatin *et al.*, 2009; MacDonald *et al.*, 2010).

As it was indicated above, literature on social networking sites covers a large variety of disciplines and continues to grow in fast pace. The goal of this research is to provide a systematic review of the literature on the adoption of Facebook by libraries and librarians. In particular, it aims to identify all relevant literature, assess its quality, interpret and present the findings in an unbiased way. Hemingway and Brereton (2009) defined a systematic review as the "attempt to bring the same level of rigour to reviewing research evidence as should be used in producing that research evidence in the first place". The construction of a systematic review follows a specific protocol, a process that entails five specific steps (Hemingway and Brereton, 2009): defining the objectives of review; collecting the relevant literature; assessing individual studies; combing the results and placing the findings in context.

The first publications regarding the use of Facebook by libraries and librarians appeared in 2006 (Graham *et al.*, 2009). There are two studies that attempted to review the literature in library science. In particular, Secker (2008) provided an overview of libraries usage of all social networking sites and investigated libraries in the UK and the USA. This review covered the years 2006-2008. In addition, Dickson and Holley (2010) aimed to explore the use of the "major" social networking sites by American academic libraries and covered the years from 2006 to 2010. As a result, there is no literature on Facebook that explored other types of libraries in any other country. This research comes to fill in this gap. Specifically, this paper contributes to identifying all the relevant literature, reports on the research undertaken and summarises the possible problems and/or challenges libraries and librarians face when using Facebook. This in turn, will help promote research in addressing these issues.

This paper is structured as follows. Initially, the methodological approach undertaken for conducting the systematic review is outlined. The identified themes of the library literature are then described. Finally, conclusions are presented accompanied by recommendations regarding directions research takes in terms of libraries and librarians employing Facebook.

## 2. Methodology

The literature review has followed the rules of systematic review (Hemingway and Brereton, 2009). Keywords such as "social networking sites and libraries", "social networking sites and librarians", "Facebook and libraries" and "Facebook and librarians" were run on ACM Digital Library, Library, Information Science & Technology Abstracts (LISTA), Library & Information Science Abstracts (LISA), Citeseer, Google Scholar, e-prints in Library & Information Science (e-LIS) and Digital Library of Information

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Science & Technology (DLIST). At the same time, when a relevant study was identified, its references were also examined to identify further relevant documents. The searches for identifying relevant literature were conducted between August and September 2012. In this context, the identified relevant literature covered papers published between 2006 and 2012. In particular, the current research reviewed 50 papers in total (see Appendix, Table AI). Due to language restrictions, only literature in English was considered.

Once all relevant papers were identified, a thorough reading was required to assess each ones' importance, relevance and quality. Each paper's aim and objectives were highlighted and a list with all publication dates, titles and aims was created. From the analysis of the aims six themes emerged (see Appendix, Table AII). Each paper was then assigned to the relevant theme (see Appendix, Table AII). It is worth mentioning that some papers had more than one aim and as such fell in more than one theme.

Additional categorisation was also provided according to type of publication (see Appendix, Table AIII). In particular, a variety of materials was identified such as blog entries, journal articles, proceedings papers, newspaper articles, presentations, book series and handbooks. The majority of papers (38 in total) were articles published in scientific journals in the field of library science. However, no preference was identified in a particular scientific journal. On the contrary, the relevant literature seemed to be published in a variety of different journals (see Appendix, Table AIII). Moreover, the identified types of publications and their relevant sources were assigned to each emerged theme (see Appendix, Table AIV). Once more no preference was identified in either a specific type or source of publication for any of the six emerged themes.

Finally, no conclusive remarks could be made regarding the methods employed in the relevant literature mainly because: many of the identified papers fall in the type of blog entry (see Appendix, Table AIII) and only a few papers reported findings, thus employing research methods based on surveys they conducted (see Appendix, Table AIV). The presentation and discussion of the relevant literature falls into the emerged themes aforementioned.

