



Are we social enough for social media?

A study of social media use within Icelandic public libraries

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Thesis for the M.Sc. degree in Information and Library Sciences

Social Sciences



HÁSKÓLI ÍSLANDS

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Félags- og mannvísindadeild
Félagsvísindasvið Háskóla Íslands
June 2017

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Reykjavík, Iceland 2017

ABSTRACT

The purpose of this research was to study the use and role of social media within Icelandic public libraries. Requests for interviews were sent electronically to 11 public libraries within the greater Reykjavík area. I received seven replies which resulted in nine qualitative interviews. The intention of this research was to add knowledge to the subject area as research had not yet been conducted on public library social media use in Iceland. While research within Iceland was not available at the time of writing, there has been extensive research done internationally. Participants in the current study perceived social media as a useful tool for library use and the majority were very positive about their library's use of social media. The participants viewed social media as a way to improve the library image as well as a useful marketing tool. This included reaching out to target groups and advertising library events. While choosing forms of social media for the library, the participants preferred to use the same forms that they used for their personal social media use. When using social media, the participants expressed a considerable amount of uncertainty regarding creating content and using social media forms that they did not have personal experience with. The participants felt that social media use was supported by library management but not actually managed. The participants lacked training that could give them the confidence to explore other forms of social media while creating content for the forms that are currently in use. Other concerns included a lack of co-operation between libraries. The majority of participants expressed a need for guidelines and schedules to help facilitate their library's social media use.

FOREWORD

The following essay is the final project that is worth 30 ECT credits towards the completion of an MLIS - Masters in Library and Information Sciences. The research advisor was Dr Ágústa Pálsdóttir, Professor in the Department of Information Sciences at the University of Iceland. I would like to thank her for her wise words of advice throughout this thesis – as well as the participants who shared their time and experiences. Without their help, this would not have been possible. In addition, I would like to thank my husband Davíð James Róbertsson for his encouraging support and my children for their patience.

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1 INTRODUCTION

Today, the use of social media is constantly growing and changing the way in which people get information, both in how people look for information as well as the form in which information is found. To remain current, public libraries need to take advantage of the opportunities available, using social media. This enables them to keep in touch with users as well as to connect with new or potential users.

As with the implementation of any new practice or policy, the attitudes and interest of the staff members involved will ultimately determine the level of success achieved. Staff members also need to be able to rely on management to support their use of social media by providing time, guidelines and necessary training. It is for this reason that I took a close look at the attitudes and opinions of staff members in these seven libraries and how their attitudes corresponded to their use of social media within their library. Qualitative interviews were held with nine staff members from seven different public libraries within south-west Iceland. By asking the participants a series of open-ended questions I gained insight into how they experienced social media and could use their experiences to answer the following research questions: 1) What is the attitude of library staff members towards social media use? 2) What is the attitude of library staff members towards social media use for the library? 3) How is social media use managed within the library? and 4) How is the use of social media supported by library management?

This thesis is divided into six main chapters, including this introductory chapter. Chapter two is the literature review in which I have reviewed research that has been previously done in Iceland involving social media use as well as research that has been done involving social media use within public libraries internationally. To begin with I have included reasoning on the importance of social media usage by public libraries and on their possible benefits. Brief descriptions of various social media forms are included and examples of their possible use in a public library setting. This chapter is divided into five main subchapters that have been named after the question which they aim to answer.

The third chapter is an explanation of the methodology used in this research project. The purpose and procedures are detailed in five subsections, including the aim and research questions, qualitative research definition and explanation, the steps in the procedure and the limitations.

Within the fourth chapter I have discussed the results that were taken from the interviews conducted. These results are organized into five subsections by theme. These subsections and themes include: The participants' personal use of social media, how social media are used professionally, how social media are currently being used within their library and the perceived challenges involved in using social media for their library.

By using the research results I have answered the research questions in chapter five. This chapter offers discussion and answers to the four main research questions. Along with these answers I have offered suggestions and connected them with the literature that was reviewed in chapter two. Finally, the last chapter is the conclusion in which I offer some closing words.

2 LITERATURE REVIEW

This section was written to serve two main purposes: The first was to provide definitions and explanations of the different forms of social media available. The second purpose was to review literature which is connected to the use of social media within public libraries.

There has been plenty of research done on the use of social media in Iceland in the business world (Ármann Gunnlaugsson, 2015; Cowden, 2014; Espersen, 2015; Ingvi Þór Georgsson, 2014; Sörensen, 2015) and politics (Baldvin Þór Bergsson, 2014), but there has been no comparable study concerning Icelandic public libraries. The remaining literature reviewed is foreign but relates directly to the use of social media within public libraries. Most of the research that has been done in library science concerning social media use has been focused on marketing and promotion of information (Aharony, 2012; Canty, 2013; Dowd, 2013; Glazer, 2009; Glazer, 2012; Hofschire, 2014; Jacobson, 2011; Young and Rossman, 2015).

2.1 What are social media?

To begin with, it is important to establish what is included within the term “social media”. The term has been used interchangeably with Web 2.0 technologies including: instant messaging, streaming media, blogs, wikis, social networks, tagging, RSS feeds, and mashups (Maness, 2006). Social media and the use of social networking sites can be defined as web-based services that allow an individual to construct a public or semi-public profile with a list of users with whom that person has a common connection (Ellison and Boyd, 2007). Social media therefore denote a means of communication through the Internet that enables social interaction (Stevenson and Xie, 2014; Xie, 2014). Within this interaction is an exchange of a wide variety of media content—including videos, photos, text, audio files, and in the way the members of a social network are both the suppliers and the consumers of content (Kaplan and Haenlein, 2010). With the growing use of social media, the use of web technologies has become more about building relationships than about providing community resources (Hofschire, 2014).

One interesting point is how all the different social media platforms interact with each other. Each form of social media also has a presence on several other platforms. Pinterest¹ is an active registered user on several other social media sites including Facebook², Google Plus³, Twitter⁴, YouTube⁵, GitHub⁶, and Flickr⁷ and even has its own Pinterest. It considers these its community. Snapchat⁸ is on Twitter, Flickr is on Tumblr, Facebook, Twitter and Google Plus. There is no one social networking platform that is stand-alone in providing information to everyone; rather they work through each other by conveying information in a different form to a target group of users.

2.2 What do social media have to do with public libraries?

There is a need for libraries to be present wherever their users are (Canty, 2013; Maness, 2006). It is because of this need that a growing number of libraries and librarians are creating a presence for themselves within social networking sites (American Library Association, 2014; Vassilakaki and Garoufallou, 2014; Wetta, 2014). This presence on social media can be used to maintain a connection with current users (American Library Association, 2012; Cowden, 2014; Wetta, 2014), as well as play an important role in customer service (Espersen, 2015; Li and Li, 2013) and marketing (Phillips, 2015; Young and Rossman, 2015; Li and Li, 2013).

The core of the work of librarians is to share information, and they're therefore in a unique position to use social media to their advantage (Canty, 2013). With this, libraries need

¹ <https://www.pinterest.com/>

² <https://www.facebook.com/>

³ <https://plus.google.com/>

⁴ <https://mobile.twitter.com/>

⁵ <https://www.youtube.com/>

⁶ <https://github.com/>

⁷ <https://www.flickr.com/>

⁸ <https://www.snapchat.com/>

to be able to share news and promote communication on an alternate platform (Glazer, 2009; Maness, 2006; Phillips, 2015) as well as offer options to their users' technology preferences and information-seeking behaviours (Hofschire, 2014).

While social media can be useful in terms of marketing (Jacobson, 2011; Young and Rossman, 2015; Li and Li, 2013), they also provide an excellent way to improve customer service (Canty, 2013). Through the use of social media, the library has the opportunity to see what is being said about them and respond to the feedback in a timely and positive way (American Library Association, 2012; Canty, 2013; Li and Li, 2013). Through responsiveness and listening to users, an online community can be created, and by inviting users to engage with the library they can help to shape services to fit the community's needs (Smeaton, 2014).

There is a need for libraries to overcome the access boundaries and encourage users to leave comments and take part to create a human personality for the library and its users (American Library Association, 2012; Canty, 2013). With the creation and maintenance of a virtual presence, technology can be used to reach out to the community (Lankes, 2016).

Many librarians now believe that the use of social media supports the core missions of the library—including that of creating communities (Lankes, 2016; Smeaton 2014), connecting with existing users and reaching out to new users, while opening lines of communication between the library and its users (Smeaton, 2014).

According to Phillips (2015) 88% of surveyed librarians felt that they perceived social media as an effective tool in promoting library materials and 94% felt that social media use was beneficial in promoting available services. All of the librarians surveyed felt that the use of social media was a useful and valuable tool for the library.

2.3 Guidelines for using social media

It is not enough to be present on social media, as patrons want an effective flow of information via social media to be available to them with the least possible effort (Árman Gunnlaugsson, 2015). Communication with patrons, and potential patrons, has become easier with the use of social media, particularly when reaching the younger generations (American Library Association, 2013). Social media can be used as a channel of two-way communication as well as a way to promote library activities, resources and services with those who have grown up within a culture of sharing information online (American Library Association, 2012; Canty,

2013). An online presence is now considered necessary and that physical presence must be mirrored by the one online (Fredrick, 2012). Now that organizations are using social media to promote services and interact with users (American Library Association, 2012; Xie, 2014), many libraries have accepted the fact that social technologies can help them engage with (Smeaton, 2014) and strengthen ties within the community (Young and Rossman, 2015).

While public libraries are increasing their presence on social media (American Library Association, 2014; Vassilakaki and Garoufallou, 2014) they need to give up on the idea “that they need to know everything on how to do something before they share it with others” (Lankes, 2016). There is a growing amount of literature advising libraries how to use each of the different networks and includes tips on how to keep your online presence up-to-date (Canty, 2013; Dowd, 2013; Glazer, 2009; Kaplan and Haenlein, 2010; Mozdzer, 2008; Smeaton, 2014; Vassilakaki and Garoufallou, 2014; Xie, 2014; Young and Rossman, 2015; Zohoorian-Fooladi, 2013).

Library staff can use the skills they already have in making connections and networking with people in person and do this online as well. To do this the staff need to “follow” (or “friend”) people online, comment on what they are doing and be helpful (King, 2015). To help attract users on social media the library must be personable and present a human side by giving their library a personality (Smeaton, 2014; Vassilakaki and Garoufallou, 2014) and making it follow-worthy (Smeaton, 2014). Social media posts allow a library to extend its reach beyond its physical boundaries (Hofschire, 2014).

