

Online Library Communities:
An Analysis of Ten Canadian Public Library Websites and Social Media

by

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Abstract

This thesis addresses the question of whether or not Canadian public libraries are creating online communities through their websites and social media pages. Studies into what sense of community entails, both physically and digitally have been conducted outside of the library and information studies [LIS] field, but never within it. And in today's world where more and more people access the internet and social media, libraries cannot afford to be serving their members in a physical setting alone, especially if e-visits are starting to outweigh in-person ones. There is a gap in current LIS research surrounding online communities and this lack of research and awareness could be hurting the impact that libraries might have. Focussing on the ten Canadian public libraries that serve the largest populations, this study analyzes a set of screen-captures of major library websites and social media. Each library's website was analyzed by utilizing three personas in order to create pathways through each and determine if sense of community was being created through the four aspects of community: membership, influence, integration & fulfillment, and shared emotional connection. The analysis showed that shared emotional connection and influence were the two weakest aspects overall. Following that, each library's accessible social media sites were captured and then analyzed for content as well as for obvious invitations to communicate. This analysis showed that there needs to be more of a focus on inviting communication, as well as an awareness that member interests are varied and posts need to cover a broad spectrum in order to attract member interactions. The results of all steps of analysis were used to create a simple set of best practices from which libraries can begin to better their online communities. This research is limited in scope and the results create a foundation upon which further research can occur and on which libraries can begin to better understand their online communities.

Preface

This thesis is an original work by Alison Pitcher. No part of this thesis has been previously published. The research project, of which this thesis is part, required no ethics approval from the University of Alberta Ethics Board (see Appendix E for details).

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Chapter 1 – Research Problem

Introduction

What is a library; why do they exist? There are many possible answers to both questions. In the case of this thesis, one answer for both questions would be ‘community’. Libraries are often considered to be community spaces—to be part of the community they exist within and to create their own—important to the very foundations of the community (Scott, 2011; Montgomery & Miller, 2011; Losinski, 2012). They have impact and draw people from all walks of life and help create a collective sense of belonging. This is important, because libraries are a unique way of accessing information and finding a space un-owned by specific affiliations and open to all. It is also important because a library survives on the community—by having patrons and by being seen as important, not only to citizens, but also to those people outside the library community. It is a symbiotic relationship, one that is sometimes forgotten or that libraries sometimes forget to emphasize (Edwards, Unger, & Robinson, 2013). Existing within the community does not always equate to being important—it is the knowledge of the library’s existence and the belief that it is important (socially, personally, etc.) that keeps the library open and functional—that gives the library social capital (Yang, Mai & Ben-Ur, 2012; Ferguson, 2012). The sense of community that libraries are able to create helps to keep people aware of the importance of *their* library, while at the same time also helping the library best understand how to adapt for and serve its community members (Niegaard, 2011). When a library exists as a component of a community or even as its centre, it has a better grasp of the people being served, as well as a better foundation to serve from and to be viewed as integral to that community.

But what about the online library presence? In the digital space—the library website and the social media that a library posts to—can the same thing be said; can community exist for libraries online? Is there the potential for the same community dynamics, and the same ability to create a symbiotic relationship in the online space that libraries inhabit? Are the building blocks for a fulfilling community in place, or is the online space each library inhabits one-sided, with no room for member involvement or the creation of a healthy community? I believe that libraries have the potential to create digital library communities as well as physical. They do not have to be mutually exclusive, but they could be, depending on the person using them. Research regarding online communities is being conducted outside of the library field (Rheingold, 2000; Janzik & Raasch, 2001; Yang, Mai & Ben-Ur, 2012), but looking at online library communities is a topic that has yet to be addressed. A gap exists in library and information studies (LIS) research when it comes to sense of online library community and this thesis will begin to fill that gap. By examining ten Canadian libraries and their digital footprints, it will be

possible to see what sort of online library communities are actually being created and if they compare with one another.

The idea of sense of online library community in this thesis will be wrapped around five main concepts: membership, influence, integration & fulfillment, shared emotional connection (McMillan & Chavis, 1986), and communication (Butler, 2001; Thorne, 2006; Ewing, 2014). Together these five concepts create the building blocks for an online community. This thesis is aimed at understanding these building blocks because communities are the underpinning of libraries and in neglecting the online communities, or their potential, libraries are limiting not only themselves, but the people who wish to join. Fostering a better understanding of how online communities function, and why they are important to libraries, will hopefully open a larger dialogue while creating a broader awareness of online library communities.

Research Problem

Community is an important word in libraries, but what does community mean? It is often tied to place, but in today's world where more and more people are using the Internet, can we really restrict any community to place alone? Libraries have websites and social media sites—they are attempting to meet members online, but are their attempts working? Is a sense of community being fostered within the digital footprint of each library's website and social media? Understanding what type of foundation is needed to foster a sense of community is important, and so is understanding how online communities are currently working, if they exist at all. This thesis has several research problems and all of them surround the concept of online library community.

Q1-Are libraries creating a sense of community through their websites and social media?

Answering this question involves looking into what sense of community means and then examining ten Canadian public library websites. This examination will reveal whether or not online library communities exist, or at the very least, if the potential for them to exist is there. As for the social media—does it exist? Are libraries creating an avenue for members to communicate with the library and with each other?

Q2-If online library communities exist, do they need work?

This question branches off from the previous question. Once it is determined if online library communities exist, the question arises if improvements are necessary. This involves looking at the four aspects of community and determining if some aspects need more work, if some libraries create a sense of community more proficiently than others, or if some user-types are better served.

Q3-How are libraries using their social media?

To answer this question an analysis of each library's social media needs to occur. But before that, the social media needs to be accessible by all, and then each accessible social media needs to have post content analyzed to see a) how often a library posts to each social media within a one week period and b) what kind of content they are posting for members to engage with.

Q4-Are libraries creating an invitation to communicate?

This question is attached to Q3, in that it deals with post content, but the content must openly invite members to post—are libraries opening a dialogue and asking members to respond, or are they assuming that people will comment without such a deliberate invitation?

I believe that there is a gap in Library and Information Studies (LIS) research surrounding sense of community, especially when it comes to an online setting. It is my hope that by answering these four questions, I will help libraries to become better equipped to create a sense of community and meet user needs. It is also my hope that this thesis will start as a foundation, not just for understanding a sense of online library community, but for further research on this topic. In the process of answering these four questions, other questions will arise, and it is my hope that other researchers will be spurred into investigating and answering these further questions, along with their own, in this area of the field.