### **3. Categorisation**

#### *3.1 Library use of Facebook*

Facebook is a social networking site built for social interaction and sharing. It was exactly this characteristic, which made libraries and librarians reluctant to the idea of employing it. Seven papers attempted to introduce the concept of social networking sites to librarians and highlighted the possible uses and benefits of Facebook for libraries. In particular, Breeding (2007) provided a thorough introduction to the use and characteristics of social networking sites using Facebook as an example of what may be of interest to libraries. In addition, Farkas (2006) presented her personal views on whether libraries should embrace social networking sites and what their assigned role should be. She discussed the benefits and drawbacks from adopting such a technology and what are the challenges that need to be considered. In the same context, Roncaglia (2009) discussed the possible uses and benefits for school libraries. Specifically, he stressed the educational experience from creating a library profile on Facebook instead of just employing Facebook for exchanging information. Rothman (2012) extended the discussion even further by suggesting the development of a Facebook social networking site intended for just libraries and librarians, a brave suggestion, aiming to ensure trustworthiness and reliability to patrons.

Finally, Farkas (2007) argued library's adoption of Facebook to promote library services to students and presented some real life paradigms so as to strengthen her

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argument. Sharing the same views with Farkas, Alford (2009) outlined the policy behind the successful marketing of e-resources. In particular, he discussed the need for librarians and libraries to comprehend the entailing aspects of such an undertaking, by suggesting different methods and the way social network sites such as Facebook and MySpace could be employed to promote marketing services. Finally, Jennings and Price (2008) focused on the use of social networking sites and especially Facebook in library environments.

### *3.2 Creating profiles on Facebook*

At the same time, libraries started taking their first tentative steps in embracing Facebook. In particular, 13 papers were identified in the literature for both libraries, and librarians attempting to present in detail, their efforts to create, promote and maintain a profile on Facebook.

*3.2.1 Libraries' profiles on Facebook.* The profiles of Morrisville Libraries (Drew, 2007), Schurz Library (Kwong, 2007), Swinburne Library (McKay and Morgan, 2008), Mississippi State University Library (Powers *et al.*, 2008) and Rutgers University Library (Glazer, 2009) on Facebook, plus a librarians group of Kimbel Library (Graham *et al.*, 2009) were presented. The aforementioned studies (seven in total) focused on outlining the specific steps undertaken in developing and maintaining a Library Facebook profile. Particular interest is raised regarding the reasons identified for creating a Library Facebook profile. Drew (2007) argued the need for libraries to be present wherever their users are. In addition, he expressed the need for libraries to overtake access barriers; have users interact and leave comments; use up-to-date software; be user centered; adopt a human perception for library and its users. Graham *et al.* (2009) identified it as an alternative way for students to create and develop bonds to their selected university community even before arriving on campus. In the same context, McKay and Morgan (2008) attempted to enhance the user experience both in organisational and local levels by employing a user experience consultant and using chat as a means of reaching students to their online environments. Kwong (2007) and Landis (2007) aimed to reach students and promote the libraries services. Powers *et al.* (2008) tried to provide more "tools" for dealing with the constantly changing needs of students. Finally, Glazer (2009) argued the need to share news and promote communication with students on an alternative platform.

*3.2.2 Librarians' profiles on Facebook.* As already mentioned, six studies described librarians' efforts to create their personal profiles on Facebook. For example Mathews (2006), Lawson (2007), Secker (2008) and Miller and Jensen (2007) described their own experiences and lessons learned from using Facebook as a potential marketing, networking and/or reference tool. Specifically, Miller and Jensen (2007) outlined the steps undertaken and problems encountered while creating, sharing and maintaining a personal profile as librarians of small liberal arts colleges. Therefore, they provided details on the way different features of Facebook were used.

In addition, Mathews (2006) described the way he employed his personal profile on Facebook to proactively interact with students at Georgia Institute of Technology. As such, he sent out 1,500 Facebook e-mails to both graduate and undergraduate students of School of Mechanical Engineering. Although the response rate was very low (48 return messages were received), the researcher was pleased about the outcome of his experiment, mainly due to the fact that students became friends with him on Facebook as well being recognised throughout the campus. Sharing Mathews (2006) views, Lawson (2007) compiled and sent messages to East Asian studies majors at

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NYU so as to introduce himself and the library and encourage them to contact him or use library services.

Moreover, Kealey (2007) focused on “group” feature of Facebook and outlined how a librarian created a group on Facebook, invited students to join and how each feature was used to promote library services raising student interest and awareness. Finally, Farb (2006) explained the way in which a newly hired librarian used technology and Facebook in order to communicate with Washington University students. She emphasised on the benefits of hiring a librarian with relevant knowledge, experience and skills to handle such a task.