Another acknowledgement in the literature is the changing role of library staff and how their willingness to embrace the new technology is an important factor in the success of the use of social media (Phillips, 2015; Smeaton, 2014). Rutherford (2008) found that when attempting to implement the use of social media within a library it is important to have in mind that the staff will need training so that they can feel confident in the use of social media. There needs to be a culture within the library that allows the staff to be innovative with their use of social media (Smeaton, 2014), with the acceptance that they are adding value to the library by using social media (Rutherford, 2008), and that using social media is an important part of their job (Smeaton, 2014).

The use of social media within libraries requires planning and the development of an online communication strategy (Romero, 2011). Social media use needs to have defined goals

and guidelines concerning the information that is being shared. There is a need for strategic direction, formal objectives and procedures in order to make effective use of social media (Ingvi Þór Georgsson, 2014; Phillips, 2015).

The interactive nature of social networks makes it easier for librarians to connect with users (American Library Association, 2013; Phillips, 2015, Li and Li, 2013). In order to build strong connections two-way communication is necessary (Stevenson and Xie, 2014). With the creation of groups, users can share information amongst themselves (Zohoorian-Fooladi, 2013).

While the use of social software and social media may not have an upfront cost, there are hidden costs in time and staff training that must be considered. It must also be considered, as with any policy, that organizational support and a fully supportive management ultimately determine the success of social media use within the library (Rutherford, 2008).

2.4 What to post?

Although social media provide the tools to share information, the library still has to provide the content (Li and Li, 2013). When considering what information to share and where to post it, it is important to set the right tone for each channel (Canty, 2013). It is also important to keep things simple, short and concise (Hofschire, 2014), create an interesting personality (Li and Li, 2013; Young and Rossman, 2015), be witty (Glazer, 2012; King, 2015) and use humour (Hofschire, 2014; King, 2015). Libraries that use social media to share events (American Library Association, 2014; Phillips, 2015; Li and Li, 2013) and show users what has been happening at the library with a selection of high quality images are likely to succeed in engaging with people (Canty, 2013). Sharing a video, for example, can make the library seem alive by showing how it looks inside (King, 2015). The challenge is always to create good and useful content because if you share good content then users will connect with you (King, 2015). A post's content can share a value message about the library or services available, (Phillips, 2015; Li and Li, 2013), or they can incorporate the use of themes like summer reading programs to unify a set of posts (Hofschire, 2014; Phillips, 2015) All of this can be accomplished without seeming promotional (Sörensen, 2015). You can share interesting bits of information, ask questions or present behind the scenes stories from authors (Dowd, 2013; Phillips, 2015). Other possibilities include running contests and quizzes, offering prizes, and talking about things other than your

library to add variety (Glazer, 2012). Public institutions in Iceland have had limited use of social media. There is no creation of original content and posts tend to be just links to government events and sites (Már Einarsson and Jóhanna Gunnlaugsdóttir, 2014).

To use the media effectively there needs to be planning involved (Li and Li, 2013). When unsure of what to post, think about the interests of your users (Glazer, 2012) and choose a post accordingly. When someone comments on a post, be sure to respond in a timely manner (Glazer, 2012). By responding to and interacting with members, you create a sense of community (Young and Rossman, 2015). It is also useful to keep a content schedule (Fredrick, 2012) to keep track of what has already been posted as well as to provide ideas (Hofschire, 2014). Currently less than half of the public institutions in Iceland are using social media, and those that are, do not have any defined goals or guidelines (Már Einarsson and Jóhanna Gunnlaugsdóttir, 2014).

It is important to promote a library's use of social media to attract new users (Canty, 2013). Having social media buttons on the homepage shows that the library is active and seeking to engage new users (Stevenson and Xie, 2014). If the links are embedded on every page as a header or a footer, then their exposure is increased (Canty, 2013). Since we do not know when a user will need to share content from the website with social media it is better for the website design to provide social media icons throughout the site to encourage interaction (Xie, 2014).

While social media are relatively easy to set up and free to start up, the fact remains that they are not free of cost. Good social media engagement requires considerable staff time—and management commitment is important to ensure good content that enhances the library in the eyes of the user (Li and Li, 2013). Social media can only promote the content that has been provided (Canty, 2013). With that in mind, it is almost every librarian's goal to save time and money, so some might feel there is enough to do without setting up and maintaining yet another venue (Fredrick, 2012).

2.5 What forms of social media are being used in libraries?

While there has been no comparative study done in Iceland, when considering the forms of social media being used within libraries it is useful to look at the results from a study done by

the Colorado State Library's Library Research Service, which examined whether the libraries had accounts on any of these nine social media networks: Facebook, Twitter, YouTube, Flickr, Foursquare, Tumblr, Pinterest, Google+, and Vimeo (Hofschire, 2014). It was found that the majority of libraries in all population groups had at least one social media account. It was not a surprise to find that libraries are most likely to be on Facebook, but other commonly used networks include Twitter, YouTube and Flickr (Hofschire, 2014). Facebook and Twitter have proven themselves as useful tools not only in publicizing the availability of online collections, but also in building relationships with users (American Library Association, 2012). While institutions are using social media to convey current information related to their library (Xie, 2014; Li and Li, 2013) there is still an inconsistent use of the platforms amongst public libraries—with some trying to use all available forms of social media and others just focusing on a few (Canty, 2013). Libraries need to choose the channels that work best within their communities (Dowd, 2013) while considering that the platforms are always changing and librarians need to be prepared and keep up with changing technologies (Li and Li, 2013).

Facebook is one of the most widely used social media networks (Jacobson, 2011; McLellan, 2013) and therefore has the largest audience when relaying information to large groups of people (Baldvin Þór Bergsson, 2014) and building communities (Palmer, 2014). Facebook was started in 2004 and at that point was only for Harvard students, but then became open to other university students and slowly, after that, to the public (Ellison and Boyd, 2007).

Many libraries are already using Facebook (Jacobson, 2011; King, 2015), as are many public institutions in Iceland (Már Einarsson and Jóhanna Gunnlaugsdóttir, 2014). This makes sense since most of their customers are already using it themselves (King, 2015) and, as Librarian Adrienne Canty says, a Facebook presence is a progressive move that helps explode persistent myths about libraries as “old dusty houses full of books” (Hall, 2007).

While there have been several how-to articles written specifically for libraries on how to use Facebook (Romero, 2011), librarians should not become too attached to this form of social media as the Internet is always changing and all their hard work may have to be left behind to move on to the next big thing (Jacobson, 2011).

Facebook has a feature designed for institutions and businesses called “Pages” (Fredrick, 2012). Administrators of the page then post information for their institution and

after a Facebook user has “liked” the page that post will appear in the user’s newsfeed (McLellan, 2013; Xie, 2014). As an administrator, it is possible to see the number of “impressions” for each post (Glazer, 2012).

When deciding what to post on Facebook you may consider updates on new resources available, library events, links to author’s profiles (Mozdzer, 2008) or even an excerpt of a good book (Fredrick, 2012). Phillips (2014) describes how librarians have found Facebook useful in promoting support services, study areas, fundraising and advocacy. It is relatively easy to connect your library’s accounts on other forms of social media to the Facebook page, allowing for updates on YouTube, Flickr, Twitter and blogs to also be shared via Facebook status updates (Fredrick, 2012; Glazer, 2012). Fans of your page can show that they are interested in the content posted by “liking” the post or by interacting by offering comments (Glazer, 2012).

It is recommended that libraries update their Facebook pages since there has been a positive connection found between the number of fans a page has and the number of posts it has (Jacobson, 2011), while institutions that post frequently are more successful in reaching out and encouraging interaction with users (Xie, 2014). By giving your Facebook fans the content they want they will start interacting and become advocates for the library (King, 2011).

Microblogging is a type of social networking that has become very popular (Aharony, 2012). Twitter is a microblogging site set up in 2006 (Procter, Vis, and Voss, 2013) that aims to allow everyone to share ideas and information (Twitter, 2015) with 140 characters or less (Procter, Vis, and Voss, 2013). “Followers” are members of the Twitter user base and “tweets” are messages to the community. This open platform has a more directed and nonreciprocal model that allows users to follow whomever they want and their tweets become visible in their timeline (Procter, Vis, and Voss, 2013). The more people you have following you, the better chance you have of your posts being seen (Dowd, 2013).

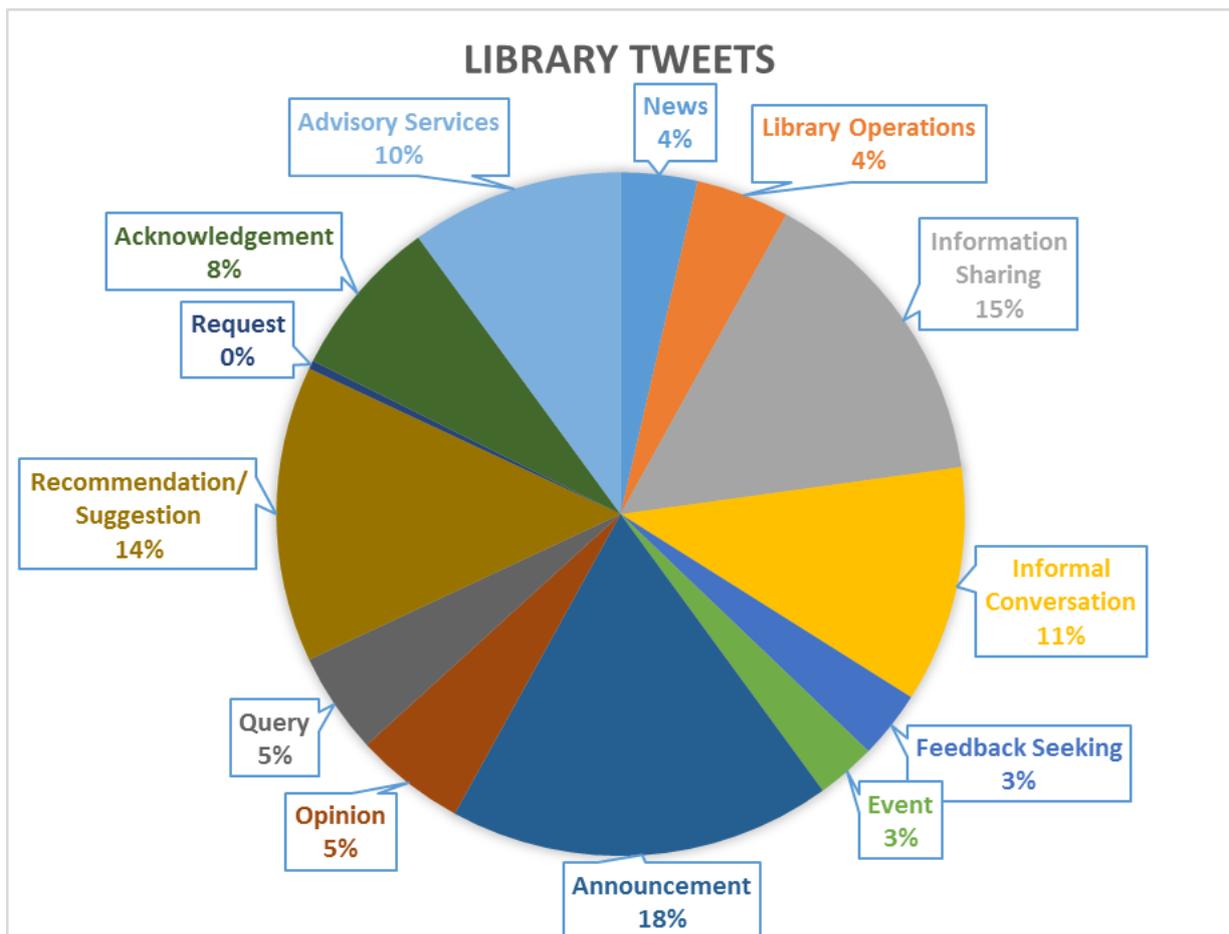
To interact on Twitter, users can reply to a tweet or “favourite” a tweet, meaning that they like it and “retweet” by sharing someone else’s tweet (Young and Rossman, 2015) by pressing retweet or typing RT in front of it (Procter, Vis, and Voss, 2013). Twitter also uses a concept called “Hashtag”, meaning that by setting a hashtag in front of a string of text you are labelling it and this allows anyone searching for this hashtag to see what everyone else has