Libraries

In order to answer the research questions posed by this thesis, ten Canadian Public Libraries were used for analysis. The ten libraries that are instrumental to this thesis are:

1. Toronto Public Library
2. Bibliothèque de Montréal
3. Calgary Public Library
4. Ottawa Public Library
5. Edmonton Public Library
6. Mississauga Library System
7. Winnipeg Public Library
8. Fraser Valley Regional Library
9. Vancouver Public Library
10. Brampton Library

These ten libraries are used throughout this thesis and all conclusions drawn are based on findings made in some manner from these ten libraries. Canadian libraries were chosen because I wanted to add to Canadian-specific LIS research, and public libraries were chosen because they are open to all and allow

for a larger pool of potential members than any other type of library. These ten libraries were chosen based on population served, as that equates to a larger pool of potential members and, generally, larger budgets to work with, which usually means more money and time spent on online conquests.

Conclusion

I believe that this thesis covers important ground in the concept of online library communities. I believe that the construction of online communities in which members want to join and feel entitled and welcome to communicate will create not only better libraries and library experiences, but will also place more importance on libraries in the everyday lives of members. Libraries may be spaces of community, but little has been done to determine whether or not the same can be said of the online spaces that libraries inhabit. By examining ten Canadian public libraries and analysing how they use their websites and social media, I should be able to begin to answer the question of whether or not online library communities exist.

Community is important in general, but especially for libraries where being community focussed and driven is an important aspect. But meeting the needs of and creating community tied to a physical place is only part of it; for libraries to be truly relevant, they need to create a sense of community online as well. It might very well be that even without research into online communities, libraries may have a sense of online library community already in play, but if libraries do not fully understand the foundations of those communities and the building blocks that need to be in place, how can they best utilize and expand on these online communities? This thesis is meant to give a foundational understanding of how online library communities are currently working, and what some of the best practices are. Hopefully libraries will be able to take this information and expand or fix their online communities so that members get a full experience and so that the online presence of libraries is seen as important.

Chapter 2 – Literature Review

Introduction

This thesis is focused on the idea of an online community specific to libraries. The research for this thesis involved analyzing ten Canadian libraries' digital footprints, which were defined as their websites and their social media. By doing this I hope I will be able to determine if libraries are cultivating a sense of online library community, and if there are areas that need to be worked on, or changes that need to be made. But before we look at the libraries and their social media, it is important to understand why this topic is significant in the first place. With that in mind, this chapter will focus on the background of community and on how library websites and social media sites have been viewed up to this point. With this background knowledge, the exploration of why online library communities might be imperative—or if they even exist—can commence.

In the foundations of this thesis, the largest body of research surrounds sense of community which has been an area of research since the 1970s (Sarason, 1974). Research into sense of community is fairly psychological or societal in nature and bridging it into the field of library and information studies (LIS) research requires not only background information, but also a study of how community has been portrayed around libraries in past research. Because this thesis is focused on the digital aspect of public libraries, a probe into how libraries, and other not-for-profits, use their websites and their social media will follow in order to determine what sort of research has been done on the digital aspects of libraries and how sense of community fits into this ongoing research.

Up to this point in time, these two bodies of research (sense of community and library and information studies) have not overlapped. This creates an obvious gap in library and information studies literature because while the LIS literature looks at libraries as a component of community, and while there is a push to be more important and more active, there is a definite gap in research as to what creates a good community, and how that can give added importance to the library and create a tight-knit user group. This gap is not just within online LIS research; it appears to exist in literature surrounding the physical library as well. The LIS field is missing not just an important piece of research on community, but also a way to address a growing concern that libraries are not being recognized as important and relevant in today's world.

Community

What is community?

Community is a common term, often thought of as a group of people coming together for a reason or reasons. Sense of community (SOC), sometimes called psychological sense of community (PSOC), which

is the focus of this thesis, is a sense or awareness of belonging, the experience, and the underpinnings of why one might belong or join (Yetim & Yetim, 2012; Abdelkader & Bouslama, 2014; Nowell & Boyd, 2014). This is a fairly broad area of research, although it is generally thought to have really started with Sarason in 1974 (Fremlin, n.d.; Nowell & Boyd, 2010; Yetim & Yetim, 2012; Talò, Mannarini, & Rochira, 2013; Nowell & Boyd, 2014). Sarason believed that sense of community was “the sense that one was part of a readily available, mutually supportive network of relationships upon which one could depend and as a result of which one did not experience sustained feelings of loneliness” (Sarason, 1974, p.1). He suggested it was not necessarily how many people a person knew, it was a matter of how available they were to the individual: “if they are not available to one in the ‘give and get’ way, they can have little effect on one’s immediate or daily sense of community” (Sarason, 1974, p.1-2). Sarason believed that there were some key ingredients that created a sense of community, and that they were known not only by their presence, but also by their absence; “the perception of similarity to others, an acknowledged interdependence with others, a willingness to maintain this interdependence by giving to or doing for others what one expects from them, the feeling that one is part of a larger dependable and stable structure—these are some of the ingredients of the psychological sense of community” (Sarason, 1974, p.157).

After Sarason, McMillan and Chavis created a more defined conceptualization of what sense of community entailed (1986). To date, McMillan and Chavis’ model remains the most used and the model to which researchers continually return: “the McMillan and Chavis (1986) four-factor model, which characterizes SOC in terms of needs fulfillment, membership, influence, and shared emotional connection remains the primary framework underlying most studies in SOC” (Nowell & Boyd, 2014, p.230). While McMillan and Chavis were not the only ones to pick-up where Sarason left off (Doolittle & MacDonald, 1978; Compas, 1981; Glynn, 1981; Riger & Lavarkas, 1981), theirs was the defining research that catapulted Sarason’s ideas into the spotlight and cemented sense of community as a major topic in community psychology (Boyd & Nowell, 2014; Flaherty, Azick, & Bouchey, 2014).

Four factor model of sense of community

Because McMillan and Chavis’s model (1986) of sense of community is so key, it is important to look at it in more depth. McMillan and Chavis took Sarason’s (1974) idea and broke it down into four separate aspects that combined to give a person a sense of community. Their four factor model remains, to this day, the basis of most work done around sense of community. This does not mean that McMillan and Chavis’s model is all encompassing or that it is never altered to better fit the community being analyzed, but it remains foundational (Fremlin, n.d.; Bess, Fisher, Sonn & Bishop, 2002; Tonteri, Kosonen, Ellonen,

& Tarkiainen, 2011; Abdelkader & Bouslama, 2012; Yetim & Yetim, 2012; Talò, Mannarini, & Rochira, 2013; Flaherty, Zwick, Bouchey, 2014; Boyd & Nowell, 2014; Flaherty, Zwick, & Bouchey, 2014).

