

Communication Through Social Media: Blogs and Wikis in Libraries

Tamara Vucenovic¹

¹ Metropolitan University, Faculty of Management, Serbia, Belgrade

Abstract: Most accepted the blogosphere as a space of freedom and democracy that provides us with opportunities to rethink the social order and our role and place in it. In this paper the importance of blogs being a turning point in publishing, is outlined, as well as the fact that users and their comments have quite important role in constituting the blogosphere. The openness of the blog is crucial for the interaction of authors and readers. Transition to online communication has inevitably led to changes, different, new “explosion” in the number of those who started writing/reading/communicating on the internet/in public. The paper outlines the ways in which librarians have turned to the dynamic environment of the blogosphere and the aim of this paper is to provide an outline of the possibilities that libraries have in order to improve communication with users by using blogs and wiki technologies. It would be briefly referred to the social media as a specific and valuable forum for librarians and an ideal place for spreading information and news, encouraging feedback and generating creative content.

Keywords: Social Media, Blogs, Wikis, Communication, Media, Libraries, Authors, Readers.

“... if it was ever possible to consider technology as something alien or forced upon society, hardly anyone will be able to determine where technology ends and society begins, and vice versa, in the impending time of increasingly sophisticated technological means of communication, genetic engineering, automation and robotization of production processes.” (Petrović, 2012:10).

1. Introduction

Internet services are very important for contemporary media context as the first interactive mass media communication services that enable a unique and simple feedback between a wide audience and media, a specific blurring of borders between information sources and its users. Opening of the possibility for the audience, by using participative media, to take an active part in programming the content, to manipulate the same and also to create its own programs and

contents - redefines the editor-producer-consumer relation, turning the user into the author of the program at the same time. Emerging and development of participatory media, based on information and communications technologies, enabled users to be not just mere information consumers but also to become its creators faster and easier, providing them with an opportunity to connect with users worldwide, transcending time and distance restrictions.

Alexander Halavais wrote about blogging as a “free frame of reference” (2013: 109) and pointed to the fact that at the beginning of the 21st century there was a real “explosion” in the number of those who started writing in public. The term in public in this paper is being used to designate that communication takes place online, via electronic media and network. With emergence of Internet, social networks and mobile media, the new forms of mediation come to the fore. The new spaces of public communication and different relations between public and private sphere unfold (Milivojevic 2015). So, “in public” transcends beyond a physical setting to a digital one.

The term participatory media encompasses all media that, by applying diverse software tools, support and enable active participation of a smaller or larger number of users within blogs, wiki platforms, tagging, online social networking and generating and sharing of different content. The majority of users can broadcast or publish a content accessible to a large number of people, and at the same time, those users can also receive and follow the content of considerable number of individuals. Participatory media differ from each other but they have some features in common: sociological, economical, and technical; therefore, they can be observed as social media whose power is based on an active participation of a large number of people, on their connecting and networking, on facilitating a wider, cheaper and faster sharing of information and coordination of activities.

Library 2.0 is application of interactive, collaborative and multimedia technologies based on web in library services and collections. Jack Manes (2006) argues that Library 2.0 is a specific hybrid of blog, wiki, streaming media, instant messages, content aggregators and social media and specifies that there are four elements that make a core of Library 2.0: focus on user, giving multimedia experience, socially “rich” institution that is innovative for the community. Here we quote Michael Habib's (2006) definition as one of the most commonly accepted: “Library2.0 describes subset of library services projected to fulfill the user's needs that arose as a direct or indirect consequence of Web 2.0”. Michael Stephens (2007: 253) considers that one of the fundamental principles of Web 2.0 concept is conversation between users, which encourages discussion and feedback, real-time conversation or the one with a certain time distance, with potentially large number of participants in this specific, interactive and networked dialogue. The basic principles of Web 2.0 concept, and Library 2.0 accordingly, are community, participation, sharing and the feeling of a real experience.

2. Literary Preview – Briefly

Stephen Ebram points to the importance of conversation and communication aspect, or the fact that, when speaking about Web 2.0, we comprehend a specific social phenomenon characterized by “open communication, decentralized authority, freedom to share and reuse and trade the same as conversation” (Ebram, 2007: 114). Miller’s view of participation principle is significant for the concept of participative web, used as a synonym for Web 2.0. The author perceives the opportunity for our participation to become available to other users as a particularly valuable contribution enabled by Web 2.0 services. Web 2.0 is also called bidirectional web, read/write web, participative web (Stephens 2006: 10) etc. and these terms underscore the fact that web is not composed of static pages and unidirectional communication.