been saying about it (Mies, 2015; Procter, Vis, and Voss, 2013). Hashtags were started by Twitter, but are now supported by Facebook, Instagram, and Google+ (Mies, 2015). Another Twitter feature is Twitpic, which allows users to upload or link images to their tweets (Procter, Vis, and Voss, 2013).

Twitter has become a popular tool for libraries to communicate with their users (American Library Association, 2012; Phillips, 2015) and is particularly useful in events and when timely updates of information are needed to be relayed to the community (Canty, 2013; King, 2015; Palmer, 2014; Stevenson and Xie, 2014; Xie, 2014). Examples of this can include breaking news in world events (King, 2015), information on power outages (Xie, 2014), messages about possibly needing to close early because of a storm (Stevenson and Xie, 2014), reader's advisory, reference questions or technology tips (Cavanagh, 2016; Shiri & Rathi, 2013). Other tweets can include professional interests (Aharony, 2012), tweeting an entire book, using one tweet a day (Canty, 2013) or writing a story one small piece at a time on Twitter (McLellan, 2013). While Twitter is only one of many forms of social media available it is particularly well suited to library use for sharing information and connecting with other users on Twitter (Cavanagh, 2016).

Shiri and Rathi (2013) categorized the tweets of public libraries into main groups including news, library operations, information sharing, informal conversation, feedback seeking, events, announcements, opinions, queries, recommendations/suggestions, requests, acknowledgements and advisory services.

The public tweets were distributed as in the pie graph shown:



(Shiri and Rathi, 2013)

In a study of the use of Twitter in Canadian public libraries, Cavanagh (2016) found that the main reasons that libraries joined Twitter were:

- An internal staff initiative or management decision
- A way to expand current social media presence
- A way to reach out to the community and potential new patrons
- By following examples from other libraries
- To spread information and extend conversations (Cavanagh, 2016).

This same study (Cavanagh, 2016) also found that the responsibility of managing the Twitter accounts was distributed among staff members, including front desk employees, marketing and communications employees, and department and library managers. A strong majority of participants (86%) felt that the use of Twitter included benefits in the following areas:

- Relationship and connection – including connecting with potential library users in their area and with libraries internationally.
- Communication and promotion – including communications with users and effective promotion of library services and events.
- Expanding service and audience – including increasing conversations in online communities.
- Information and action – including market research and allowing users to be able to access information (Cavanagh, 2016).

At the same time, approximately half of the study's participants (56%) perceived the following as challenges concerning Twitter use:

- Organization and management – including scheduling issues, double posting lack of communication between members who have access to the Twitter account.
- Time constraints – including limited time of staff members and time for training.
- Effectiveness and efficiency – including timely responses and the development and maintenance of the library's voice.
- Controversy – including concerns of inappropriate tweets that may cause embarrassment for the library.
- Audience management – including concerns of not reaching the intended demographic.
- Content – including concerns of tweeting uninteresting tweets that people will not want to follow (Cavanagh, 2016).

An analysis of followers of the Canadian public libraries Twitter accounts showed that the majority of followers fit into local groups, including individuals (27.3%), businesses (27.4%) and community groups (13.6) (Cavanagh, 2016).

Instagram⁹, a subsidiary of Facebook (King, 2015), is a photo-sharing form of social media that uses filters and tagging with hashtags to personalize photos (Instagram, 2015). It is possible to have a public or a private account on Instagram, and users with a public account allow other users to follow their content (Instagram, 2015). Libraries can use this to give a human side to the library by sharing pictures of events or what is happening behind the scenes (King, 2015; Techavanich, 2015) as well as showing space displays, collections, staff and users (Techavanich, 2015). By sharing content from their library an Instagram account can show the role that the library plays in the community while becoming a marketing tool that inspires its users (Techavanich, 2015).

When looking for inspiration for your Instagram account consider taking pictures of your community, local businesses, unique local characteristics, library events and teenagers socializing within the library. Candid and behind the scenes shots of library staff interacting with each other and the public are perceived as authentic and help to create a strong relationship within the community. These help to show how the library is part of the community and everyday life (New Jersey State Libraries, 2016). By reviewing other's content that has been tagged at or near the library you have the opportunity to see the library as it is seen by its community (New Jersey State Libraries, 2016; Techavanich, 2015).

A popular feature of Instagram is the tagging of content. Popular tags for use library use include:

- #librariesofinstagram yields thousands of images that are related to libraries.
- #libraryshelfie features library shelves with or without library staff members.

⁹ <https://www.instagram.com/?hl=en>

- #letmelibrarianthatforyou is used when responding to a reference question.
- #libraryinmyhand promotes electronic resources and services that are offered by libraries.
- #librarianwardrobe or #librarianstyle are used to show the fashion in libraries.
- #teenlibrary, #teenlibrarian, #makerspace, and #yalit are for posts that are marketed towards teenagers.
- #childrenslibrarian, #storytime, #flannelboard, and #earlyliteracy are for posts relevant to librarians working with children (Techavanich, 2015).
- #bookface and #bookfacefriday encourage participation with creative uses of book covers by matching them with people's faces (Mies, 2015; Mies, 2016; Techavanich, 2015).
- #Fridayreads is used by libraries and readers to share the book they are going to read over the weekend (Mies, 2015).
- Other library related hashtags include: #library #instaturkey #bookstagram #bookshelf

#bookaddict #booknerd #bookish #bookblogger #book #books #instabook

#bookworm #booklover #reading #read #bookme #ilovebook #currentlyreading

#reader #page #pages #paper #instagood #kindle #nook #author #bestoftheday

#readinglist #love #photooftheday #imagine #plot #climax #story #literature #literate

#stories #words #text #librarybooks #librarydisplay #display #history #bookdisplay

#bookworma #bookmarks #booklovers #instabooks #bookheaven #students

#studentlife (Top-Hashtags.com, 2016).

Book bento is another Instagram trend that is becoming popular within libraries. A book bento is a book with related objects that have been arranged inside a small box (Mies, 2016).



(Mies, 2016)

Flickr is a product of Yahoo (Flickr, 2015) and a form of photo sharing social media that has 92 million users (King, 2015). This photo sharing service allows user tagging for photo identification (Canty, 2013) or the user can allow for others to tag and comment on photos (Flickr, 2015). When it comes to the reuse of the posted photos the user can allow for Creative Commons, allowing for unrestricted use (Canty, 2013) This is done, for example, by the Library of Congress (The Library of Congress, n.d.). Photos shared on Flickr can also be shared on your website (King, 2015), Facebook, Google Plus and Tumblr (Flickr, 2015).

Flickr can be used to create tours of your library through slideshows and these slideshows can be imbedded onto the library blog or website. Other slideshows and images could include images from the library, community events, highlights from collections, new additions to your collection, staff photos and photos from staff functions. It is also possible to work together with other libraries or museums to create collections for shared interests or events (Anderson, 2012).

Encouraging participation and dialogue between the staff and library patrons can be very beneficial. By putting up signs around the library you can ask users to tag your library in pictures that they have taken. These pictures can then be used in the slide show for the

library's website. Another idea is to collect together pictures from library exhibits to create online versions of them (Anderson, 2012). A complete instruction guide for Flickr use for libraries can be found on slideshows.net¹⁰ (Engard, 2010).

In 2008 The Library of Congress and Flickr worked together in a project called The Commons. The main purposes of this project were to increase access to public photography collections and provide a way for information and knowledge to be contributed by the public. This project allows easy access to some of the library's vast photo collection (Flickr, 2008; Raymond, 2008).

YouTube, a subsidiary of Google, was launched in 2005 and now has billions of users connecting and sharing videos globally (YouTube, 2015). While not everyone would consider YouTube a form of social media it does include the classic characteristics of a social media network with shared content, a following, friends and commenting (King, 2015).

YouTube is useful for demonstrating products (Canty, 2013) and when people want to see how something is done they often look for a YouTube video (King, 2015). Library instructional videos can also be posted on YouTube (King, 2015), and while it is more difficult to post quality videos than static images (Canty, 2013), if you post videos it is likely that people will watch them, comment on them and follow your channel (King, 2015).

The Library of Congress has a YouTube channel on which they create playlists with videos on related subjects such as the 2015 National Book Festival and the Civil Rights History Project (The Library of Congress, 2016). The American Library Association also has a YouTube channel on which they feature playlists with recordings of conferences as well as some videos that have more entertainment value (American Library Association, 2016). The New York Public Library records guest speakers and offers behind the scene tours on their YouTube channel (The New York Public Library, 2017). Other trends among libraries using YouTube include posting book trailers, either created by the book publisher or by giving library users

¹⁰ <http://www.slideshare.net/nengard/flickr-for-libraries>

the opportunity to create their own trailer with personal interpretations of their favourite books (McLellan, 2013).

LinkedIn¹¹ is a business-focused network with more than 300 million users (LinkedIn, 2015). While most people connect LinkedIn with a place to post their job history and résumé, it also provides a social network that libraries can use to connect with the professional community by setting up discussions about topic-related books (King, 2015).