McMillan and Chavis defined sense of community as having four parts:

Our proposed definition has four elements. The first element is membership. Membership is the feeling of belonging or of sharing a sense of personal relatedness. The second element is influence, a sense of mattering, of making a difference to a group and of the group mattering to its members. The third element is reinforcement: integration and fulfillment of needs. This is the feeling that members' needs will be met by the resources received through their membership in the group. The last element is shared emotional connection, the commitment and belief that members have shared and will share history, common places, time together, and similar experiences. (McMillan & Chavis, 1986, p.9)

These four factors, when combined, create a sense of community and create a powerful connection between members. McMillan later went on to break each aspect of sense of community down into greater detail:

1. Membership/Spirit

a. Boundaries

1. Barriers marking who belongs and who does not
2. Symbols denoting membership

b. Emotional safety

1. Able to speak honestly
2. Safe to be vulnerable

c. Sense of belonging

1. Expectation of belonging
2. A feeling of acceptance
3. Awareness of being welcome

d. Personal investment/dues paying to belong

2. Influence/Trust

a. Personal investment

1. Sacrificing to be a member gives one a sense that membership is earned.
2. Personal investment makes a community more attracted to the investing member.

b. Community norms influence members to conform

1. Norms

2. Conforming behavior

- c. Members need to conform for consensual validation just as a community needs for its members to conform to maintain cohesiveness.

- d. Members are attracted to groups that allow members influence over or in the group.

- e. Influence between community and members and members and community operates concurrently.

3. Integration of Fulfillment of Needs

- a. Communities meet members' needs.

- b. Strong reinforcements to belong include status, success, and competencies of other members.

- c. Shared values—or consensual trading

- d. Integrating needs and resources or complementary trading

- e. Transformative trading—teaching skills

- f. Generative trading—handing off responsibilities and roles from one generation to the next

4. Shared Emotional Connection/Art

- a. Members must share time.

- b. There must be certain quality to time shared

1. Events must have value—drama

2. Events must have closure.

3. Events must honor members.

(McMillan, 2011, p.509-510)

An outside researcher (Fremlin) also expanded on what each of the four factors could represent:

Membership: a sense of belonging, personal relatedness, investment of the self, feeling the right to belong, being a part of the community, boundaries including identifying people who belong and people who do not belong, emotional safety (through belonging), feelings of acceptance, willingness to sacrifice for the group, identification with the group, sharing common symbols, and personal investment. (Fremlin, n.d.)

Influence: mattering, individual members making a difference to the group and the group having an influence on its members, conformity, members having a say in what happens in the group, consensual validation, closeness. (Fremlin, n.d.)

Integration & Fulfillment of Needs: feeling that members' needs will be met by resources of the group and through membership, reinforcement, rewarding to members, status of membership, group success, group and individual competence, "person-environment fit," serve individual's needs by belonging, shared values, members are able and willing to help one another and receive help in return. (Fremlin, n.d.)

Shared Emotional Connection: the commitment and belief that the community has (and will continue to share) a history, common places, shared events, time together, and similar experiences; positive experiences among group members; relationships and bonds between members; completed tasks; shared importance of events/tasks; investment (time, money, intimacy); emotional risk between members; honors, rewards and humiliation by the community have an impact on members; spiritual bonds. (Fremlin, n.d.)

This four-factor model can be adapted or altered; indeed, we'll see evidence of this when we look into online communities as well as throughout this thesis, but it is important to know where an adaptation came from. Even in McMillan's later addition (2011) to his and Chavis's original concept (1986) we can see how the thinking has expanded from the original model. The four parameters of sense of community: membership, influence, integration and fulfillment of needs, and shared emotional connection (McMillan & Chavis, 1986) are the foundation on which new research in the area rests, and this deeper understanding of it will only aid in synthesizing the analysis being done in this thesis.

Why is community important?

When sense of community is fulfilled members feel positive and are engaged, "a community is viewed as a resource for meeting key needs represented in the McMillan and Chavis (1986)...because SOC directly meets key psycho-social needs, it is theorized to have an unambiguous positive relationship to indicators of positive affect about the community and psychological well-being" (Nowell & Boyd, 2014, p.230). When members are engaged the community has a greater sense of importance in their eyes and there is also an increase in social capital. Creating a sense of community is important, not just for overall satisfaction, but because it creates more involved members who are more likely to participate; this is important for libraries.

Creating a sense of community within the digital footprints of libraries is important for several reasons. The first is that libraries, often the physical library itself, are associated with community (Goulding, 2006; Hill, 2009; Pyati & Kamal, 2012; etc.) and doing less in the online realm would be a disservice to both the library and the people being served. The second reason is that members will be more active and they will see the library in a more positive light, as it is serving their needs on multiple

fronts. By having the library create a sense of online community, the library itself is associated with positive feelings and a desire on the part of the members to be engaged. “In the bulk of studies investigating the effects of PSOC, outcomes can be broadly grouped into two key, dependent variables: psychological well-being and community involvement” (Nowell & Boyd, 2010, p.830). This increased involvement means that libraries will be a common theme in members’ lives, ensuring that they will have a vested interest in continual participation and keeping their online library community intact.