So, as Michael Stephens put it well: “Technology can extend human capabilities, but participative approach requires an engaged user who feels welcome, comfortable and valued... participative approach occurs when someone who is welcome as a guest feels at home, as a host”, and bearing in mind the fact that technology represents a powerful tool without being in itself the initiator of participative practices in culture, one of the critical questions is raised, which contemporary institutions of culture should provide an answer to: “How are we to open the door and invite everyone in to participate?” (Stephens, 2012: 40). The stand of the institution of culture towards this new user engagement and the fact that both the audience and the institution now share the common information space, is being re-examined by a group of authors that studies innovative services, such as labelling the content on global network (Oomen et al., 2010). Referring to the necessity of fundamental changes of institutional practices that should conform to the new paradigm of user participation in the institution’s work, these authors raise the idea that applying these and similar practices in the domain of social heritage hugely benefits the public as well as the institution of culture, as the users are happy to be able to contribute to something important, while the institution becomes richer in numerous data, which in turn increases its visibility on the web, and in the real world accordingly. As a result, one of the major challenges for this type of cooperation in the institutions of culture resides in this issue of institutional perception of control and ownership over the content thus created – the issue of “radical trust” in the capabilities of community members to perform complex tasks, to cooperate with each other and to comply with the institution’s rules and priorities. The term “radical trust” is used in Darlene Fichter's (2006) interpretation who defines this concept as radical trust of the institution in community: “We know that it might be abused, but we do believe (radically) that our community's participation "will work". The radical trust is, as stated, the trust that organization or institution has, in cooperation with online communities – in the possibility of this cooperation and in the community itself comprised of smaller or greater number of individual users, its members. It is particularly related to blogs, wiki and online platforms for social networking,

where it is desirable to nurture quality trust-based relationship that can bring feedback to the institution about the audience and indicate the course the institution should steer its activities and programmes to.

A strong influence of Web 2.0 technology is evident in librarianship as well, in various segments of library operations. If we consider, for instance, the relationship and communication between the institution and audience, we can perceive that the boundary between the activities of the librarian and the user is not so clear any more. Now users can make recommendations and post book reviews on the library's website or reply to the questions other users post on the library's blog, and even the library's catalogue is currently open for various user contributions. The library's focus is progressively shifting from the service to the user.

A good practice of using information and communications technology (ICT) in communication with users can be seen in the example where the staff of the State Library of Victoria, purporting to inspire teenagers to read, have launched a website of unusual name - Inside a Dog – “all about books, from the young, for the young” (insideadog.com.au) and invited 12–18 year old young people to become involved in blogging, to give ratings and comments on books or send their original texts. The success of such approach to the young is testified by the information that this web page had 1.5 million visits from its launch in 2006 to 2011. (McShane, 2011: 389). This is an exceptional example showing the benefits produced by the approach where library is “brought” to our users, instead of trying to “bring” users to library.

“Users have transformed from readers to writers, from passive readers to active clients, from recipients of information to its creators and from insufficiently technologically literate to tech-savvy users” (Nguyen et al. 2012: 339). The described users can play very important and completely different roles in modern libraries – librarians, creators, researchers, etc. – primarily owing to innovative software solutions and Web 2.0 concept. Some of the examples of user participation in the library operations are the following: writing news, reviews, short texts, recommendations and the like. Also, there is broad theoretical thinking about the role of social networks in culture and education (Mazzocchi, 2014, Izuagbe et al., 2019).

Recently more and more authors tackle these and similar issues - users' engagement and social media as communication and marketing tools in libraries (Joo, Choi, Baek, 2018., Jones, Harvey, 2019.) with a special accent on COVID pandemic and its influence on public libraries (Haasio, Kannasto, 2020). Extraordinary situations like COVID19 pandemics have brought new challenges to the libraries, indicating at the same time that information communication technologies, active community involvement and proactive approach are the most efficient response of the libraries to the challenges in the time of crisis (Mansourian, 2020).