LinkedIn can be effectively used by librarians in personal career development as well as offering resources for library users. Librarians can use LinkedIn to stay on top of current library trends and technologies as well as to connect with experts who are willing to share their knowledge in related fields. Library users can benefit from a LinkedIn profile when exploring career options and making connections within their field and community (American Library Association, 2013).

Pinterest was launched in 2010 (Canty, 2013) and acts like a virtual bookmark (Pinterest, 2015) or pin board that allows users to organize and share images (Canty, 2013). Not only is Pinterest a place to post and find visual content (King, 2015) but it also provides opportunities for peer to peer connections (Xie, 2014) and content collaborations (American Library Association, 2013).

There has been increase in the use of Pinterest by many libraries and library associations (American Library Association, 2013). They have been using Pinterest to market the resources and services they provide by pinning content such as book covers, creating reading lists and promoting library activities (American Library Association, 2013).

Google Plus (also known as Google+) is a social network that has content similar to what you see on Twitter and Facebook (King, 2015). To join Google Plus you need a Google account and once signed up the main page looks very similar to a Facebook newsfeed (Brixey, 2015). Friends are set into circles and you can choose what circles see what posts, similar to

¹¹ <https://www.linkedin.com/>

groups on Facebook. You can also “+1” a post on your feed which is the same as liking it on Facebook or “favourite-ing” it on Twitter (Brixey, 2015).

Google Hangouts is a service that allows users to interact with text or chat with or without video. These interactions can be within a group or one on one and are useful in collaborative projects (TechTarget, 2015).

Snapchat allows users to post photos and videos with the content disappearing after a set amount of time. Libraries can use Snapchat to share similar content as they would on Twitter or Instagram (King, 2015). Snapchat is currently the second most popular app for Apple with 100 million users and, with one billion Snapchat Stories being viewed daily, it is currently more popular than Twitter. With 71% of active users between the ages of 18-34 (King, 2016), Snapchat should be considered as a way to reach out to the millennials (New Jersey State Libraries, 2016).

Snapchat features self-destructing photos and videos (New Jersey State Libraries, 2016) which encourage light-hearted interaction by creating and sending multimedia messages with filters and emoji - which is why this particular form of social media is so popular with the millennial generation (Alfonzo, 2016).

The following are examples of how Snapchat can be used within a library:

- Promoting events and programs.
- Giving behind the scenes tours of your library.
- Ten second speeches by library staff members.
- Using Snapchat filters on staff members.
- “Book on the head” races.
- “Teen Takeover” or ambassadorships: allowing someone else to be the content creator for a set amount of time. This is a great way to work with and involve people in the community.

- Library tours.
- Photos of library users with and without filters.
- Promotion of displays (Graves, 2016).
- Capture what’s happening “right now” within the library.
- Offering rewards like “Fine Free Day” (King, 2016).

Tumblr¹² is a blog-like form of social media that has been growing in popularity (King, 2015; McLellan, 2013; Tkacik, 2012; Wetta, 2014). Tumblr can be used to share a variety of media including text, photos, GIFs, links, mp3s, and videos (Greenwalt, 2013; Tkacik, 2012;

Tumblr, 2015; Wetta, 2014), making it an ideal place for visual-based posts for libraries (King, 2015) to capitalize on an existing community (Tkacik, 2012). Tumblr currently has more than 271 million different blogs (Tumblr, 2015). When using Tumblr, you can find content by either scrolling through posts on your “dashboard” or by searching hashtags (Wetta, 2014). While keeping in mind that Tumblr only allows the first five hashtags of a post to be searchable, librarians on Tumblr often use #libraries, #librarians, and #Tumblarians to connect with each other (Mcardle, 2013).

While there are many possibilities for how Tumblr can be used, I find the variety of ways that can be created with Readers Advisory services of particular interest. Book reviews in GIFS (infinitely looping images, often with captions) and the creation of unique book lists are a good start. Personalized recommendations can be made for readers by using the ask box function on Tumblr and libraries can then share their responses on their dashboard so they reach a wider audience (Wetta, 2014).

Blogs and wikis are a fundamental part of Web 2.0 (Maness, 2006), with blogs being new forms of publication, and wikis being the new form of group study rooms.

¹² <https://www.tumblr.com/>

Blogs provide information sharing and peer to peer connections (Xie, 2014) and are easily accessible to ordinary users since you do not need to belong to a certain network to access them (Romero, 2011). By enabling rapid production and consumption of web-based resources, blogs are HTML for the masses (Maness, 2006).

While blogs are considered great for general information sharing (Canty, 2013; Rutherford, 2008), blogs run by libraries can run into problems over content control (Nicholas, 2011). There is also the issue of blogs not being used interactively. The usual situation is a librarian posting content but getting little or no feedback (Canty, 2013).

There are two basic types of blogs run by librarians: Branch Blogs, and Topic Specific Blogs (Stevenson and Xie, 2014). Branch blogs are specific to an area or community (Stevenson and Xie, 2014). A blog for each library would share information regarding their branch and events or information of interest to their area. One example of this is the blog run by the University of California (Regents of the University of California, 2010), it is accessible through their webpage and contains updates of what is going on in the library, including new resources, events and closures. Another example is the blog for the London School of Economics and Political Science (LSE Library, 2014), which uses their branch-specific blog to relay news and information on training courses as well as changes to the collection.

Topic specific blogs can be collaborative projects by several libraries or library branches in which information is posted on a specific topic of interest (Stevenson and Xie, 2014; (McLellan, 2013). The British Library Board has a collection of topic specific blogs that express the thoughts and opinions of British Library staff members. The British Library includes topic specific blogs such as the Medieval Manuscripts Blog¹³, the Science Blog¹⁴ and the Maps and Views Blog,¹⁵ among others (The British Library Board, 2017).

¹³ <http://blogs.bl.uk/digitisedmanuscripts/index.html>

¹⁴ <http://blogs.bl.uk/science/>

¹⁵ <http://blogs.bl.uk/magnificentmaps/>

The idea of a collaborative project is that, by allowing the sharing of creation and content amongst users, better output will result. A leading example of this is Wikipedia (Kaplan and Haenlein, 2010; Wikipedia, 2015). Wikis are essentially open webpages and a library wiki can enable social interaction among librarians and patrons by both parties sharing information and asking questions within the wiki (Maness, 2006).

If a library wanted to start a wiki there are many resources available to help get them started. Wikimedia Outreach offers wiki workshops as well as encourages users to host wiki events such as an “editathons”¹⁶ (Wikimedia Outreach, 2015). A best practices wiki has been created which encourages contributors to share ideas and materials (Library Success, 2015). Library Wikis offer a public workspace for learning and sharing examples of library wikis (PBworks, 2009). LISwiki was created with the intention of giving the library community the ability to explore the usefulness of wikis (LISWiki, 2015).

Libraries are currently using wikis in four different ways. They are collaborating with other libraries (extra-organizational), collaborating among library staff (intra-organizational), collaborating between library staff and library users, and there is collaboration between library users (Bejune, 2007).

An example of a school library wiki is the Hopkinton Libraries Wiki. Harold Martin School Library and Maple Street School Library are libraries in elementary schools in Hopkinton, New Hampshire, USA. They have worked together and created the Hopkinton Libraries Wiki, which encourages staff contribution of school materials (Tangient LLC, 2016).

The discussion of the use of social media by public libraries nevertheless includes some gaps. Studies so far have been focused on gathering data, such as usage statistics (Smeaton, 2014), while more research is needed in exploring the perspectives of librarians in regards to using social media in public libraries (Phillips, 2015; Vassilakaki and Garoufallou, 2014). Research that has been done has been limited due to a lack of interest in social media

¹⁶ An organized event where editors edit and improve a specific topic or type of content, typically including basic editing training for new editors. They often involve meetups, but can be distributed as well.

networking by libraries and librarians (Vassilakaki and Garoufallou, 2014). There is a need for discussion of the organizational environment needed to support the use of social media (Smeaton, 2014), as well as discussion on how to create a positive and embracing attitude amongst the staff using social media (Rutherford, 2008).

3 METHODOLOGY

In this chapter I have included the aim of the research, followed by the research questions. A definition of qualitative research is also included and I have also discussed why I chose this method of research. The research procedure is covered in detail and basic non-identifying information is provided on the participants. At the end of the chapter the limitations of the study are disclosed.

3.1 Aim and Research Questions

The aim of this study was to understand the attitudes within Icelandic public libraries towards the use of social media. By asking the participants a series of open-ended questions I hoped to hear from them about how they experience social media. The purpose was to answer the following questions:

1. What is the attitude of library staff members towards social media use?

There are many ways to use social media and many different attitudes towards the different forms of social media available. How do the participants personally use social media and what function does social media serve in their lives?

2. What is the attitude of library staff members towards social media use for the library?

The attitude of staff members has an influence on the success of any policy or program. What is the perceived functions of social media use for the library? What are perceived challenges of using social media for the library? Are the library staff confident in their use of social media for the library?

3. How is social media use managed within the library?

What forms of social media are being used by the libraries? Are guidelines in place for current social media use?

4. How is the use of social media supported by library management?

Is the use of social media a priority and seen as an important part of the library work?

3.2 Qualitative Research

The difference between quantitative and qualitative research is such that quantitative research methods answer questions with figures and statistics, whereas qualitative methods explain why and provide insights. Qualitative research provides the opportunity to use the perspective of the participants to identify issues and interpretations. (Hennink, Hutter, and Bailey, 2011).

My purpose in this research was to understand and explain the use of social media within the target libraries. By asking the participants a series of open-ended questions I hoped to hear from them how they experience social media. By using a semi-structured interviewing format, the participants were given the opportunity to express themselves freely.

The first question I asked each participant was to tell about themselves. I felt that how they saw themselves and their roles would have a considerable influence over the rest of the interview. It also gave the participants a moment to just speak freely about whatever came to mind when they thought about themselves.

Next, I asked each participant to tell me about their library. This very open question gave the participant the opportunity to describe their library to me in their own words. The answers to this question gave me insight into how they saw their own library. How the library was described showed how the participants felt about their libraries--not just the physical space but the atmosphere and internal community.

Third, I asked each participant if they could tell me about their own personal use of social media. As an open question this gave the participants the opportunity to show what social media meant to them and their attitude towards them. Their answers expressed what forms of social media they considered useful as well, and how they were used by them personally.

By then asking about how social media were used within their library I learned about how each form of social media was used and to what capacity. While I could have learned this on my own, by having the participant explain it to me I gained insight into the level of importance of each social media form as well. The participants would then use this opportunity to openly tell me their feelings and views on each form of social media. As each form was mentioned, I was given the opportunity to ask for expansions on their answers, when necessary.