Social capital

Social capital is one of the main positive returns that occur when members have a good sense of community. But what is social capital and why is it so important? Social capital is seen as “relationships among persons, groups and communities which engender trust and/or mutual obligations. These relationships, expectancies and trusting obligations between people function as a kind of social glue enabling them to act more effectively, making society more efficient and making life generally more rewarding” (Goulding, 2004, p.3). Just like economic capital, the more social capital a person or organization has, the more weight or influence they can carry. Members who are active and continually participate or contribute to their community, especially in a visible way, create social capital—that social capital can, in turn, create a continuous loop in which the member is a willing contributor because they enjoy the increased social capital and its rewards (Yang, Mai, & Ben-Ur, 2012). But before that initial participation and interaction can occur, the member must *want* to interact (Bishop, 2007). “Chavis and Wandersman (1990) posited that SoC can be defined as a ‘catalyst’ for participation and community development, and research has effectively confirmed that SoC is associated with a variety of community engagement behaviors” (Talò, Mannarini, & Rochira, 2013, p.2). When members engage with one another, they create social capital. Social capital cannot simply be thought of as “warm, cuddly feelings or frissons of community pride” (Putnam, 2000, p.27); it can create barriers towards those who have no social capital of their own (if they are not big participators or are new to a community, for example), but “social capital is considered productive because it enables communities to achieve desirable goals for the benefit of that community and the individuals within it” (Goulding, 2004, p.3-4), even if some of those individuals do not have social capital of their own. By creating a fully developed sense of community, members are more likely to engage with one another and create social capital, and, because libraries are in the unique position of being not only the basis of the community, but potentially a ‘member’, they can build social capital by being an active participant; “there is a widespread agreement across the literature that the *primary* way libraries build social capital is by providing a shared, public space for a variety of different groups within the community, accommodating diverse

needs and enhancing social interaction and trust” (Hillenbrand, 2005, p.9). If the library cultivates social capital, members are more likely to see the importance of their library.

Library as community

Libraries are often seen as important pieces or spaces of community (Marcum, 1996; Goulding, 2006; Hill, 2009; Scott, 2011; Chow, 2011; Pyati & Kamal, 2012; Anderson, Barblett, Barratt-Pugh, Haig, & Leitão, 2013; White, 2014), and things like community engagement (CE) and community building are becoming increasingly popular when it comes to keeping libraries current (Goulding, 2006; Hill, 2009; Sung & Hepworth, 2013; Yates, 2014, etc.). Keeping libraries current and fostering partnerships within the community (Yates, 2014) is important, but so is creating a sense of community; I believe that there is a need to go beyond partnerships and methods of engaging people and first look at how the library can create and foster a sense of community. Libraries are more than just spaces that the public can easily access, they are hubs where people and ideas can come together to be fostered, “as public spaces, it is said that public libraries are conducive to interpersonal relationships and solidarity, encouraging a sense of belonging and community, and by providing public space for people to share interests, experiences, views and outlook [*sic*], it is suggested that libraries can promote and sustain community identity, dialogue and collaboration” (Goulding, 2006, p.246). Libraries are places of community—they’re places where people can connect: “participants commented that public libraries play an important role in connecting people: connecting individuals with one another, connecting people with their local communities, and connecting communities with wider society” (Goulding, 2006, p.246).

But what about online? Libraries may be community spaces when it comes to the physical library, but is the same true for the digital presence of the library? “[Libraries are] not doing a good job online or outside the library. We’re absent (not entirely, but mostly) as active community builders even in our own spaces” (Hill, 2009, p.18). And that is a shame because the physical libraries are seen as community creators, “when you enter communities that lack that sense of a community, the library for me is actually the trigger. So you could come in with a very specific program and when you do that really well the community starts forming itself and when the community starts forming itself it starts doing more than just the library” (Talreja as cited in Pyati & Kamal, 2012, p.340). But if those same libraries are failing to replicate that sense of community online, then they’re only serving a portion of their populations and their relevance, especially for those users who exist primarily online, is slipping. Librarians and libraries need to be aware that their role is no longer only in the library; if they want to remain relevant, they need to expand beyond just four walls: “librarians are building community inside, outside, *and* online. The presence and the practice of libraries and librarians are no longer bounded by

our roles, our library type, our library size, or our geographic locations” (Hill, 2009, p.135). As libraries move beyond just the physical library I believe that there will be a greater capture and fulfillment of members, and that libraries will be seen as current and relevant.

Gap in Library and Information Studies research on sense of community

While libraries are often associated with community, it was not easy to locate research that links “sense of community” to libraries, which is a shame because if libraries want to remain relevant to their community members, a deeper understanding of what makes a good community should exist. A common thread of research in the library and information studies (LIS) field is the study of how to make libraries and librarianship active and community-driven and how to make users see the importance of libraries (Morrone & Friedman, 2009; Edwards, Unger, & Robinson, 2013), particularly with the advance of technology (McCook & Sierpe, 2003; Parker, 2013). There are even some studies on libraries and community building (Goulding, 2006; Hill, 2009; Scott, 2011); and while they are important, they fail to get at the heart of the matter: what community is and how to create that sense of it. While studies on how to make libraries relevant are important, and things like participatory librarianship (Lankes, 2008) will and can make a difference, I believe that a better understanding of how to create a sense of community within libraries, particularly within the online space that libraries inhabit, will give libraries greater social capital and solve some of the relevancy issues that libraries are facing today (Marcum, 1996; Hillenbrand, 2005; Hill, 2009; Scott, 2011; Edwards, Unger, & Robinson, 2013).

Library/non-profit organization websites/social media and their use

The internet created the ability for non-profit organizations (NPOs) to have websites and social media; although it is believed that they lagged behind capitalizing on this ability when compared to for-profit organizations (Stone & Wilbanks, 2012). Having said that, libraries and other NPOs are catching and, in many cases, have caught up with today’s use of social media (Stone & Wilbanks, 2012; Forcier, Rathi, & Given, 2013). This growth arises partially out of necessity because social media is constantly growing and libraries need to stay current. “The number of users of social media is incessantly growing and the influence that social media has over the daily lives of citizens is continually increasing...there is no doubt that libraries need to consider the use of participatory tools or 2.0 tools not only to be advisable but also essential” (Romero, 2011, p.148). As social media grows it becomes an integral part of users’ lives, and if libraries wish to stay in those users’ lives, they need to meet them online as well as in the physical library (Midyette, Youngkin, & Snow-Croft, 2014). Part of this catch-up may be because, for many libraries and NPOs, budget is a concern, and social media sites are often free and in the end, cost very little for these organizations to utilize (McLean, 2008; Forcier, Rathi, & Given, 2013; Shiri & Rathi, 2013).

But, while many organizations may be utilizing websites and social media, the question of whether they use them as information portals or as communicative areas remains; “NPOs (voluntary organizations with limited resources) should consider each point of contact as a valuable communication tool. An important feature of relationship building is dialogic communication, which allow [sic] organizations and publics mutual opportunity to create and share messages” (Uzunoğlu & Kip, 2013, p.113).