3. Wiki Technologies in Libraries

The user participation and presence have become an integral part of library services, claim Peter Sidorko and Tina Tao Yang (2009: 17), illustrating it, as a good example, with wiki technologies which enabled potentially limited number of users to take part in the creation and administration of web content and to jointly create documents in a simple and swift manner. Wiki is a collaborative software application used for building websites, facilitating a group of users to jointly develop a website, project, database, resource, etc. (Stephens 2007: 254). So, Wiki involves various concepts, it can refer to technology, to a sort of website or a collection of web pages designed to enable anyone accessing it to contribute and administer the content contained therein, to add, improve and modify the content, even without possessing advanced technical skills. One of the goals of implementing these technologies is the creation of an online community of collaborators, and these technologies are used in rather diverse areas. The usage of wiki technologies is particularly valuable in the sphere of education and research (Parker, Chao 2007: 67), where it can be applied in different ways: as the knowledge base for students and professors, and as a part of project assignment or an editing tool, etc.

Sofronijević (2015: 149) suggests that wiki technologies, due to their features (collaborative creation and display of content) can be used for developing Library 2.0 services, as it would facilitate users, by creating content, to enhance the value of library services and use the library services in the environment that befits their expectations and habits. The author states that these technologies can be used in library in several ways that vary by the level of contribution made by users and the achieved cooperation forms between libraries and users; their successful application paves the way for significant improvement of relationship between the library and this group of users.

Wiki technologies, despite restrictions (the imposed structure, a great degree of openness, a potential for abuse, etc.), bring numerous opportunities to libraries, one of the vital being the creation of considerable community resources that position the library as the online pivot of a local community. In other words, the ease of use, cooperation and group work, simple interface, the fact that they rely on predominantly free technologies and flexibility in terms of everything they may become and the ways we can use them to accommodate highly diverse institutional as well as individual needs and goals – make wiki technologies particularly important for a modern library practice.

A library's website can be contrived as the online centre of its communities, exactly through the application of wiki technologies. Wiki communities can help the library website become the address to be visited by users not only for online search of catalogues, since the contribution by community members can turn wiki into an outstanding resource both for community and for visitors. For instance, if we add the wiki functionality to the library catalogue, it will enable

users to write and post a summary of the book they have read or to review the content they have visited. As with preparing participative projects, in case of applying wiki technologies, it is necessary to state clearly our expectations from users and to properly devise and structure a wiki project, in order to encourage the members of the Internet community to create content and upload it to the designated place.

Wiki is also a fairly suitable format for the employees' intranet and for the development of professional skills and expertise, for some specific tasks and options dedicated to employees alone. By using wiki technologies, the library staff can discuss the important issues of the institution, work together on projects, share the information relevant for all departments, etc. in a single place, resembling a website that can be accessed only by the employees with password. It is particularly important to highlight the role of wiki technologies in forming repositories of shared knowledge, as it helps avoid the so-called duplicate work and enables sharing of information and knowledge among employees in a very efficient way.

Wiki Technologies in Libraries – Examples of Good Practice

As a good example of using wiki tools in libraries, we can pinpoint the project "Wiki librarian" on Wikipedia, implemented by the University Library Svetozar Marković in 2015, with the following objectives:

- Informing and training of librarians
- Introduction to programmes and preparation of librarians for taking part in the activities of Wikipedia Serbia
- Setting up new pages and photo galleries on Wikipedia related to libraries themselves and other institutions of culture
- Posting the highest quality and most complete bibliography data regarding libraries and their activity, observing all copyrights at the same time (goo.gl/pKIHII).

Naturally, to carry out more complex projects that demand sophisticated delegation of authority and approvals pertaining to the access to information, it is required that the library employees seek another solution. Librarians worldwide develop successful and innovative programmes and projects by applying the information and communication technologies almost completely unbeknownst outside a narrow circle. There are many blogs addressing librarianship topics, but there is no central place where such information and links are organized and integrated. It was exactly the reason why the said wiki was created in the first place.