I then asked about future plans for social media within their library. By asking about future plans, I could see if the use of social media were being seen as a positive thing in the library and if there were plans to increase or change how they were being used.

Finally, I asked if the participant had anything they would like to add or share with me. I wanted to see if there were anything they felt I was missing, without asking anything specific.

3.3 Procedure

My method of selecting participants would best be compared to networking and utilizing services that potential candidates for interviewing use (Hennink, Hutter, and Bailey, 2011). In this particular instance, I went to the Facebook pages of nineteen public libraries around Iceland. I then sent a message to the administrator of the page explaining my interest and asking if I could conduct an interview on their use of social media for the library. By messaging the Facebook pages, I could directly contact the library staff members who are involved in the social media usage for their library. I received seven positive replies to my requests for interviews. In two cases I interviewed not only the person who answered the request, but was also referred to another staff member who was active in social media use for the library. Because of this I had the opportunity to meet with and interview nine different participants from seven different public libraries within the south-west region of Iceland.

It was necessary to make sure that the participants had sufficient knowledge about the research and were participating voluntarily (Hennink, Hutter, and Bailey, 2011). In the beginning of each interview I made sure to explain the purpose of my research and how the information that was provided would be used. I then asked if the participant had any questions. This gave me some assurance that they understood what I was researching and it gave me the opportunity to clarify any aspect of the project that was not clear to them. A dated consent form was then provided and signed by both parties.

The participants also had the right to determine their own participation in the project (Hennink, Hutter, and Bailey, 2011). Although a participant might have agreed to an interview, I did not assume she or he would be comfortable with an audio recording. I always introduced myself and the project, and explained why it would be beneficial if I could record the interview, as well as explaining that their identity would be kept confidential. Only when the participant

agreed did I turn on the recorder. My request to record the interview was, in every instance, answered positively.

The same right applied when it came to the participant answering questions. While I could ask a question, I had no right--or right to try--to control how it was answered. The participants would only answer the question as they deemed appropriate or answer in a way they felt gave important information. During each interview the participants appeared comfortable with the questions and confident in their answers.

To conduct each interview, I met with the participant in her or his respective work environment at a prearranged time that was during their regular work hours. During the interviews, I asked open questions in regards to the participant's use of social media-- both personally and professionally. Each interview was recorded with a Samsung Galaxy phone and saved as an audio file.

Each interview lasted approximately one hour. This included introductions, friendly conversation and the signing of the consent form. The average time of recordings was 45 minutes.

All interviews were then transcribed from the sound file into a word document. The interviews were then given AR comments. Data from the interviews were then coded as I selected recurring words and drew out underlying themes by organizing related information into categories.

3.4 Participants

It is said that a researcher should protect the identity of the participants at all times and ensure that all data records are kept confidential (Hennink, Hutter, and Bailey, 2011). The names and workplaces of the participants interviewed are not revealed in this report, nor is other personal identifying information. While complete confidentiality cannot be ensured (Hennink, Hutter, and Bailey, 2011), I am the only person who has listened to the recordings and the transcriptions have only been read by my advisor and me.

A total of nine participants took part in this project, including seven women and two men working for seven public libraries in the greater Reykjavík area. Their self-described positions in the libraries were varied and included two project managers, three library

directors, and three librarians and one participant describing themselves as being in IT. Their educational backgrounds were equally varied and included Philosophy, MLIS, Literature, Fine Arts, Culture and Communications, Modern Studies, Journalism, Teaching Certificates, Human Resource and Management, Icelandic Studies, Library and Information Sciences.

3.5 Limitations

As a non-native speaker of Icelandic, I carried out the greater part of my work in English. This was also true of the interviews. Although I offered to carry out the interviews in Icelandic, each participant felt that they were fluent enough in English and chose to do the interview in English. There were a few situations in which the conversation switched to Icelandic, but the principal language was English. While the participants appeared to be rather confident in their English skills, I suspect that at times they were not able to express themselves completely in a second language.

Although, at the time of writing, I had lived in Iceland for 10 years, I still observed cultural differences between the participants and myself. I tend to smile a lot and can be overly friendly. I hope this allowed the participants to feel comfortable talking to me.

While I attempted to include a variety of participants, there was in fact a clear bias. To begin with, I contacted all the public libraries in Iceland that I found on Facebook. By doing this I had already limited my sample to libraries which had already signed up for this form of social media. While the next step involved messaging all of the libraries I found, I only had the opportunity to interview those that answered--thereby narrowing the focus even more to a group who had at the very least some interest in social media usage within their library.

4 RESULTS

In this chapter I will discuss each of the results that came from the coding of the qualitative interviews I conducted. These results included the participants' perspectives on social media use, both personally and for their respective libraries. The attitudes and concerns about social media use will also be addressed in relation to their effects on social media use for the library. The perceived functions and usefulness of each social medium directly affects what forms are chosen to be used by their library. Other factors that influence how social media are used for the library include staff knowledge and understanding of different forms of social media and support from management. Each set of results is in a subsection and includes quotes from the participants.

4. 1 Personal use of social media

In each of the interviews it was clear that social media played an important part of the participant's personal life. Each participant described ways in which social media were used by them and how. The subsections below include the forms of social media being used by the participants, how the participants use social media, how they view themselves as users of social media, and a summary of the above points.

4.1.1 The different forms of social media used by the participants

Each of the participants appeared to have a favourite form of social media that they preferred above others. Facebook is particularly popular and was even called "an obligatory media" by one participant. Other responses included, "I mostly use Facebook", "I use Facebook like most people" and, "I don't need other platforms, that is where my friends are at, where my family is". These statements show that Facebook is a leading form of social media within this group of participants.

With other forms of social media, the participants had an array of experiences, with them seemingly open to trying new forms. However, the perceptions of each form differed

among them. Two participants mentioned having tried using and created accounts with nearly every type of social media available including Facebook, Instagram, Twitter and YouTube.

The perceived use of Twitter varied between “I use it a lot” to “It doesn’t work for me” and even, “I don’t know what I am doing there”. The perceived intended purpose also varied between participants. While they stated the benefits of reading other people’s tweets, one of them stated that, “We in Iceland do not seem to be using it for its intended purpose,” and that “it’s more just people trying to be funny”. Another participant stated that while they had a Twitter account they didn’t “...get much use of it because you had to tweet like 20 times every 24 hours to get something out of it”.

Instagram was often mentioned as a form of social media used by participants, but none of them described how they personally used it. Instagram use varied, with one participant saying, “I don’t really use it that much,” while two others said that they “... use it a lot”. One participant went so far as to say, “I love Instagram” while another stated that “I am kind of a private person so my account is private and I only admit people that I want”. No examples were given on how Instagram is used or why.

Only two participants spoke positively about Snapchat use and only one of those spoke very positively about it. One person said “I use snapchat, but not, it is mostly for family and friends, I don’t send out a lot of snaps”, while the other one described Snapchat as “...one of the most fun inventions that has been made in like the last 10 years”. Other responses to Snapchat included “I have Snapchat as well, but I don’t really use that either” and “I like to look at what other people send me more”. Another described using Snapchat to connect with their “best friends” and sending them snaps like “something funny or something beautiful or something, I try to take a snap and send it, sometimes using the limited chat option”.

Pinterest was not often mentioned as a social media form for personal use. Only two participants considered themselves active on Pinterest. Neither of them was a contributor to the social media but rather used it to gain ideas from others. One participant described Pinterest as a place for “getting ideas and stuff, mostly for interior decorations”. Another participant has a food board that they “haven’t updated for a month or something” resulting in their board being “full of paleo”, Paleo being a diet.

YouTube was generally not considered to be a form of social media by the participants. When I mentioned YouTube, typical responses included “You call YouTube social media? “The

preferred uses of YouTube included using it “for music”, “for information” as in for car repairs, watching “video’s and clips” and “comedy and some documentaries”. None of the participants interviewed had created any content for YouTube. The stated reasons for not creating content on Facebook varied but included statements like “I don’t put anything up myself. I’m not big on that” and “I don’t think I can make anything interesting”.

4.1.2 Using social media for keeping in contact and gaining information

The participants perceived their social media uses to be useful for a variety of reasons including keeping in contact and gaining information. They each had their own forms of media which they preferred to use. When using social media, the participants did not view themselves as creators of content.

When asked about their personal use for social media, participants often answered initially by saying they used it to keep in contact with friends and family. One person stated that the social media kept them in contact with fellow “students from university”, while another said with “family living overseas” and “just to keep up with what my friends are doing”. One participant considered social media necessary for “birthdays parties, friends, family events, you know it’s all there”. One person explained their social media use as being because:

I’m curious to see what my friends are doing, it’s a fantastic way to interact with relatives abroad and friends...

The participants interviewed, while using different forms of social media, use social media to gain information. They follow others as well as seek out information that they need on social media. They all showed an understanding of how social media are used to gain information and use these skills in their daily lives. One participant stated that they use YouTube for “instructions on fixing the car” and “watching the baking episodes on YouTube like how to make a beautiful princess cake”. Pinterest was described as useful for “getting ideas” by two participants, including ideas for home decorating.

4.1.3 Lurking on Social Media

While those interviewed saw social media as a useful tool to gain information, they did not see themselves as contributors to social media. Eight out of nine of the participants considered

themselves as a non-sharing type of person, saying things like, “I guess you would call me a huge lurker”, “I am kind of a private person”, “I’m such a closed person”, “I use Facebook for stalking” and “I am not very personal on Facebook”.

These same participants discussed how they were not into creating content on social media channels. While one participant “loved Snapchat” they also said “I don’t send out a lot of snaps”. Another stated “Actually, I don’t use Facebook, I just look at Facebook”. This was a very common theme among the participants with regular statements like “I am not the kind of person who is always tweeting”, and, “I never really got into posting on Twitter or tweeting”, “I have never put anything on Twitter; I just follow people”, “I am more of a user than a contributor”, and “I don’t put anything up myself. I’m not big on that”. One participant perceived social media contributions in a particularly negative light by stating that “I don’t have the need for blasting my opinions”. The creation and sharing of original content was an idea that did not appeal to most of the participants interviewed.

4.1.4 Summary

The participants each had their own favourite forms of social media that they felt the most comfortable with using. They used these forms to communicate with friends and family, get ideas for personal interests and for entertainment purposes. The participants interviewed each preferred using one form of social media form over others and while they consider themselves users of social media, they are not contributors to social media.

As seen above, all the participants involved saw social media as a useful tool for keeping in touch with people. The participants perceive social media as a way to maintain current and past relationships, these are people they already know and have an established relationship with including friends from school and family. None of the participants mentioned using social media to reach out to connect with others or to build a relationship.