### *3.3 Guidelines for libraries*

The discussion and exchange of views through literature over the possible benefits and uses of Facebook for libraries and librarians highlighted the need for guidelines. A set of rules which aimed to aid librarians and libraries in their efforts to create, maintain a profile and fulfil their purposes. In particular, nine papers attempted to provide a set of guidelines for libraries and librarians. The Maryland University Libraries (2007) provided a “how to” guide with detailed steps regarding the setting up of a profile and customising features for libraries. Building on that, Miller and Jensen (2007) tried, through their trials and errors to provide some guidelines as to what should be avoided and what should be embraced when creating a personal profile on Facebook. In this context, Solomon (2012) in her webinar listed the “do’s and don’ts” that libraries should take under consideration when managing their profiles on Facebook so as to attract more “friends”. Fernandez (2009) focused on the decision-making aspect of libraries and proposed five points to guide librarians through the use of Facebook. In particular, he discussed issues such as the content used on Facebook, users as co-developers, use of Facebook features, library applications and profile maintenance and highlighted the need for these issues to be considered along with the decisions taken. Landis (2007) focused on Facebook and provided some answers to questions referring to technology use, the way in which it was employed by users, the Facebook features and their possible usage by libraries to reach users and promote their services.

Guidelines also included rules of how the librarians could achieve their desired goals. Mathews (2008) proposed different ways for reference librarians to reach out to users regardless of their physical location by employing social networking sites such as MySpace, Facebook, Blogs and Second Life. In the same context, YALSA (2011) provided a “toolkit” for librarians and library workers on how social networking sites could be employed to promote learning in schools and libraries. In addition, it discussed and illustrated ways by providing real life examples, and promoting the benefits of social networking sites for both community and teenagers. Murphy and Moulaison (2006) extended this argument by discussing the skills that librarians ought to possess so as to promote library services and information within social networking sites. They proposed skills such as creating content, evaluating information, ethical and legal use and application of information, searching and navigating, interactive teaching, flexibility in service provision, and the way these skills could be applied in the social networking sites. Drew (2007) emphasised the importance of hiring a librarian exclusively for handling new technology such as Facebook, as means of promoting library with different ways and interacting with students in their own environment. Finally, West (2008) proposed a series of steps, that government information specialist could take, in order to achieve their goal. Initially, she provided some background on the user workflow and the implications that this poses for

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government information specialist. Finally, she discussed ways in which government information could be aligned with user behaviour.

### *3.4 Librarians personal experience on Facebook*

Six papers in the literature written with the view to record librarians' personal experiences and lessons learned in using Facebook. In particular, these papers tried to record personal problems, difficulties, drawbacks or decisions taken when creating a profile either personal or for their libraries rather than providing guidelines or step by step description of the process. Most importantly, these papers were often written as personal narratives. Specifically, Glazer (2009) outlined his personal experience and insights from exploring Facebook, creating a profile and assessing its usefulness. He discussed the benefits gained for Rutgers University Libraries, and identified valuable elements, such as the employment of success measurement and the future implications of such an initiative. King (2011) described the steps that undertook to set up an account for his library as well as the decisions he made regarding the customisation of the library's profile. Furthermore, he explained how he used various Facebook features in order to promote the library and attract new users. Whereas Miller and Jensen (2007) reviewed the way in which their libraries employed individual Facebook features to market services. Bugeja (2006) discussed ethical concerns regarding use of Facebook from a library director's point of view, commented on the use or not of social networking sites as part of the education system, recommended that proper use of technology should be instilled in students and that students should be provided with the right tools so as to decide whether use of technology may be appropriate or not.

### *3.5 Exploring perspectives*

In all, 17 papers aimed to investigate the perspectives of particular groups of people regarding Facebook use in libraries. In particular, six papers focused on exploring librarians' views on adopting Facebook for professional purposes. The majority of papers (11 in total) explored users' comments regarding librarians and libraries adoption of Facebook as an alternative mean to delivery information to its users.