Maness considers blogs and wikis as a specific form of publications and libraries need to treat them as such. Although lacking an "editorial touch", Maness believes that many texts are an integral part of a knowledge base and that they should be included in the library collections, and that librarians should

conjure up a way to edit and verify this content and address the users' attention to their restrictions and deficiencies (Maness 2006). Andrea Dickson and Robert P. Holley claim that wiki platforms, unlike blogs, are collaborative web pages allowing a higher user participation (2010: 472). In educational environments, wiki technologies can be used in various manners: from creating and setting up of curricula, through providing useful links to linking thematic wiki pages to the library's Facebook page or Twitter account. The advantages of this approach come to the fore because in this way students' contribution and inclusion, by using wiki technologies in a library we can create a dynamic guide through a specific topic or a learning unit. As with the aforementioned examples where we rely on user participation, we should invite and encourage users to create content on the library's wiki pages, to get to know them and understand them better through cooperation.

4. Blogs in Libraries

Blogs are widely used social media, perhaps owing to the fact that they date back to late 90s, which makes them one of the oldest tools. In 1994, student called Justin Hall created Links.net, considered the first blog ever by some researchers, while the others believe that the first blog was created in 1997 by David Winer (Beal, 2007). Blogs can be a source of information, a forum and tool for marketing and communication, that can facilitate a higher level of interconnectedness among participants or members, creation, management and transfer of knowledge (Wang, 2013: 521). David Lee King (2007) perceives blogs as tools constituting the starting point for cooperation that can enhance the library operations to large extent. We define blog as a sequence of chronologically organised entries of content in different formats (text, image, sound, video, etc.) generally presented on web pages in a specific order – the latest entries being on top.

Active solicitation of library users to take part is qualified by Lee King simply as inviting users to do something, like sending a direct or an active invitation. For instance, he refers to a library blog where we can ask questions, suggest users click on a link, visit a library, make questions as often as we can and request users' participation in every post we make. The author views the real application of Web 2.0 tools through joint creation where both the institution and the audience take part, and if we devise this process in a form of a contest or sweepstakes, in keeping with our financial capacities, we have a higher chance for success. He considers that the term weblog, or blog, was coined by Jorn Barger in 1997, the same year when Dave Winer launched his personal page "Scripting News" where he wrote his observations about various topics and when the first blogs emerged, mostly in a form of personal diaries. Their emergence signalled the turning point in the history of web: it accentuated the crucial importance of communication, interaction and discussion for a web experience (Schiano et al., 2004).

Alexander Halavais (2013: 109) referred to blogging as "a free frame of

reference” and he also pointed to the fact that early 21st century has seen a true explosion in the number of those who started writing publicly. The majority was doing it exactly through blogs and other social media, accepting the blogosphere as the space of freedom and democracy offering the possibilities to rethink the social order and our respective role and place in it.

By way of a more active internet presence, through a practical application and theoretical insights, the libraries can approach the audience, better understand its needs and habits and build their web presence with more confidence and competence. Bearing in mind a continuous need of library employees for professional upgrade and for devising new ways of attracting and inspiring new audience, it is understandable that librarians turned to a dynamic blogosphere environment. Blog, as claimed by a number of researchers (Meredith Farkas, Wang Mei-Yu, Casey and Sevastinuk) can represent a specific and precious forum for librarians and the perfect place for spreading information and news, as well as for education of audience, encouraging feedback and generating creative content. For example, mentioned Casey and Sevastinuk (2006: 40-42) claim that the fact that many library users already read and visit blogs and are adept at this technology makes it an extremely useful tool for keeping up-to-date, “keeping pace” with technological habits of our audience and fostering professional discussions and dialogues about the issues of this profession with relevance and impact on the sphere of librarianship. As a result, a number of libraries today feature blogs (one or more, depending on their needs and capacities) that can have rather diverse topics and be devoted to various areas: creative writing, recommendations and discussions on contemporary literature, blogs devoted to specific literary genre (science fiction, romance novels, etc.).

Blogs in Libraries – Examples of Good Practice

Following the Angela Hursh's long-range research, here we will give examples of libraries that have successfully implemented blogs and describe them. As a first example we will describe blog Public Library of Cincinnati and Hamilton County which the author started in 2019, Library Marketing Expert and briefly described the advantages of this kind of social media (superlibrarymarketing.com).