One of the major aspects that appears in literature surrounding websites and social media when it comes to libraries and NPOs, is the fact that these constructs are bi-directional, and that organizations need to look, not only at creating communication and interaction (Romero, 2011; Campbell, Lambright, & Wells, 2014), but also at the fact that it is “necessary to listen and analyze what is said about out [sic] organization, our services and our industry in order to become more competitive in the future” (Romero, 2011, p.148) and social media in particular allows for that feedback to occur, as long as it is handled well. Communication is important, because it is not just a matter of posting something—libraries need to adapt and respond to customer needs and wants, they need to create meaningful relationships and they need to invite members to participate (Preece, Nonnecke, & Andrews, 2004). Social media is being looked at as a tool for communication and to create a back-and-forth between the library (or NPO) and the customer, rather than just as a one-directional place to post information (Romero, 2011; Forcier, Rathi, & Given, 2013; Garoufallou, Siatiri, Zafeiriou, & Balampanidou, 2013; Hofschire & Wanucha, 2014); it is a way of connecting to users—to be where they are when they’re online and to build relationships (Brook, 2012; Forcier, Rathi, & Given, 2013). Indeed, even in terms of marketing, the emphasis is on communication with users: relationship marketing (Garoufallou, Siatiri, Zafeiriou, & Balampanidou, 2013), building relationships with users and communicating with them, is one of the key uses of social media, especially in terms of libraries and other NPOs.

The problem that can occur when looking into social media in particular is that many can fall into the pattern of thinking of social media as a tool or a mode of communication only (Clement, 2011), rather than looking at it as a complex machine in which not only communication occurs, but where “connecting, conversing, laughing, admiring, sharing, learning, arguing, copying, teasing, helping, lying, bonding, communicating, announcing” (Brook, 2012, p.120), “outreach, promotion and community engagement” (Forcier, Rathi, & Given, 2013, p.1350039-4), and community development can occur. In the case of libraries, it can occur in conjunction with the library websites. Social media needs to be looked at as a bigger construct than just a tool for libraries to use, it needs to be looked at in terms of how it can create and foster a sense of community. “Isn’t an online community just as viable as a library branch?” (Graybill as cited in Dankowski, 2013, p.41); “by pigeon-holing social media as a ‘tool’ or ‘mode

of communication', we undermine its vast potential value. Thinking about social media broadly as a platform for discourse will help overcome this tendency to narrow in on one of its functions to the detriment of others" (Brook, 2012, p.120). We need to look at websites and social media, not only in terms of marketing and social media, but also in terms of community because the internet "creates a new space for libraries to have value" (Graybill as cited in Dankowski, 2013, p.41) and that needs to be acknowledged and studied when analyzing social media and websites.

Community online

Online library community is the major theme of this thesis:

by "online communities" we mean any virtual space where people come together with others to converse, exchange information or other resources, learn, play, or just be with each other. The term applies to many social configurations, from small close-knit groups to sites with millions of participants. Online communities may be supported by a wide variety of technology platforms, from email lists to forums, blogs, wikis, and networking sites. The common feature is ongoing interactions among people over time, with some of the interactions being technology mediated. (Kraut, Kiesler, & Resnick, 2012, p.1)

It is important because more and more people are turning to the online world in order to access information and to connect with people (Wellman, Boase, & Chen, 2002; Bishop, 2007; Dewey, 2008; Todd, 2008). I believe that meeting them online is only half the battle; getting them to return and to find a website, product, library, etc. important is the other half. One of the most sustaining ways lies in creating a community that people can become a part of, which is where the sense of online library community, and this thesis, come into play.

While community does not necessarily equate to physical space, it quite often is seen as a physical manifestation. But this thesis is focused on the online library community, and so we must understand that community does not have to be physical. This is not a new idea; certainly, with the advent of computers, the idea of online communities has started, but the idea that communities were always made of people in close physical space to each other is incorrect. Communities that are not tied to place have been around for a very long time and putting 'online' in front of the word 'community' should not (and does not) take away the importance and influence that these communities can have. While community can occur in physical spaces, it is not the physical space itself that is important, but rather the relationships and links shared by the people who live in that area. The reality is that physicality has nothing to do with creating community on its own, other than as a possible set of parameters, "communities have relatively little to do with geographic boundaries and a great deal to do

with multiple linkages and chain reactions. Contrary to what was thought only a few short years ago, communities are also networks” (Maguire, 1983, p.111-112). This idea did not originate with the advent of computers or the Internet, “Ever since the late 1960s, I have been arguing that community does not equal neighborhood. That is, people usually obtain support, sociability, information and a sense of belonging from those who do not live within the same neighborhood. They have done this through phoning, writing, diving, rail-roading, transiting, and flying” (Wellman as cited in Rheingold, 2000, p.360). This means that virtual or online communities are entirely viable; having said that, the pool of research that looks into sense of online/virtual community, while growing, is fairly small and in need to further development (Tonteri, Kosonen, Ellonen, & Tarkiainen, 2011; Petrič & Petrovčič, 2014). For this reason, this thesis is not just adding to LIS research, but also to the body of research on sense of online communities.

Sense of online community is a fairly narrow field at the moment, although it is an expanding one. Because it is a newer field of research, the parameters of what sense of online community entails are still being explored. McMillan and Chavis’s four factor model is still used, even when looking at sense of virtual community (SOVC). It is sometimes used as a base to add to or to alter but it remains the basis of sense of community, even if that community is virtual (Blanchard and Markus, 2004; Blanchard, 2008; Petrič & Petrovčič, 2014; Chen & Lin, 2014). Some studies use only certain elements (Koh & Kim, 2003) from McMillan and Chavis’s sense of community (1986), while others explore all four and add elements depending on the community (Blanchard, 2008). There have been studies into sense of virtual community (SOVC) that indicate that membership, and sometimes influence, may not transfer from face to face (FtF) communities to virtual ones (Obst, Smith, & Zinkiewicz, 2002). This may be true in some cases, but I believe that libraries are unique in that membership in particular is necessary and present. Members need a library card or a library card number and password to truly belong. I therefore believe that, in library-centric online communities, unlike others, a sense of membership also needs to be found and that it transfers from the physical to the virtual. Influence as well is sometimes seen as not transferring over from the physical to the virtual, but again, I believe that libraries are a separate case. Most people join library communities in order to enrich the lives, or to gain access to something that they may not otherwise get without the library, which is why I believe that it is important that this sense of influence transfer over into the online setting.