*3.5.1 Exploring librarians' perspectives.* Six papers focused on exploring librarians' views regarding Facebook and its use. Charnigo and Barnett-Ellis (2007) were the first to explore academic librarians' perspectives towards Facebook. They surveyed 126 academic libraries and concluded that the majority of respondents thought Facebook was outside the purview of professional librarianship while the rest were excited regarding the possibilities that this new tool could offer them. Thus, Graham *et al.* (2009) found that from a sample of 100 academic libraries, 52 were using Facebook mainly for promoting and advertising library events whereas individual librarian profiles, groups and events were the most used features. 16 per cent reported that their libraries will not be using Facebook in the near future. Hendrix *et al.* (2009) surveyed mainly academic health sciences libraries. They found that from the 72 librarians, 85 per cent were negative to the idea of creating a Facebook profile for their library, mainly due to lack of time and their belief that Facebook had little information value in an academic environment. In addition, a 12.5 per cent of respondents indicated as the main reasons for using Facebook: the need to market the library, circulate announcements, upload photos and provide reference services through chat. The Hendrix *et al.* (2009) survey confirmed Charnigo and Barnett-Ellis (2007) initial results.

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Sadeh (2007) explored how libraries and vendors could collaborate in order to cope with the changes regarding the expectations and the information seeking behaviour of researchers. Among others, Sadeh (2007) proposed that libraries should consider the integration of social networking sites such as del.icio.us, Connotea and Facebook in the research process so as to enhance user experience. Generating awareness among library and information science professionals of University Libraries at UP was explored by Parveen (2011). He reported that the majority of respondents used Facebook to keep abreast of latest news followed by their need to interact professionally. The majority also confirmed the usefulness of Facebook in promoting awareness and stated satisfied from its use. In an attempt to promote usability studies in digital library environments, Paterson and Low (2010) set out to explore user experience in 2.0 environments. In particular, they reported that digital libraries embrace social network sites in their attempt to enhance user experience. Two strategies were identified: redirecting to social networks or creating a profile on social networks.

*3.5.2 Exploring users' perspectives.* In sum, 11 papers reported on users' thoughts and perspectives regarding Facebook use by libraries and librarians. Mack *et al.* (2007) compared different means of communication such as e-mail, phone, instant messaging, in-person questions and Facebook that students could employ in order to place an enquiry to a librarian. They found that the majority of students felt communicating through Facebook was a most convenient and useful way. Building on this notion, Chu and Meulemans (2008) found that the 76 per cent of MySpace/Facebook users discuss issues regarding their studies, courses, assignments as well as exchange comments about their professors online and identified as the main reason for using it, the need to communicate issues to others, regarding school, professors or courses. Chu and Meulemans (2008) concluded by proposing some interesting ways on how libraries could take advantage of these findings and reach students.

User opinions regarding use of social networking sites, as well as librarians' views of Facebook, were explored by Epperson and Leffler (2009) and Al-Daihani (2010). In particular, Epperson and Leffler (2009) surveyed college students of two campuses at Colorado in USA and discovered that although the majority of respondents used social networking sites, they seemed rather indifferent to the idea of interacting with libraries on social networking sites. Al-Daihani (2010) focused on postgraduate students of library and information science (MLIS) at Kuwait University and the University of Wisconsin-Milwaukee. The majority of students were aware of the social networking sites and were mainly using blogs, video sharing, collaborative authoring, communication and social networking sites. In terms of employing social networking sites in education, students had a moderate agreement for their use. Differences were found between the perceptions of the students of the two universities. The Kuwait University students were more positive in using social networking sites for promoting interaction between students and professors than the University of Wisconsin-Milwaukee students. In terms of technology employed, Rowlands *et al.* (2008) stressed the need for libraries to adjust to the new reality and compete with the characteristics of new technology such as the "likes" on Facebook. They also emphasised the hidden dangers that libraries could be faced with when creating a Facebook profile, as its inappropriate use could easily make students feel like that their personal online space was "invaded".

Furthermore, Connell (2009) focused on student feelings regarding librarians' use of Facebook and MySpace as outreach tools. In total, 366 Valparaiso University freshmen were surveyed and the majority responded positively in owning an online social



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network profile. Most of the respondents confirmed the acceptance of library contact through MySpace and Facebook but there was still a percentage which was against the idea. Connell (2009), building on Rowlands *et al.* (2008) findings, suggested librarians should be very careful when using social networking sites so as not to seem that they are preying on students' privacy.

Xia (2009) examined Library Facebook groups of two research universities focusing on their discussion transcripts and history. He tried to assess whether creation of these groups was good practice for library marketing policies. He concluded that Facebook groups can be a successful tool when they are active, involve engaging conversations on more general topics and participation involves students, faculty members and library staff. Boyer assessed libraries' applications on Facebook. In particular, he found that application usage was low based on the monthly active users metrics of Facebook and suggested that if libraries focused more on trying to connect people with each other rather than creating another access point to their resources, it might be a more successful outreach venture.