Marketing Advantages to Having a Library Blog

- Easy, cheap, effective way to promote smaller, niche programs.
- We no longer have to rely on traditional media to get the word out about programs and services. We have our own publishing platform for reaching our audience. Traditional media outlets will follow the blog. The posts will be more engaging than a press release and will pitch themselves as bigger story ideas.
- The blog will give us something to link to for promotional posts on social media.
- A blog would be a place to show our thought leadership. We are the

information experts! We can demonstrate why people should care about what we say in a long-form, insightful, and meaningful way.

- Easy way to keep our brand top of mind all the time.
- Easy way to show the Library's human side and let our customers get to know one another.
- Partnership opportunity: We can invite partners to write posts for the library, creating great, shareable content for our users and in turn getting our posts shared by our partners.

According to Angela Hursh - blog has fulfilled all of the advantages listed above - traffic to the library website is up, search ranking increased, media are now going to blog for story ideas about the library, lots of partner organizations asking for permission to write posts for the blog and staff members are writing posts and using the blog as a way to let the public know about the important work they're doing in their branches and departments. They haven't spent any money creating beyond staff time and it helps us to stay top-of-mind with our cardholders and the community at large. (superlibrarymarketing.com). As Angela Hursh claims, there are three main genres of library blog posts – promotional, opinion and authoritative posts and the best blogs are a mix of these three types of blog posts. As a good example of this kind of posts that she refers as the majority of library blogs mostly short, she points up Jacksonville Public Library. This library uses blog to help their community find information on their website without having to create special landing pages for events and services.

As an excellent example of appropriate use of blogs in libraries, we can suggest the professional blog "Digitalization and Digital Libraries" set up by the City Library in Čačak for the purpose of promoting digitalization and digital security in Serbia's institutions of culture. This is a very useful web address featuring published texts on theoretical and practical issues of digitalization, news on the development of digitalization in the Čačak library, as well as news, announcements and overviews of digitalization projects in the country and abroad (www.cacak-dis.rs/digital/impresum).

A study on elderly users and blogs in public libraries in Taiwan showed, for instance, that learning, health and spare time activities are among the most popular blog topics created by this segment of population (Wang, 2013: 526) and that libraries do not use blogs to sufficient extent, or that they use only a tiny portion of their potential. This paper is to present an exploratory analysis of the blog sites built by older adults and public libraries in Taiwan in order to explore what improvements public library blogs can make to support self-learning for older adults. Similar Design/methodology/approach can be used for other age groups as well. The study results feature the information that merely 40 libraries (of 543 in total) have their blogs and that 75% of those with blogs record very low number of user comments and interaction with the

audience. The information which is also relevant for consideration is the ratio between the blog posts and visitors' comments, which is not proportionate, in other words the number of comments is not any higher on the blogs with more posts. This study has also shown that four categories of library blogs are the most dominant ones: news and announcements, librarian instructions, literary clubs and learning. Likewise, videos and animations are not common on library blogs, they are dominated by texts and photos instead. One of the conclusions of this study is that library blogs should be more suited to the needs of elderly users. This category of users should be addressed in the manner they find appropriate when the topics of their interests are concerned.

In-house blogs, or blogs internally available to employees in an organisation, Michael Casey and Laura Sevastinuk (2007: 78) perceive as vital for the library, as a very important opportunity for communication at present, or for internal communication, building up the team spirit among employees and for adequate communication between managers and staff. The authors regard blog as an equally potent tool for external communication, and underscore the importance of RSS technologies for these social media, enabling our information to be timely communicated to users. RSS (Rich Site Summary) Michael Stephens (2007: 254) defines as metadata with content based on HTML, blog or another source. The web content created or published at one place in order to be visible at other places, such as RSS aggregators, i.e. readers. A large number of libraries use blogs to announce events they organize, the news being accompanied with photos and useful links.

Farkas refers to the example of the West Virginia University Library, which replaced its newsletter with blog (lib.wvu.edu/about/news). This blog offers a number of news and announcements, announcements of exhibitions, information about the library's working hours and other service information. We can refer here a Serbian library's blog – the blog of the Kragujevac University Library (univerzitetska.blogspot.com), similarly conceived – bringing news, interesting information and announcement of programmes and events in a smartly designed interface. The library can be a very good tool and support in education (execution of workshops and seminars, etc.) or they can cover, for instance, one specific topic or subject – poetry, drama, creative writing workshops. Farkas claims that such conceived blogs are predominantly run by academic and specialized libraries. As a good example how such blogs in academic libraries should be organised, the author refers to the Georgia State University Library featuring as many as 22 blogs with various topics. It is important to stress here that librarians working on the blog have actually managed to link, creatively, various benefits of emails and newsletters: continuity, ease of use, directness.