While the participants I spoke with saw social media as a useful way to gain information for a variety of purposes including instructional videos, they did not see the value of personally contributing to social media. The participants seemed to lack the knowledge and confidence necessary for the creation of content on social media. Another reason for the lack of content creation by the participants is that the people that I interviewed considered themselves more private people and saw posting on the different sites as a breach of that privacy.

4.2 Social media use in library work

Social media are considered by the participants to be important tools that can be used by the library. Below I will discuss the different forms of social media currently being used within the participant's libraries, their future plans for social media, how these forms of social media are being used within their libraries as well as the perceived challenges involved.

4.2.1 Forms of social media being used by the participants in Icelandic public libraries

The seven libraries that offered participants in this study each had a Facebook account for their library. Also mentioned, listed in order from most to least used, were: Instagram, Pinterest, Twitter, YouTube and Snapchat.

Other forms of social media including Tumblr, Flickr, LinkedIn, blogs and Wiki projects were not mentioned during any of the interviews conducted. While this does not necessarily mean that they were not used at all, the open-ended approach to the interview left the participant to discuss what they felt were relevant forms of social media.

The websites of each of the participating libraries included some links to their social media platforms. The prominence of the social media links varied between websites and not all the websites included links to all their social media platforms.

All nine of the participants interviewed felt that Facebook was their primary form of social media within the library, with one participant planning on increasing their presence on Facebook. As a form of social media that was once described as, "here to stay, for some time at least," while another stated that their "focus is on Facebook". Facebook is being used for several purposes by the library, and these will be discussed later.

4.2.2 How are Social Media being used by Public Libraries?

All the participants interviewed felt that it was important for libraries to take advantage of the opportunities created by social media as a tool that can be used to promote the library and reach out to users. The use of social media was described as a way to "reach out to target

groups” and as a useful tool in “trying to reach different groups” of people through different social media platforms. Several participants answered that the goal of their library’s social media use was to “have more people coming to the library”. Two participants saw the use of social media as particularly useful in reaching out to young adults:

...trying to reach out to this age from maybe 13 to 20 because it is a time when they maybe stop coming to the library they are not with their parents anymore they are not coming with them, so we need to reach out to this group....

In one case the participant had put a focus on a form of media specifically to reach out to these younger users:

Everyone has Snapchat here, like all the kids, so I put the snapchat logo with the library....

Several participants described how they use Facebook to promote events that are occurring within the library. One participant mentioned creating Facebook events for “story time” and “chess day” and another described using Facebook events “because we have lots of stuff going on here, you know reading circles and people are doing crafts and sharing ideas”. Another participant described Facebook as a source of advertisement for their events:

...there are a lot of events around all the libraries and we use the main page (on Facebook) mostly for advertising them.

One participant explained how they used Facebook to advertise books that the library was selling, by creating a post on the library’s Facebook page the participant then shared the post in several local sales groups with a comment of “and don’t forget to like us on Facebook”. The intended result of this being to get people “to like our page and to connect with the community”. By sharing the library’s sales posts in groups that are not directly related to the library the post receives attention from people who might not otherwise think very often about the library. This participant has a goal of having every member of their community like their page on Facebook.

Facebook groups are used within the library for patrons taking part in a regular library event. These groups were described in a positive way by the participants. Two participants gave specific examples of these groups within the interview.

...as a place to talk about our ideas and send videos between us that we may be discussed last time, we can talk about what we are going to do next time and that's nice really convenient way to discuss this because then you have everybody at the same place...

...for this team I am in the library, it is for young adults, we use that group to organize and discuss things we are going to do...

One participant discussed their library's use of Facebook's paid advertisements. It was their opinion that these Facebook advertisements were both "sophisticated" and "cost effective" ways to get information to the public. This participant felt that the use of Facebook's paid advertisements was more effective than the traditional methods-- including brochures and posters.

Interaction with users is encouraged with comments and messages. The amount of feedback and messages a library is receiving through Facebook varies considerably but one participant stated that it is "constantly increasing". Another mentioned that they try to reply to comments on their Facebook posts in a timely manner.

According to participants, social media use by the library is a way to "get people to see the library more positively" and to "give the library a voice". Participants expressed desires to have the libraries Facebook page "personal, not so institutional" and that "being fun on social media is like really important". Several examples of this were mentioned including:

- Posting a "humorous quote from a book"
- "post pictures of our staff with a book cover with a face and they put the book in front of their face"
- "post pictures of funny books or funny book covers"
- "a funny picture related to books or a quote"
- Posting "YouTube videos, like funny library connected videos"
- Posting "pictures of when the children come" to the library.
- To "portray our daily routines here with pictures of the kids and storytelling"

One participant described a cat that was, for a time, a library pet. "He was very popular and we put pictures of him on Facebook", the participant felt that they received "a lot of likes for our page because of this cat".

Pictures appear to play a considerable role in the content creation for social media. Participants felt that “pictures that get people’s attention”, “people like it when they see faces, pictures of people” and “most people like it when we put pictures, like of children or some kind of events where they can see themselves or someone they know”. One participant stressed the importance of the quality of images used because “the nicer pictures the more people engage”, and added:

I work on our pictures to make them look nice to make them, make the library look bright and have the competition right because of course you are telling a story with your pictures just as you are telling a story with your text.

In one interview the possibility of offering a reward or prize to encourage users to share library content was discussed. The participant mentioned that they felt that using games on Facebook was not appropriate. The perceived reasons for this included “it is not a library kind of thing” and “that's not the kind of thing we do here”.

The use of YouTube in the libraries varied greatly from one library to another. Answers varied between “I don’t even think we have talked about YouTube,” to, “we have also made a video which has been very popular”. While the majority of participants interviewed did not see YouTube videos as something that was appropriate for their library, the rest were very positive about YouTube and were eager to share their experiences with me. YouTube usage in the libraries included sharing videos that were created by someone else, yet are in some way related to libraries, and creating short videos that were then uploaded and shared via other forms of social media. One participant discussed a competition that was held in which young people created their own short videos for the library’s YouTube channel.

Instagram was perceived as a useful tool by the participants. Two participants had only just signed up with an Instagram account and one participant mentioned that they would like to be more active on Instagram. With the use of Instagram being new, one participant mentioned that they “do not have a lot of followers” while another mentioned that their library did not “really have...specific ideas” on how they should be using Instagram aside from taking pictures. One participant was particularly positive about their libraries use of Instagram and mentioned that their library took part in “BookFaceFriday” in which they take a book cover that contains a face and put it in front of their face, upload the picture to Instagram and

tagged it accordingly. Another participant gave a vaguer description of their library's use of Instagram:

Some of the staff members do take pictures once in a while and put it on there, but we don't really have like a... specific idea, like we are going to use it like this put something there every day or every other day so like...

According to the participants, Twitter use within their libraries is limited. Most of the Twitter posts seem to be transfers or reposts from another form of social media. One participant stated that "the library does not post anything directly to Twitter" while another participant had connected the Facebook and Twitter account to take advantage of cross posting options. One participant mentioned that their library's Twitter accounts' basic function was to follow other libraries on Twitter. They did, however, plan on becoming more active. Two participants saw Twitter as a tool to gain insight into the needs and wants of their community through their library. One participant mentioned how "you can see when someone is talking about the library on Twitter" and the other saw it as a positive thing to be able to "see the good things and also the complaints" because people "might not come into the library to say something is wrong".

Pinterest was mentioned in several interviews as a form of social media that could be of benefit to the library. Only two participants considered themselves content contributors to Pinterest while the other participants either did not use Pinterest at all or considered themselves "users" but "not contributors". Participants that considered themselves Pinterest users repin things they like from others to the library Pinboard and "...browse what other libraries are doing". Participants that considered themselves contributors to Pinterest posted pictures of book crafting and art made from old books by staff members.

Only one participant described Snapchat as being used within their library. This participant expressed a very positive attitude towards Snapchat as a way to reach out to younger library users, stating that, "...everyone has Snapchat here, like all the kids". The participant also mentioned that, at the time of the interview, they did not find any other Icelandic public libraries on Snapchat but this would soon change because two other participants discussed their plans of expanding their social media usage to include Snapchat.

One participant acknowledged that Snapchat “is the fastest growing platform” and that it attracts the young people that they want to reach.

4.2.3 Social media use for professional purposes

Aside from using social media for personal purposes, several participants mentioned using social media professionally for their own and their library’s advancement. The participants use of social media for their own professional uses was limited to gaining ideas from other libraries and communications within their library. Being part of a professional group was seen as positive use of social media. Facebook has “both public groups for librarians, for example, information scientists or librarians” that are perceived as useful. Groups are used within the library itself for the staff members as a place to “share a lot of stuff that is happening in the library”, “to organize things” and “sharing news about the library”. One participant mentioned joining “groups like on google plus for librarians all over the world” although admitted to “not using them much”. Following others on Twitter was also often mentioned by the participants. One participant used Twitter to follow “scholarly conversation”.

Facebook groups have also been used for communication between staff members. These groups are used to share content that “is relevant to the library” yet what is considered appropriate differs between libraries, as seen below.

...mainly just for fun because not all the staff is on Facebook we cannot use that for sharing information that everyone has to know, it is mainly just for sharing news about the library.

We share a lot of stuff like what’s happening within the library using Facebook groups to share employment related information and ideas or just when we want to tell other staff members of course a lot goes there that we do not put in a public...

The answers about information shared in the library-related groups was not specific, although one participant mentioned that they could not post information within the library’s employee group that was necessary to share because they felt it was not reasonable to assume that all the staff members are on Facebook.

4.2.4 Perceived challenges of social media use for the library

While there was a common theme of the participants perceiving social media as a positive tool for the library that can be used to reach out to people and advertise library events, the participants expressed several perceived barriers to social media being used effectively.

Not all participants expressed pride in their library's use of social media. One participant stated that their library was "still a bit focused on email" and that while they had experimented with a messaging software it "apparently didn't work out very well". These concerns related to a perceived lack of interest and cooperation by other staff members. The use of social media requires teamwork between staff members and in this case the participant felt overwhelmed because of a lack of interest by other members of their library to take part in the social media. The other participants acknowledged the effort and input from their colleagues, with one participant stating that "other staff here are very active in helping me with the social media".

Four participants specifically mentioned a desire to see more cooperation between the public libraries and their social media accounts. They expressed desires for libraries to "be more connected to each other" and even "share each other's events" to "use resources that would be a benefit to us all". In fact, some libraries had more than one account, leading participants to point out that "we could work together" and that "that would be in our best interests".