In addition, Scale (2008) discussed the possible use of Facebook as an online search tool and the implications for libraries. He conducted a social search experiment which entailed the design of two queries based on real information needs and the adoption of observation, personal experience and experiment. He concluded that social search on Facebook was "disappointing" as Facebook features and search abilities are not designed to retrieve discovering specific information. In the same context, Chiu (2010) found that students were using Library Facebook profile for searching friends whereas some students were using profiles to assess effectiveness of library operation. They also confirmed that intellectual students have become more attached to library services, regardless of its operating environment. Finally, Ismail (2010) explored the preferences of undergraduate students at Marywood University when seeking information at the library. In particular, Ismail (2010) found that Facebook and MySpace were the least favoured tools, in requesting help from a librarian, whereas e-mail was indicated as the most preferred medium.

### *3.6 Exploring profile usage*

Five papers focused on assessing the actual usage of Library Facebook profiles based on measurement of profile activity and number of subscribers. In particular, Jacobson (2011) set out to identify discrepancies between intended and actual use of Facebook in libraries based on the reported and actual use. It was found that events posted on libraries profile had no relationship with how many fans this profile had, whereas a positive correlation was found between number of fans and number of posts. As a result, Jacobson (2011) recommended that libraries should be committed in updating their Facebook profiles and that Facebook is more suitable for "active libraries" which host events, exhibits and social events.

In addition, Aharony (2012) explored the possible usage patterns among American public and academic libraries profiles on Facebook. Aharony (2012) found that both types of libraries use information section and wall in the same way, whereas for the remaining features there were noticeable differences as well as low use. Both types of libraries employed Facebook, as a way to outreach users rather than provide another venue for engaging discussion. Furthermore, Garcia-Milian *et al.* (2012) set out to explore the popularity of libraries Facebook profiles. In particular, they ventured to evaluate the relation between the posted content, and the number of subscribers. Positive correlations were discovered between number of subscribers and number of

photos, events and wall posts. Their findings complement Jacobson's (2011) study. Finally, profiles which were offering videos had more subscribers than the other library' profiles.

In terms of measuring user interaction, Gerolimos (2011) examined 20 American academic Library Facebook profiles. He found that 91 per cent of the posts received no comments, over 82 per cent of user interaction with the "library wall" was expressed through "likes" and most comments were written by library personnel rather than students. Thus, Zorica *et al.* (2012) analysed the wall activity of 91 Croatian libraries, and found that the majority of library profiles are not very active. Libraries employed Facebook, for marketing purposes and for posting announcements of potential interest to subscribers.

#### **4. Conclusion, recommendations and future research**

Libraries and librarians started only recently considering adopting Facebook and other social networking sites. As such, the identified relevant literature is limited and focused on specific areas of interest. In particular, the need to introduce and persuade libraries and librarians about the benefits and possible uses of social networking sites generated a series of papers. This literature identified as the main uses of Facebook the promotion and marketing of libraries services, as well as the marketing of e-resources (Breeding, 2007; Farkas, 2006, 2007; Alford, 2009).

More and more libraries and librarians are building a presence in social networking sites and more specifically in Facebook. The experience gained through embracing Facebook and creating a profile either for library or for librarians was shared by a detailed analysis of the steps undertaken. This analysis focused on the problems encountered and the lessons learned from such an endeavour (Graham *et al.*, 2009; Miller and Jensen, 2007; Mathews, 2006). Moreover, it built on the benefits of embracing Facebook by stressing the need for libraries and librarians to be present where ever users are, enhance their interactive role and raise any access barriers (Graham *et al.*, 2009; Miller and Jensen, 2007; Mathews, 2006).

Although the recording of problems proved important, it was not long until the need for specific guidelines for the interested libraries and librarians was strongly expressed. A few individuals (Fernandez, 2009; Landis, 2007; Mathews, 2008) tried to provide a series of guidelines for either developing or managing a Facebook profile. Unfortunately, these attempts are in very early stages and more research is needed towards formulating a text of proposed policies or best practices for both libraries and librarians. These policies are expected to assist libraries and librarians to manage Facebook profiles in a similar way and more importantly to guide through this process even the most novices with either technology or Facebook.