If we consider the blog of Sheffield Libraries, Archives and Information (shefflibraries.blogspot.co.uk), we can notice how the audience can be inspired and encouraged to take part in the library programmes and contents through

active use of social media. On the blog of the Sheffield Central Library, along with active announcements, we can also find external links to Flickr and readers' comment and their discussion on Twitter, where brief comments are posted, with a neatly designed and carefully selected content (texts, photos, video clips, etc. from the library). The ongoing project, which was underway at the time this page was last visited, was the project where the Sheffield University student, James Throup, was conducting a research in the library archives about the history of the City of Sheffield and guest-posted on the library blog about his research, sharing with other users and readers his remarkably interesting and important discoveries. An excellent example to illustrate it is the City Library in Rijeka and blogs „Čitateljski osvrti” (Readers Insights), „Kauč i knjige” (A couch and books), „Knjižničarenje” (Book-Work), „Fuge” (Fugues), „Ispod čekića” (Under Press) i „Pernica” (Pen Case), opened from the external links section on the library website, which is deservedly described on the home page as creative, mobile, social and inspiring. Various authors writing about highly interesting topics - from reviews and recommendation of books, through own experience related to first school days or parenthood dilemmas, to music and film topics - have created precious and creative content, garnished with high-quality photos or selected video clips, and useful links.

5. CONCLUSION

Although the numerous examples of good practice of using blogs and wikitechnologies in libraries were given in this paper, the research has shown that there were numerous challenges that library theory and practice should address and keep looking for answers as well. For instance, Casey and Sevastinuk (2006: 40-42) note that librarians have the tendency to plan, apply and forget the Library 2.0 services and Clyde claims that the majority of librarian blogs are designed to support one-way communication between users and staff, but still one quarter provides interactive content, the use of which is rather low however. The majority of libraries fail to update their blogs on a daily basis which makes it difficult to maintain and sustain the discussion, as they give little to no reason to users to visit them more often.

Finally, it is important to emphasize that libraries should carefully moderate communication, regularly and timely reply to comments, enable multiform content where possible so that more users could participate, etc. It is also important to have in mind the issue of privacy and the protection of user's personal data when using these technologies, as there is always the threat of someone's unauthorized access to user data, so it is required that we inform the users of key risks and methods of protection, or more secure usage of this services and features.

References

- Beal, V. (2007). The History of Blogging. Access date 12.12.2015. Available at: http://www.webopedia.com/quick_ref/history_of_blogging.asp
- Casey, M. E., Savastinuk, L. C. (2006). Library 2.0. *Library Journal*, 131(14): 40-42.
- Casey, M. E., Savastinuk, L. C. (2007). *Library 2.0, A guide to Participatory Library Service*. Medford, New Jersey: Information Today.
- Clyde, L. A. (2004). Library weblogs. *Library Management*, 25(4/5): 183-189.
- Dickson, A., Holley, R. P. (2010). Social networking in academic libraries: the possibilities and concerns. *New Library World*, 111(11/12): 468-479.
- Ebram, S. (2007). Web 2.0, Library 2.0 and Librarian 2.0: preparation for 2.0 world. Access date 26.03.2014. Available at: https://www.nb.rs/view_file.php?file_id=2252. (in Serbian)
- Fichter, D. (2006). Web 2.0, Library 2.0 and Radical Trust: A First Take. Access date 16.03.2013. Available at http://library.usask.ca/~fichter/blog_on_the_side/2006/04/web-2.html.
- Habib, M. (2006). Toward Academic Library 2.0: Development and Application of a Library 2.0 Methodology. <https://doi.org/10.17615/mxwa-jk34>
- Halavais, A. (2013). *The Participatory Cultures Handbook*. Aaron Delwiche, Jennifer Jacobs Henderson (ed.). New York, Routledge. Kindle Edition.
- Haasio, A., Kannasto, E. (2020). Covid-19 and its impact on Finnish public libraries. *Qualitative and Quantitative Methods in Libraries: Special Issue Libraries in the age of COVID-19*, 9: 3-19.
- Izuagbe, R. et al. (2019). Determinants of perceived usefulness of social media in university libraries. *Journal of Academic Librarianship*, 45: 394-405
- Jones, M. J, Harvey, M. (2019). Library 2.0: The effectiveness of social media as a marketing tool for libraries in educational institutions. *Journal of Librarianship and Information Science*, 51: 19-33.
- Joo, S., Choi, N., Baek, T. H. (2018). Library marketing via social media: The relationships between Facebook content and user engagement in public libraries. *Online Information Review*. <https://doi.org/10.1108/OIR-10-2017-0288>
- King, D. L. (2007). Inviting Participation in Web 2.0. Access date 25.05.2014. Available at: <http://www.davidleeking.com/page/2/?s=Inviting+participation>.
- Maness, J. M. (2006). Library 2.0 theory: Web 2.0 and its implications for libraries.