How to test its existence

While we now know that an online library community can be important, the big question is how to determine if a sense of community exists in a library’s digital footprint. I am using McMillan and Chavis’s

definitions because theirs is still a highly held model, and, despite research constantly being done on the matter, it still holds true and is widely used today (Bess, Fisher, Sonn & Bishop, 2002; Abdelkader & Bouslama, 2014; Yetim & Yetim, 2012; Talò, Mannarini, & Rochira, 2013; Flaherty, Zwick, Bouchev, 2014; Nowell & Boyd, 2014). Many people also use some version of a Neighborhood Cohesion Index (NCI) (Buckner, 1988; French, Wood, Foster, Giles-Corti, Frank & Learnihan, 2014) despite the fact that they do not work, or do not adequately capture a person’s sense of community (Flaherty, Zwick, & Bouchev, 2014). The NCIs or, Sense of Community Indexes (SCIs) used tend to be a number of questions (such as 18 in Buckner’s case) surrounding a person’s sense of their (usually physical) community but “scholarship over the past several years has shown the SCI to be inadequate” (Flaherty et al., 2014, p.960; McMillan, 2011). This current NCI/SCI model of using questions like, “I feel at home at...” (Flaherty et al., 2014, p.951) to determine if someone’s sense of membership exists, for example, is not working. Having said that, there are some instances where NCI/SCIs, or similar scales have worked (Flaherty et al., 2014) and one of those is the Brief Sense of Community Scale (BSCS).

The Brief Sense of Community Scale was created in 2008 and consisted of eight items, two questions for each of the four community aspects. Participants then responded to the eight questions (all positively worded) on a 5-point Likert-type scale (strongly agree to strongly disagree) and it was found that the Brief Sense of Community Scale properly fit the data, which was previously a problem for other scales (Peterson, Speer, McMillan, 2008). It was created in part because the SCI was inadequately capturing sense of community (McMillan, 2011).

BRIEF SENSE OF COMMUNITY SCALE (BSCS) ITEMS^a

<i>Concept</i>	<i>Item</i>	<i>Item wording</i>
NF	BSCS1	I can get what I need in this neighborhood.
NF	BCSC2	This neighborhood helps me fulfill my needs.
MB	BSCS3	I feel like a member of this neighborhood.
MB	BSCS4	I belong in this neighborhood.
IN	BSCS5	I have a say about what goes on in my neighborhood.
IN	BSCS6	People in this neighborhood are good at influencing each another [<i>sic</i>].
EC	BSCS7	I feel connected to this neighborhood.
EC	BSCS8	I have a good bond with others in this neighborhood.

^aConcepts based on McMillan and Chavis (1986): NF = Needs fulfillment; [MB] = membership; IN = influence; EC = emotional connection.

(Peterson, Speer, McMillan, 2008, p.71)

The scale items are presented above, along with what sense of community aspect each question relates to. This scale is a simpler way of looking at sense of community; but not as simple or straightforward as looking at the four aspects alone, rather than attempting to capture them with related questions.

The reality is that in order to best determine if sense of community exists, the scale or index needs to revolve around all four aspects of community and a coherent set of parameters for all aspects needs to be in existence. Whether that is a set of questions related to all aspects, or the aspects themselves (membership, fulfillment & integration, shared emotional connection, etc.). The scales need to be adapted to the communities being analyzed, specifically in an online setting. Some changes or adaptations do have to be made when looking at an online community; one such adaptation in this thesis is communication.

Communication

While I am using McMillan and Chavis's four constructs of sense of community, I have added the fifth concept of communication. "Communication is the science and art of transmitting information...the process of communication required three basic components: a sender, a message, and a receiver" (Ewing, 2014, n.p.). It is the aspect of community whereby members (and non-members) may share information and bonds; a way of connecting to one another through the use of speech, words, images, videos, etc. This online communication is often called computer-mediated communication (CMC) and without communication no community (digital or otherwise) can exist as a complete entity.

Without some form of communication activity, influence, social support, coordination, or information sharing cannot occur. Thus, in the absence of communication activity, a social structure will fail to provide valued benefits for individuals...a social structure in which there is no communication at all cannot provide benefits for the members. Even nominal or minimal structures rely on some basic communication activity to support the formation of an identity among their members. (Butler, B. 2001, p.350)

The reason for adding communication to the model being used boils down to two things. The first is that in an online space, communication cannot occur without having a built-in tool. The ability to communicate is often expected now, "an escalating reliance on Internet communication tools for social and professional purposes, has resulted in the emergence of ubiquitous computing, the expectation of being able to remain in perpetual contact over a suit of wired and wireless communication devices" (Thorne, 2006, p.2). But that expectation may not always be met by these online spaces. The second reason is that I believe there needs to be an invitation to communicate, especially in a community

where the library itself is a participating member, rather than just a containment for members. We know that communication is not the only part of social media, but in terms of creating a sense of online community, communication is key; without communication, there can be no community (Butler, 2001). For these reasons, communication will also be an aspect being looked for, particularly in respect to the social media because communication between members can only occur through social media in the case of most libraries.

Conclusion

Sense of community is the experience of community—why people belong, and how they come to feel that way. Creating a sense of community can lead to many positive things, one of which is boosted participation, because members feel engaged and want to participate, whether it is to gain social capital or because they wish to have an influence on the community, etc. And while it can be acknowledged that physical libraries are important in, and can create their own sense of, community, their online presence is still unknown. Creating a sense of community, and understanding what goes into it, should be relevant to libraries but there is a gap in LIS research and that absence leaves a possible gap in libraries themselves.

Filling that gap is where this thesis comes in. This chapter is meant to supply background knowledge of what sense of community is so that any analysis done in this thesis is easier to understand and follow. This chapter also focussed on the research being done into library (and not-for-profit) websites and social media, as well as how libraries are related to community. This is done to create a better understanding of where sense of community fits into LIS research as well as showcase the gap in the LIS literature. Libraries have often been associated with community, but their online presence is not looked at in terms of creating a sense of community. I believe that this is a deficit in LIS research and it is limiting the potential of libraries; even if a sense of online library community exists, the lack of apparent awareness could lead to a community that is unresponsive to the evolving needs of members. This thesis is only the start of the research that is needed to better understand sense of online library communities but will hopefully begin to fill the gap and start a call for further research on this topic in the LIS field.