Moreover, research is needed exploring both users' and librarians' perspectives, thoughts, understanding, feelings and uses of social networking sites and in particular Facebook, as well as library's and librarians Facebook profile usage. The studies reported till so far (Charnigo and Barnett-Ellis, 2007; Hendrix *et al.*, 2009; Chu and Meulemans, 2008; Epperson and Leffler, 2009; Al-Daihani, 2010; Aharony, 2012; Gerolimos, 2011) were limited due to the libraries and librarians' low interest in social networking sites. In addition, the adoption of social networking sites by libraries and librarians was new as a concept and as such it was expected that the interest would be low. In this context, comparative studies are also needed to record any changes in libraries, librarians or users' perspectives towards social networking sites. In terms of methods employed, the majority of the relevant papers did not adopt any method,

stressing the need for more scientifically driven research. Only the reported surveys adopted methods but these again employed mainly a questionnaire to explore users' and librarians' perspectives of Facebook. It is recommended that qualitative methods should also be used so as to shed light to the reasons behind the expressed behaviours, as well as a mixture of both qualitative and quantitative methods would be preferred.

This research is currently focusing on extending the themes and sub-themes identified in the relevant literature. In particular, a content analysis of these papers is under its way in an attempt to formulate a concept map shedding lights to the main theme under investigation of "Facebook's impact on libraries". This process is considered by the authors important to enabling the final formulation of guidelines for libraries and librarians in building and managing a presence in Facebook.

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**Table AI.**  
Number of identified  
relevant papers per year

Year	No. Papers	Papers
2006	5	Bugeja (2006), Farb (2006), Farkas (2006), Mathews (2006), Murphy and Moulaison, (2006)
2007	13	Breeding (2007), Charrigo and Barnett-Ellis (2007), Drew (2007), Farkas (2007), Kealey (2007), Kwong (2007), Landis (2007), Lawson (2007), Mack <i>et al.</i> (2007), Miller and Jensen (2007), Roncaglia (2009), Sadeh (2007), University of Maryland (2007); Chu and Meulemans (2008), Connell (2009), Jennings and Price (2008), Mathews (2008), McKay and Morgan (2008), Powers <i>et al.</i> (2008), Rowlands <i>et al.</i> (2008), Scale (2008), Secker (2008), West (2008)
2008	10	Alford (2009), Boyer and Ryan (2009), Epperson and Leffler, (2009), Fernandez (2009), Glazer (2009), Graham <i>et al.</i> (2009), Hendrix <i>et al.</i> (2009), Jacobson (2011), Xia (2009), YALSA (2011)
2009	4	Al-Daihani (2010), Chiu (2010), Ismail (2010), Paterson and Low (2010)
2010	3	Gerolimos (2011), King (2011), Parveen (2011)
2011	5	Aharony (2012), Garcia-Milian <i>et al.</i> (2012), Rothman (2012), Solomon (2012), Zorica <i>et al.</i> (2012)

**Notes:** The identified relevant literature was divided based on year of publication (e.g. 2006). As such, for each year authors' names in the form of citation (e.g. Farkas, 2006) as well as the total number of the papers assigned were presented (e.g. six for 2006). It can be seen that the majority of the identified papers were published between 2007 and 2009. Furthermore, one can see that there is a constant flow of publications till today



A/A	Themes	No. Papers	Papers
1	Library use of Facebook	7	Farkas (2006, 2007), Breeding, (2007), Roncaglia (2009), Jennings and Price (2008), Alford (2009), Rothman (2012)
2	Creating profiles on Facebook	7	Drew (2007), Kwong (2007), Landis (2007), McKay and Morgan (2008), Powers <i>et al.</i> (2008), Glazer (2009), Graham <i>et al.</i> (2009)
	2.1 Librarians		Farb (2006), Mathews (2006), Kealey (2007), Lawson (2008), Miller and Jensen (2007), Secker (2008)
	2.2 Librarians	6	Murphy and Moulaison (2006), Drew (2007), Miller and Jensen (2007), University of Maryland (2007), Mathews (2008), West (2008), Fernandez (2009), YALSA (2011), Solomon (2012)
3	Guidelines for libraries	9	Bugeja (2006), Farkas (2006), Lawson (2007), Miller and Jensen (2007), Glazer (2009), King (2011)
4	Librarians personal experience on Facebook	6	
5	Exploring perspectives		
	5.1 Librarians	6	Charnigo and Barnett-Ellis (2007), Sadeh (2007), Graham <i>et al.</i> (2009), Hendrix <i>et al.</i> (2009), Paterson and Low (2010), Parveen (2011)
	5.2 Users	6	Mack <i>et al.</i> (2007), Chu and Meulemans (2008), Connell, (2009), Rowlands <i>et al.</i> (2008), Scale (2008), Boyer and Ryan (2009), Epperson and Leffler (2009), Xia (2009), Al-Dalhani (2010), Chiu (2010), Ismail (2010)
6	Exploring profile usage	11	Jacobson (2011), Gerolimos (2011), Aharony (2012), Garcia-Milian <i>et al.</i> (2012), Zorica, Ivanjko and Bencec (2012)