Webology 3(2). Access date 02.03.2013. Available at:
<http://www.webology.org/2006/v3n2/a25.html>.

Mansourian, Y. (2020). Public libraries' services during a pandemic. *Qualitative and Quantitative Methods in Libraries: Special Issue Libraries in the age of COVID-19*, 9: 41-54.

Mazzocchi, J. (2014). Blogs and Social Networks in Libraries. *Library Philosophy and Practice (e-journal)*. Available at: <https://digitalcommons.unl.edu/libphilprac/1191/>.

McShane, I. (2011). Public libraries, digital literacy and participatory culture. *Duscourse: Studies in the Cultural Politics of Education*, 32(3): 383-397.

Milivojevic, S. (2015). Public sphere. Available at: <https://pescanik.net/javna-sfera-i-javnost/> (in Serbian).

Nguyen, L. C. et al. (2012). Towards an understanding of the participatory library. *Library Hi Tech*, 30(2): 335-346.

Oomen, J. et al. (2010). Emerging Practices in the Cultural Heritage Domain - Social Tagging of Audiovisual Heritage. Access date 20.09.2014. Available at: https://www.researchgate.net/publication/228585569_Emerging_Practices_in_the_Cultural_Heritage_Domain-Social_Tagging_of_Audiovisual_Heritage

Parker, K. R., Chao, J. T. (2007). Wiki as a teaching tool. *Interdisciplinary Journal of elearning and Learning Objects*, 3(1): 57-72.

Petrović, D. M. (2012). *New forms of social networking: the Internet's role in establishing interpersonal relationships in Serbia*. PhD Thesis. Faculty of Philosophy, Belgrade University. Available at 10.2298/BG20121008PETROVIC

Schiano, D. J. et al. (2004). Blogging by the rest of us. *Proceedings of CHI EA*, 1143-1146. Access date 02.03.2012. Available at:
<http://home.comcast.net/~diane.schiano/CHI04.Blog.pdf>.

Sidorko, P. E., Yang, T. T. (2009). Refocusing for the future: meeting user expectations in a digital age. *Library management*, 30(1/2): 6-24.

Sofronijević, A. (2015). *A New Paradigm of Cooperation*. PhD Thesis. Faculty of Philology, Belgrade University. (in Serbian)

Stephens, M. (2012). The Age of participation. *Library journal*. Available at: <https://www.libraryjournal.com/?detailStory=the-age-of-participation-office-hours>.

Stephens, M. (2006). Exploring Web 2.0 and Libraries. *Library Technology Reports*, 4: 8-14.

Stephens, M. (2007). Web 2.0, Library 2.0, and the Hyperlinked Library. *Collins Serials Review*, 33: 253-256.

Wang, M. Y. (2013). Public library blogs and elders' self learning: a content analysis. *The Electronic Library*, 31(4): 521-534.

<https://goo.gl/pKIHII> Access date 13.10.2020.

<https://lib.wvu.edu/about/news/> Access date 11.11.2020.

<http://univerzitetska.blogspot.com/> Access date 08.08.2020.

<http://www.shefflibraries.blogspot.co.uk/> Access date 2.10.2020.

<http://www.cacak-dis.rs/digital/impresum/> Access date 03.04.2020.

<https://insideadog.com.au/> Accessed date 22.12.2020.