Chapter 3 – Methodology

Introduction

This thesis and the research it pertains to is grounded in the theory of sense of community, and the idea that community can exist online. Ten Canadian libraries were chosen because I wanted the research to relate to Canadian libraries, and how online communities might exist within the Canadian library realm. It was my belief that, should all ten of the libraries be Canadian, it would be easier for other Canadian libraries to extrapolate or expand on ideas found within. The choice to have all Canadian libraries also meant that the capture of their social media and websites would be fairly similar in disruptions or unusual posts (this primarily being holidays or specific named days) as they all existed within the same county and theoretically adhered to the same calendar. It also meant that all ten of the libraries would theoretically have an English version of their website, and likely their social media would be in English, as English is the primary language used in Canada. This is important because I am fluent in English only.

Because the main focus of this thesis is to determine whether or not libraries are creating a sense of online library community, McMillan and Chavis's work from 1986 is heavily relied on in order to determine what community is. Their four ideas of community, membership, influence, integration & fulfillment (McMillan and Chavis, 1986), have been the main underpinnings for how community might exist online, specifically in terms of the library websites. Because this thesis is focused on online library community, communication also had to be a contributing factor to creating sense of community; communication, and the invitation to communicate, enters with each library's social media.

Both the websites and the social media had to be captured and then analyzed. Because of the fairly static nature of the websites, and because the main communication facet of community tends to exist off-site, the websites could be captured in a single period, whereas the social media sites, because they were so fluid, needed to be captured over a period of time, in order for patterns to emerge. Capturing the social media sites over a period of seven days allowed for a greater understanding of what libraries used their social media for, and allowed for a principled comparison of the kind of communication open to viewers.

Library communities are important, but a library community should not be limited only to the physical, especially if a library has a digital footprint. If libraries want to stay relevant to their communities, they need to have a community, not just in their physical space, but also online. But what would an online library community look like? Do they exist? This is the main question that this thesis is hoping to answer, and I believe that keeping the libraries 'local' in the sense that they are all in the

country, might help, not only to answer that question and act as examples, good or bad, for Canadian libraries, but to serve to extend the reach of Canadian libraries in LIS literature.

Methodology

This thesis uses a mixed methods approach; the data and analysis are primarily qualitative in nature, but there are key points where the data has been quantitized and the resulting quantitative data is used to draw conclusions, primarily in regards to the social media. Quantitizing is a way of transforming themes or observations into data that can be counted, “commonly understood to refer to the numerical translation, transformation, or conversion of qualitative data” (Sandelowski, Voils, & Knafl, 2009, p.208). While quantitizing data does not necessarily equate to a mixed-method approach (Sandelowski, Voils, & Knafl, 2009, p. 210), the heavy use of the quantitized data and the subsequent analysis being done specifically on the created tables/graphs tips the research into mixed-methods, rather than leaving it solely in the realm of qualitative analysis. It should be noted that the quantitized statistics used throughout this thesis are descriptive in nature.

This thesis also utilized personas as a way to analyze data. Personas are often used in marketing to determine how a potential user might react to a product, website, piece of information, etc. (Kentico, n.d). Personas are designed to represent a specific user-type and are given features and drives before they are used as a tool for analysis (Kentico, n.d.; Hisanabe, 2009; Baumann, 2010). These personas were used primarily on the websites and their wants/needs determined what was captured on each website. The personas were sent on walkthroughs of each library’s website and their experiences and reactions were captured and used as a tool for analysis of sense of library community on each library’s website. They were used to identify “features, functionality, and content” (Kentico, n.d., p.1) of each library in order to determine not only whether sense of online community existed for each website, but if different user-types had a better chance of finding that sense of online library community than others.

Mixed-method, in the case of this project, does not just refer to mixed methods between qualitative and quantitative, but also various methods inside of qualitative research methods. Due to the more hands-on nature of the collection, some analysis during data collection was inevitable, especially in regards to the websites, where a set of purposively invented library users with specified needs went through each website and reacted in-time. Some congruent capture analysis was inevitable and helpful, especially in determining issues in the websites or areas that the personas found frustrating.

Having said that, most of the analysis and coding for this project did occur post-collection, especially in regards to the social media. Various codes or labels were created to define social media posts in order to clarify what kind of communication and content was occurring, and for the websites,

each website was analyzed from the perspective of each persona to determine if the four aspects of community existed or not. Most of the quantizing of data came into play in the social media analysis, where the content sets were flattened into numbers, so that the data was easier to digest and connections could be made within each social media type as well as overall. This use of quantized data from a qualitative data set, and using the subsequent quantitative-like data to form generalizations is called a generalization design and it “starts from open-format data and applies a systematic qualitative procedure to convert it into nominal data that can be used for further qualitative analyses” (Srnrka & Koeszegi, 2007, p.33). The mix between analysis types and qualitative and quantitative methods allowed for a better understanding of the data collected and an easier time of displaying the findings, especially in light of how much was captured from each library’s digital footprint.

Capture Parameters

Each library had two main components that had to be analyzed: the website and any social media sites that fit within the research parameters (see Ch. 6 for more information). The two components of each library differed greatly in activity and what they were contributing towards creating a sense of online library community. For this reason, each component was tackled (and captured) differently. This section describes how each library’s website and social media pages were captured (for capture dates see Appendix C). No ethics approval was needed for the capture of either the websites or the social media pages as everything is considered a public source. For details on why certain things were captured or categorized while others were not, see the applicable analysis chapters (Ch. 4/5/6).

Websites

In order to render an enormous data set manageable, four personas were created that spanned a range of user-types:

Harold is a 69 year old retiree who lives with a somewhat mobile-challenged wife. He is looking to fill some of his spare time at or with the library.

Kim is a 36 year old single mother of two. She has two daughters, ages six and thirteen and works Monday to Friday. She is hoping that the library can occupy her daughters when the nanny is with them or when they’re at home and done their homework.

Aarav a) is a 19 year old university student in his first year of a bachelor of science. He is hoping to find a quiet space to study at the library.

Aarav b) is the same as Aarav a) but is an international student from India. He wants to work on his conversational English skills at the library.

They were all created to a) represent user-types and b) to be tools that would distil each website into a manageable data set. Harold was created to look primarily at senior pages, Kim was created to analyze the children and teen pages, while Aarav a) was designed to look at pages of interest to a young adult male, and, finally, Aarav b) was created to add onto Aarav a) in order to explore immigration pages and ESL help. None were overly interested in materials that the library could provide, but rather, in what the library could provide outside of that.