**Notes:** The emerged themes (e.g. surveys) and subthemes (e.g. librarians perspectives) from the identified relevant literature are illustrated. In particular, for each theme and subtheme the assigned papers again in the form of citation as well as the total number of papers are presented

**Table AIII.**  
Emerged themes and  
assigned papers

**Table AIII.**  
Identified papers'  
type of publication

Kind of paper	No. Papers	Papers	Specific source
Blog entry	3	Farkas (2006), Drew (2007), King (2011) Bugeja (2006), Mathews (2006), Breeding (2007), Charnigo and Barnett-Ellis (2007), Farkas (2007), Kwong (2007), Landis (2007), Lawson (2007), Mack <i>et al.</i> (2007), Miller and Jensen (2007), Sadeh (2007), Chu and Meulemans (2008), Connell (2009), Jennings and Price (2008), Mathews (2008), McKay and Morgan (2008), Powers <i>et al.</i> (2008), Rowlands <i>et al.</i> (2008), Scale (2008), West (2008), Alford (2009), Boyer and Ryan (2009), Epperson and Leffler (2009), Fernandez (2009), Glazer (2009), Graham <i>et al.</i> (2009), Hendrix <i>et al.</i> (2009), Jacobson (2011), Xia (2009), Al-Daihani (2010), Chiu (2010), Ismail (2010), Paterson and Low (2010), Gerolimos (2011), Parveen (2011), Aharony (2012), Garcia-Milian <i>et al.</i> (2012), Rothman (2012)	<p><i>American Libraries</i> ARIADNE <i>Aslib Proceedings</i> (2) <i>C&amp;RL News</i> (3) <i>Chronicle of Higher Education</i> <i>College &amp; Research Libraries</i> <i>Computers in Libraries</i> (2) <i>D-Lib Magazine</i> <i>DLF Spring Forum 2009</i> EDUCAUSE <i>Electronic Journal of Academic and Special</i> <i>Librarianship</i> <i>Government Information Quarterly</i> <i>Indiana Libraries</i> <i>Information technology and Libraries</i> <i>International Journal of Digital Library</i> <i>Services</i> <i>Internet Reference Services Quarterly</i> <i>Journal of the Medical Library Association</i> <i>Library 2.0: Initiatives in Academic libraries</i> <i>Library Hi Tech News</i> (2) <i>Library Management</i> <i>Library Publications and Other Works</i> <i>Library Review</i> (2) LLRX <i>Medical reference services quarterly</i> <i>Mississippi Libraries</i> <i>New Library World</i> (2) <i>Portal: Libraries and the Academy</i> <i>Proceedings of the American Society for</i> <i>Information Science and Technology</i></p>

(continued)

Kind of paper	No. Papers	Papers	Specific source
Proceedings paper	3	Murphy and Moulaison (2006), Roncaglia (2009), Zorica <i>et al.</i> (2012)	<i>Reference Librarian, The Reference Services Review</i> <i>Serials Librarian, The Tennessee Libraries</i> <i>Proceedings of the 38th Annual Conference of the International Association of School Librarianship</i> <i>14th Annual ACRL Conference</i> <i>Proceedings of the 35th International Convention MIPRO</i> <i>Student Life</i>
Newspaper article	1	Farb (2006)	
Presentation	2	Kealey (2007), Solomon (2012)	
Series	1	Secker (2008)	
Handbook	2	University of Maryland (2007), YALSA (2011)	Centre for Distance Education

**Note:** The identified relevant literature was divided based on type of publication (e.g. Blog, journal article) and for each type of publication, the total number of papers, the papers in the form of citation as well as the name of the specific source of publication (where applicable) were illustrated