Several participants felt there was simply not enough time available for social media use, except for one who said, "you can never spend too much time on social media". Social media use requires time and they felt that there was not enough time or staff available to be as active on social media as they would like. One participant stated that they had to choose what their main emphasis would be and focus on that. Another seemed concerned about spending time creating a profile on a new form of social media only to see it not catch on and therefore feel that the time was wasted.

The participants acknowledged the changing landscape of social media. One participant stated that social media is "always changing, there is always something new coming up". Another felt that it was important to be "open to new social media" as well as trying different forms and "seeing if they (the new forms of social media) work for us." Despite these statements a common concern among participants was that specific forms of social

media are simply not meant for libraries. Twitter, YouTube and Snapchat were perceived by some participants as “not for us”. Concerns including, “I don't know how much impact we would have”, “what would we snap?” and, “I don't think it would actually be used” are holding the participants back from experimenting with other forms of media. The participants are lacking the confidence to experiment with social media forms that they are not using personally, this combined with the fact that they are not in the habit of creating content for social media leaves the participants with feelings of uncertainty.

The participants expressed concerns over how many postings were reasonable, which in turn limit the content posted within their libraries. One participant said “I mean of course if you are posting all sorts of things maybe people will get bored with it”, while another said “it has to be enough but not too much”. How much the library should be posting was described as:

It cannot be too much, you need to have an oversight of it, we have no more than three posts in one day because we don't want to upset people.

Within the libraries that took part in this project, there has yet to come a realization of what constitutes an appropriate amount of posting. The participants' concern with posting too much was preventing them from fully embracing the possibilities made possible with the use of social media.

A lack of quality content was another concern that was often mentioned. One participant was very concerned with having “substance” to their posts and not wanting to “just post anything”. Another participant mentioned that they didn't think they could “make anything interesting” while others were concerned with being “too dry” or sounding “too institutional”. This leads to the common concern that if the posts do not have enough substance, are not witty enough or sound too institutional that users will stop following the libraries on social media, as seen below:

We don't want it to be too much, too amateurish, so we are not going to just do, just do whatever...

Several participants seemed unsure about the direction or plans for the use of social media within their library. When describing their libraries' plans for social media comments including “we don't have much of a plan for social media” and “we don't have much to work on, but I think...I do think we should um....do more planning” showed a desire by the

participants for clearer management and guidelines in their social media use. Other comments on the apparent lack of planning of social media use included:

I could say that we um, I would like us to move, um, more, I mean I would like us to have more of a plan...

...we don't really have a plan with it, which is a, I think we should try to have something to do, I mean, like a plan...

...we should work more together on what we put there and how because now I feel it is kind of all over the place, like it has been working fine, like I wouldn't say there is a big need for it but, um, yeah, it's a...I think it would be in our best interests,...

One participant sent me a copy of their social media use guidelines. These guidelines were rather basic and did not include scheduling information, content control or clear goals. Current guidelines that are in place include making posts that "...must have something that is connected to or going on in" the library, avoid having "too much content in English" and "not leaving more than three days between posts". Since there have been no posting schedules created, there seems to be a lot of uncertainty as to what the library should be posting. Aside from two participants, the social media within those libraries which took part in this project appears to be completely unstructured. Most participants expressed a desire for more planning and guidelines for their library's social media use.

None of the participants interviewed mentioned any special training they have received in using social media in a way that benefits the library--which I suspect is the reason behind all the uncertainty in how social media should be used. Aside from the basic rules mentioned above there were no guidelines in place to influence the libraries social media use. All the participants are using the same forms of social media to promote their library as they use personally to keep in contact with friends and family. There is a lack of confidence in trying out new forms of social media as well as a lack of knowledge in how social media can be used to benefit public libraries in Iceland.

4.2.5 Summary

Within the libraries that took part in this project, social media use is still in the early and formative stages. The participants felt that social media is useful and saw them as a positive

tool for the library. Staff members who are interested in social media use are using the same forms of social media that they use personally. Social media are currently being used to draw attention to the library, advertise library events, and create a voice for the library. Currently there are minimal guidelines in place around the libraries social media use. The lack of guidelines and planning leave some participants unsure as to how to best use social media for their library. Participants often felt insecure in trying new forms of social media and creating their own content. According to the results from the interviews it is clear that while the participating libraries are beginning to use social media on a basic level there is a current lack of management. The participants expressed desire for more guidelines and management in their libraries' use of social media. In order for social media use to have the most effect it is necessary to have support from management, including clear plans, guidelines, training and support.

5 DISCUSSION

This chapter will review the results from the previous section in order to answer the research questions that were put forth in chapter three. These questions included: 1) What is the attitude of library staff members towards social media use? 2) What is the attitude of library staff members towards social media use for the library? 3) How is social media use managed within the library? And 4) How is the use of social media supported by library management?

These questions will be answered with the data that were collected from nine qualitative interviews. Open semi-structured interviews were all conducted with public library staff members within the greater Reykjavík area of Iceland. Each question and answer is then connected to the literature reviewed in chapter two.

5.1 What is the attitude of library staff members towards social media use?

With so many forms of social media available, the uses and attitudes towards each one can vary considerably between users. By learning how social media are used by the participants we can see how social media are perceived by them. All the participants that I interviewed perceived social media as useful in their daily lives. The social media platforms used personally by the participants included Twitter, Instagram, YouTube, Pinterest and with Facebook being considered, by all participants, to be their main platform for social media usage. This is consistent with previous research stating that Facebook is one of the most widely used forms of social media (Jacobson, 2011; McLellan, 2013).

The participants felt that social media were very useful in terms of interacting with friends and family, some of whom were living overseas. None of the participants mentioned using social media to reach out to or connect with people, nor did they consider themselves to be contributors to social media. While the participants took advantage of information being shared by others on social media they themselves did not consider sharing information themselves.

The participants described their use of other forms of social media in similar way of taking advantage of content and information that was available on social media. Participants described using YouTube for entertainment and tutorials, but did not consider creating a video themselves. When using Pinterest, the participants used ideas from others and repined posts, but they did not post any ideas themselves. Some participants also described following people on Twitter and enjoyed reading the tweets of the people they followed but none of the participants were posting on Twitter themselves.

Eight out of nine of the participants described themselves as not being contributors to social media. While they enjoyed the available content from others on social media they expressed a lack of confidence in creating content themselves. Participants expressed concerns on not being able to create interesting enough content themselves. Another reason for this was that the participants did not consider themselves to be sharing people. This includes being a self-described “private person” and having a negative view of personal posts from others. While members of a social network are both the suppliers and the consumers of content (Kaplan and Haenlein, 2010), the participants of this study would be considered consumers of social media and not natural suppliers to social media.

Social media had two other functions, according to the participants, including using social media to gain professional information and social media groups to be used by employees of the same library. For the use of gaining professional information included joining groups with other information scientists and following others on Twitter. Staff members of a library are often in a group on Facebook which is used for communication between staff members. The answers on type of information shared in the work-related groups was not specific, although one participant mentioned that they could not post information within the libraries employee group that was necessary to share because they felt it was not reasonable to assume that all the staff members are on Facebook.

5.2 What is the attitude of library staff members towards social media use for the library?

The attitude of staff members influences the success of any policy or programme and the willingness to embrace social media use is an important factor in the success of social media

use (Phillips, 2015; Rutherford, 2008; Smeaton, 2014). For this reason, is it important to consider how the library staff view the use of social media for their library.

Many librarians believe that the libraries' core missions can be supported by social media use (Lankes, 2016; Smeaton, 2014) and that the use of social media can be a useful and valuable tool for the library. The need for libraries to be present wherever their users are (Canty, 2013; Maness, 2006) is understood by the participants and the idea of using social media in a way that can benefit the library was seen positively. The participants saw their libraries as taking part in the trend of libraries and librarians in creating a presence for themselves in social networking sites (American Library Association, 2014; Vassilakaki and Garoufallou, 2014; Wetta, 2014).

5.2.1 What is the perceived functions of social media use for the library?

When using social media, it is important to attract new users (Cathy, 2013). One way that this can be done is by setting social media buttons on a library's homepage to show that the library is actively seeking social media users (Stevenson and Xie, 2014). The homepages of the libraries represented in this study included icons and links to their social media accounts; however, not all the libraries' social media accounts were represented on their homepage.

By encouraging community residents to connect with the library on social media, one participant displayed an understanding of how a presence on social media can be used to reach out (Lankes, 2016) and strengthen connections within the community (Young and Rossman, 2015). The participants acknowledged that a presence on social media can be used to maintain a connection with current users (American Library Association, 2012; Cowden, 2014; Wetta, 2014) and that different social media platforms could be used to reach out to different target groups. An overall increase in library patronage was described as the reason for using social media and young adults were specifically mentioned as a group that the libraries would like to connect with.

While was a common theme of social media being perceived as a positive tool for the library that can be used to reach out to people and advertise library events, the participants expressed several perceived barriers to social media being used effectively.

Social media can be useful in terms of marketing (Jacobson, 2011; Phillips, 2015; Young and Rossman, 2015; Li and Li, 2013) and all the participants felt that social media, particularly Facebook, are useful marketing tools for the library. Participants described creating Facebook events to share information about events that were held at their library.

When using social media for the library it is beneficial to give the library a human personality (American Library Association, 2012; Canty, 2013; Smeaton, 2014; Vassilakaki and Garoufallou, 2014). The creation and maintenance of an interesting personality (Li and Li, 2013; Young and Rossman, 2015) who is witty (Glazer, 2012; King, 2015) and uses humour (Hofschire, 2014; King, 2015) is desirable, in order to make an image considered worth following and listening to (Smeaton, 2014). Participants recognized this need to be personal when using social media for the library and saw it as a way to give the library a voice.

5.2.2 What are perceived challenges of using social media for the library?

Social media can provide the tools to share information for the library, but the library still needs to create the content to be shared (Li and Li, 2013) Content on social media can include videos, photos, text and audio files (Kaplan and Haenlein, 2010). Several participants expressed concerns related to the quality of content they could create. Concerns over content included posts lacking substance and not being interesting enough which would cause users to unfollow their library on social media. This concern is consistent with a study done by Cavanagh (2016) on the use of Twitter in Canadian public libraries in which participants were concerned about tweeting uninteresting tweets that people will not want to follow (Cavanagh, 2016).

It is possible to use social media to run contests or quizzes, offering small prizes, to encourage interaction and add variety to your posts (Glazer, 2012). One participant discussed this option in their interview and had particularly strong feelings towards it not being an appropriate option.