**Table AIV.**  
Source of publications  
assigned to emerged  
themes

A/A	Themes	No. papers	Papers	Kind of papers	Specific source
1	Library use of Facebook	7	Farkas (2006, 2007), Breeding (2007), Roncaglia (2009), Jennings and Price (2008), Alford (2009), Rothman (2012)	Blog entry journal article (5) proceedings paper	<i>American Libraries</i> <i>Computers in Libraries</i> <i>LLRX</i> <i>Proceedings of the 38th Annual Conference of the International Association of School Librarianship</i> <i>Serials Librarian, The Tennessee Libraries</i>
2	Creating profiles on Facebook 2.1 Librarians	7	Drew (2007), Kwong (2007), Landis (2007), McKay and Morgan (2008), Powers <i>et al.</i> (2008), Glazer (2009), Graham <i>et al.</i> (2009)	Blog entry Journal article (6)	<i>C&amp;RL News</i> (2) <i>EDUCAUSE</i> <i>Indiana Libraries</i> <i>Library Review</i> <i>Mississippi Libraries</i>
	2.2 Librarians	6	Farb (2006), Mathews (2006), Kealey (2007), Lawson (2007), Miller and Jensen (2007), Secker (2008)	Journal article Newspaper article (3) Presentation series	<i>C&amp;RL News</i> <i>Centre for Distance Education</i> <i>Computers in Libraries</i> <i>Library 2.0: Initiatives in Academic libraries</i> <i>Student Life</i>
3	Guidelines for libraries	9	Murphy and Moulaison (2006), Drew (2007), Miller and Jensen (2007), University of Maryland (2007), Mathews (2008), West (2008), Fernandez (2009), YALSA (2011), Solomon (2012)	Blog entry Handbook (2) Journal article (4) Presentation Proceedings	<i>14th Annual ACRL Conference</i> <i>Computers in Libraries</i> <i>Government Information Quarterly</i> <i>Library Publications and Other Works</i> <i>Reference Librarian, The University of Maryland</i> <i>C&amp;RL News</i>
4	Librarians personal experience on Facebook	6	Bugeja (2006), Farkas (2006), Lawson (2007), Miller and Jensen (2007), Glazer (2009), King (2011)	Blog entry (2) Journal article (4)	<i>Chronicle of Higher Education</i> <i>Computers in Libraries</i> <i>Library 2.0: Initiatives in Academic libraries</i>

(continued)

A/A	Themes	No. papers	Papers	Kind of papers	Specific source
5	Exploring perspectives 5.1. Librarians	6	Charnigo and Barnett-Ellis (2007), Sadeh (2007), Graham <i>et al.</i> (2009), Hendrix <i>et al.</i> (2009), Paterson and Low (2010), Parveen (2011)	Journal article (6)	ARIADNE <i>Information technology and Libraries</i> <i>International Journal of Digital Library Services</i> <i>Journal of the Medical Library Association</i> <i>Library Review</i> <i>New Library World</i> <i>Astib Proceedings</i> <i>DLF Spring Forum 2009</i> <i>Electronic Journal of Academic and Special Librarianship</i> <i>Internet Reference Services Quarterly</i> <i>Library Hi Tech</i> <i>Library Management</i> <i>Library Review</i> <i>New Library World</i>
	5.2. Users	11	Mack <i>et al.</i> (2007), Chu and Meulemans (2008), Connell (2009), Rowlands <i>et al.</i> (2008), Scale (2008), Boyer and Ryan (2009), Epperson and Leffler (2009), Xia (2009), Al-Dailhami (2010), Chiu (2010), Ismail (2010)	Journal Article (11)	<i>Portal: Libraries and the Academy</i> <i>Proceedings of the American Society for Information Science and Technology</i> <i>Reference Services Review</i> <i>Astib Proceedings</i> <i>College &amp; Research Libraries</i> <i>D-Lib Magazine</i> <i>Medical reference services quarterly</i> <i>Proceedings of the 35th International Convention</i>
6	Exploring Profile usage	5	Jacobson (2011), Gerolimos (2011), Aharony (2012), Garcia-Milian <i>et al.</i> (2012), Zorica <i>et al.</i> (2012)	Journal article (4) Proceedings paper	

**Note:** The emerged themes (e.g. surveys) and subthemes (e.g. librarians perspectives) were further enriched with the type (e.g. Blog) and the name of the specific source (e.g. *D-Lib Magazine*) of publication for each paper assigned

Table AIV.