With cooperation and teamwork creating better content (Kaplan and Haenlein, 2010), library staff should be encouraged to work together for social media. The amount of cooperation from other employees differed between libraries, with some participants acknowledging the participation of their co-workers and others feeling as though their co-workers were not interested in taking part. In the situation where participants felt that there

was no teamwork or cooperation they were less pleased with their libraries' use of social media.

Several participants also felt that there should be more cooperation and collaboration, not just within their library but with other public libraries in Iceland. These participants felt that it would be beneficial for everyone if they (the libraries) worked together, for example, by sharing each other's events.

Time needs to be invested to ensure good engagement and content on the libraries' social media platforms (Li and Li, 2013) and it is exactly time that the participants felt they did not have enough of. Participants felt that there was not always sufficient staff available to be active on social media for the library. Another concern expressed was the amount of time that could be put into creating a profile on a new form of social media and then for it to turn out that this form of social media was not successful, hence making the time spent, time wasted.

5.2.3 Are the library staff confident in their use of social media for the library?

There is a need to be prepared and accepting of change when using social media for a library (Li and Li, 2013). The participants acknowledged these changes and felt that it was important for the library to remain open to new forms of social media. Despite this acknowledgement several participants expressed uncertainty in trying forms of social media that they themselves were not familiar with. There is a large amount of information and literature available to advise libraries how they could use each different form of social media (Canty, 2013; Dowd, 2013; Glazer, 2009; Kaplan and Haenlein, 2010; Mozdzer, 2008; Smeaton, 2014; Vassilakaki and Garoufallou, 2014; Xie, 2014; Young and Rossman, 2015; Zohoorian-Fooladi, 2013), yet the forms of social media that are being used by the participants' library often mirror those being used by the participants themselves. The forms of social media that they are not using personally are often dismissed as being not appropriate for use in a library setting. This uncertainty continued into how a new form of social media could be used.

Libraries that post frequently to social media enjoy having more followers and are more successful in encouraging interaction (Jacobson, 2011; Xie, 2014,) but the several participants expressed concerns that the library would not be followed if too much was posted. This feeling goes against the literature on the subject and shows a lack of

understanding on how to use social media efficiently. The participants' concern, including posts being not interesting enough or unprofessional, plagued the library staff and limit their creativity. While it is always a challenge to produce good and useful content that will connect users with your library (King, 2015), there needs to be a culture within the library that encourages innovation and offers training for social media use (Smeaton, 2014).

5.3 How is social media use managed within the library?

In order to use social media effectively, libraries need to plan and develop a strategy (Romero, 2011), with defined goals, guidelines and procedures (Ingvi Þór Georgsson, 2014; Phillips, 2015). Below I have discussed the forms of social media being used by the participant for their libraries, as well as guidelines and planning for their use.

5.3.1 What forms of social media are being used within the libraries?

According to Hofschire (2014), libraries are most likely to be on Facebook but Twitter, YouTube and Flickr are also popular. Within the participating libraries of this study, each had a Facebook account for their library. Other forms of social media being used included, listed in order from most to least used, Instagram, Pinterest, Twitter, YouTube and Snapchat. Other social media forms, like Tumblr, Flickr, LinkedIn, Blogging or participating in a collaboration project like a Wiki, were not mentioned by the participants.

Facebook is the primary form of social media being used within the libraries that took place in this study. The main function of the libraries Facebook pages is to promote events which makes sense because it is considered to have the largest audience when relaying information (Baldvin Þór Bergsson, 2014). Facebook groups are also created for regular library events. Groups allow for information to be shared amongst group members (Zohoorian-Fooladi, 2013).

While creating quality video content is more difficult than pictures (Canty, 2013), they can make the library seem more alive (King, 2015). The use of YouTube varied between participants. Some participants shared content from YouTube that were in some way related to the library. The creation of original content for YouTube was very limited but the content that did include uploading videos of events.

Instagram can be useful for libraries to share event pictures, displays, collections and staff, giving the library a more human (King, 2015; Techavanich, 2015) making it unfortunate how limited the use of Instagram was among participants. Except for one library who had begun using hashtags including #BookFaceFriday the use of Instagram was limited, lacking followers and without direction.

Internationally, many public libraries have found Twitter to be an effective way to communicate with their users (American Library Association, 2012; Cavanagh, 2016; Phillips, 2015) and relay timely and effective updates and information (Canty, 2013; King, 2015; Palmer, 2014; Stevenson and Xie, 2014; Xie, 2014). According to the participants, Twitter use within their libraries is currently limited but those libraries with a Twitter account plan to become more active. Currently Twitter use by the participating libraries is limited to posting of automatic content and the following of other libraries.

Pinterest usage by libraries has been increasing as a platform to collaborate content and market resources by pinning book covers, reading lists and promoting library activities (American Library Association, 2013). The libraries that took part in this study were using Pinterest gain ideas from other library's and re-pin posts from others. Only one library had posted original content to Pinterest.

Snapchat can be used to share similar content as Twitter or Instagram (King, 2015) and as second most popular app for Apple with 100 million users, 71% of active users being between the ages of 18-34 (King, 2016), Snapchat should be considered when trying to reach out to the millennials (New Jersey State Libraries, 2016). At the time of the interviews only one of the participating libraries was using Snapchat but another two were considering adding it to the social media use. The one library that had a Snapchat account had gained substantial followers with the younger library users,

5.3.2 Are guidelines in place for current social media use?

The use of social media within libraries requires planning and the development of an online communication strategy (Romero, 2011; Li and Li, 2013) There is a need for strategic direction, formal objectives and procedures to make effective use of social media (Ingvi Þór Georgsson, 2014; Phillips, 2015). It is also important to keep a content schedule (Fredrick, 2012) and

records of what has been posted (Hofschire, 2014). Only one of the participating libraries provided a set of basic guidelines that they follow and none of the participating libraries had set schedules or procedures. The participants felt very strongly concerning a need for more of planning and guidelines with their library's social media use.

Pictures appear to play a considerable role in the content creation for social media. Posting quality images from events are often successful in engaging people (Canty, 2013). Some of the participants acknowledged that the role pictures played in social media posts and the importance of quality images.

Social media can be used in customer service for the library (Canty, 2013; Espersen, 2015; Li and Li, 2013) through responsiveness and engagement with users the library can shape services according to the needs of the community (Smeaton, 2014). Participants are trying to answer messages and interact with others through the libraries social media account. The successfulness in engaging and communicating with users through social media is still rather low although some participants felt that it was increasing.

5.4 How is the use of social media supported by library management?

Rutherford (2008) found that when attempting to implement the use of social media within a library it is important to have in mind that the staff will need training so that they can feel confident in the use of social media. There needs to be a culture within the library that allows the staff to be innovative with their use of social media (Smeaton, 2014), with the acceptance that they are adding value to the library by using social media (Rutherford, 2008), and that using social media is an important part of their job (Smeaton, 2014).

It could be said that the idea of social media use is supported by library management. On the surface, you can see that public libraries taking part in social. At the very least, everyone seems to have a Facebook account. While social media accounts are easy and inexpensive to set up they need the commitment from management to ensure their success for the library (Li and Li, 2013). After initial accounts, had been set up the amount of support received by management varied greatly between libraries.

Effective social media use requires a considerable amount on staff time (Li and Li, 2013) yet many participants felt that there was not enough time available for them to do as

much as they would like with social media. When time is not provided for social media usage and content creation it implying that it is not an important part of the staff members job.

An organizational environment is needed to support the use of social media (Smeaton, 2014), yet the most of the participants felt that there was a need for more guidelines and directions for their libraries social media use. None of the participants interviewed mentioned any special training they have received in using social media in a way that benefits the library-which would explain the uncertainty in how social media should be used. Aside from the basic rules mentioned above there were no guidelines in place to influence the libraries social media use. All the participants are using the same forms of social media to promote their library as they use personally to keep in contact with friends and family. There is a lack of confidence in trying out new forms of social media as well as a lack of knowledge in how social media can be used to benefit public libraries in Iceland. There needs to be a positive and embracing attitude amongst the staff (Rutherford, 2008), time provided (Li and Li, 2013) and training (Smeaton, 2014) in order for staff to feel that the use social media are in fact an important part of their library work. Through training and encouragement library staff could make better use of the tools available to them through social media for the library.

6 CONCLUSION

Nine qualitative interviews were conducted with public library staff within the greater Reykjavík area. This was done to gain an understanding of perceptions of social media use within Icelandic public libraries. With semi-structured interviews containing open-ended questions, I attempted to answer the following: 1) What is the attitude of library staff members towards social media use? 2) What is the attitude of library staff members towards social media use for the library? 3) How is social media use managed within the library? 4) How is the use of social media supported by library management?

This research was limited by several factors--including language--as the interviews were conducted in English. This conclusion is also based on the results from only nine qualitative interviews, with all the participants being concentrated in one geographical area of Iceland.

By asking each participant about how they personally used social media, about their library and about how the library was using social media, I received a picture of how they viewed the use of social media. By coding the answers to these questions, I could answer the interview questions listed above.

Social media was described by the participants as important in everyday use. They all used social media in order to keep in contact with friends and family--and some mentioned using it as a way to gain information. The participants often described themselves as users of social media, but not as contributors to social media; the difference being that they use information available on social media but are not sharing information or creating content on social media.

All participants interviewed saw the use of social media as a valuable tool for the library. Some perceived uses of social media for libraries were as follows: Creating a voice for the library, marketing, and ultimately to gain library users. Only a basic understanding was demonstrated of how these goals could be reached through social media usage.

When using social media for the library, participants used the same kinds as they have been using personally. While there is a clear difference in the personal use of social media and the use of social media for the library, participants felt most comfortable using the same platforms in both situations.

The use of social media for a public library needs to have clear guidelines, plans and objectives in order to be used effectively. The participants discussed a need for more guidelines and plans in the library's social media use--while several participants even seemed uneasy about the current lack of guidelines and direction their library was taking when using social media.

The participants perceived some forms of social media as not being appropriate for the library. The forms of social media that they were not using personally were usually considered useful for the library. There was also a lack of understanding of how different forms of social media could be used to benefit the library.

Social media use within Iceland's public libraries seems to be at only a very basic level. The participants' expression of uncertainty about different forms of social media and even as to what content would be appropriate shows a need for more support and direction from library management. Staff members taking part in social media use need to have access to training in order to build their confidence in using different social media forms, as well as to perceive potential uses. Clear and comprehensive plans, with guidelines and goals, need to be established within the library for their social media use. Creativity also needs to be encouraged when creating content on social media.

Social media use by the participating libraries could be better supported by providing staff members with time, training and encouragement. Library management needs to recognize their role in providing these things in order to optimize the benefits available to public libraries through social media use.

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