These four personas were then sent through each of the library websites (English) and the paths that they took were captured via screenshots (using the FireShot application). This occurred only once, as the websites are fairly static. The libraries were gone through over several days (consecutively), with one persona going through all ten libraries before shifting to the next persona. The only exception to this was the last two personas which are mirrors of each other with minor differences, for Aarav a) and b), they both went the libraries at the same time, with Aarav b) branching off in some places. For the purpose of capturing, they were treated almost as a singular persona, in terms of order. The libraries were explored in order of largest population served to least.

Social Media

Because social media is so fluid, it was necessary to capture each library's social media sites over more than a one-day period. It was decided that each social media page would be captured over a period of seven days. Each page was captured once a day for seven days and then the original seven days were returned to ten days later in order to capture any continuing conversations/responses, etc. The social media pages were captured with screenshots (using the same FireShot application) and each subsequent day in the seven days captured both the current day and any days previous within the week. All social media pages were captured over the same seven days, with the exception of Vancouver Public Library's Teen Instagram page, which was captured at a later date, as it was missed in the original capture. The ten day recapture occurred ten days after the seventh day and only the original seven days were captured. Once the social media capture was complete, the content was labelled and post numbers and responses counted by type.

Issues and Biases

As with any research project, this thesis deals with several issues or biases, either in the actual capture, or in the qualitative categorization. An attempt will be made at several stages in this thesis to acknowledge this and keep the reader aware of the fact that the conclusions drawn may not be universal and may be biased. But it is in this section that the main issues and biases will be acknowledged.

One such issue is the fact that all websites and social media are fluid, and, barring using a way-back machine, the capture itself cannot be replicated. This is natural when dealing with online material. It is hoped that, should a scholar attempt to replicate the libraries and the capture terms, etc. a similar result will be found, even though the capture dates will differ. Another issue with this thesis is that I am only analyzing English versions of websites and social media. This means that, should library have a French side to its website or French social media, it will not be included in the analysis. This means that, for some libraries, and especial Bibliothèque de Montréal, content that exists is not being analyzed and involved with the rest of the research. This is due to a language barrier, and it means that comparisons and conclusions being read or seen in this work need to be viewed with the fact that it is only the English versions being looked at. Having said that, if a French post exists within an English version of something, usually a social media page (in this case, English version meaning a page that is primarily posted to in English), it will be counted, as will any non-English responses to various posts, although the content will not be analyzed.

A common issue in qualitative research itself is that the researcher is the conveyor of results and conclusions, and, in the case of this thesis, I am also the one quantizing the research and compiling the numeric data. Because it is qualitative data, it is entirely possible that other researchers would qualify the various components differently—that different categories and subcategories would be used. The results being looked at in this thesis come with this potential bias, and therefore are not universal conclusions, but opinions in many ways. This is especially true in the case of social media, where content was given labels—the labels themselves may not have been what others would have chosen or the others may have given the content different labels. As for the websites, an attempt to eliminate bias occurred through the use of personas, but those personas were still created by me and I was the one going through each website, as a persona, yes, but I was still steering, and this still leaves room for personal bias. The personas themselves are, by design, limited in their perspectives in order to render each library's website into a manageable data set but this does mean that each library website is not looked at in entirety and there may be things that are missed. The fact that this is a mixed methods study, with primarily qualitative data is most likely the largest bias in this thesis—it is, by dint of nature, based on personal judgments. These judgments will of course be explained, in the hope that the thought process can be broken down and better understood, but it is still a bias that needs to be acknowledged while reading this work.

Libraries

Ten Canadian public libraries were chosen, based on the top ten populations served. These ten libraries were identified via the Canadian Urban Libraries Council 2012 Canadian Public Library Statistics report, which is the latest report to date. The ten libraries are, in order from largest population to least:

1. Toronto Public Library
2. Bibliothèque de Montréal
3. Calgary Public Library
4. Ottawa Public Library
5. Edmonton Public Library
6. Mississauga Library System
7. Winnipeg Public Library
8. Fraser Valley Regional Library
9. Vancouver Public Library
10. Brampton Library

Some basic statistics for each library are listed below; all statistics come from (or are based off) the 2012 Canadian Public Library Statistics report.

Toronto Public Library (ON)

Population: 2,791,140 (Marriott, 2012, p.2)

Members: 1,298,043 (Marriott, 2012, p.4)

Percentage of population that are members: 47%

Branches: 98 (Marriott, 2012, p.2)

E-visits: 25,951,430 (Marriott, 2012, p.10)

In-person visits: 18,872,588 (Marriott, 2012, p.4)

Total Revenue: \$174,761,178 (Marriott, 2012, p.6)

Bibliothèque de Montréal (QC)

Population: 1,701,782 (Marriott, 2012, p.2)

Members: 365,847 (Marriott, 2012, p.4)

Percentage of population that are members: 21%

Branches: 44 (Marriott, 2012, p.2)

E-visits: 2,801,631 (Marriott, 2012, p.10)

In-person visits: 6,610,659 (Marriott, 2012, p.4)

Total Revenue: \$83,016,442 (Marriott, 2012, p.6)

Calgary Public Library (AB)

Population: 1,120,225 (Marriott, 2012, p.2)

Members: 393,430 (Marriott, 2012, p.4)

Percentage of population that are members: 35%

Branches: 18 (Marriott, 2012, p.2)

E-visits: 8,700,047 (Marriott, 2012, p.10)

In-person visits: 5,724,008 (Marriott, 2012, p.4)

Total Revenue: \$53,302,550 (Marriott, 2012, p.6)

Ottawa Public Library (ON)

Population: 935,073 (Marriott, 2012, p.2)

Members: 337,709 (Marriott, 2012, p.4)

Percentage of population that are members: 36%

Branches: 33 (Marriott, 2012, p.2)

E-visits: 11,393,583 (Marriott, 2012, p.10)

In-person visits: 4,882,750 (Marriott, 2012, p.4)

Total Revenue: \$ 42,193,951 (Marriott, 2012, p.6)

Edmonton Public Library (AB)

Population: 812,201 (Marriott, 2012, p.2)

Members: 441,427 (Marriott, 2012, p.4)

Percentage of population that are members: 54%

Branches: 17 (Marriott, 2012, p.2)

E-visits: 8,786,348 (Marriott, 2012, p.10)

In-person visits: 4,905,885 (Marriott, 2012, p.4)

Total Revenue: \$ 37,980,348 (Marriott, 2012, p.6)

Mississauga Library System (ON)

Population: 741,000 (Marriott, 2012, p.2)

Members: 327,411 (Marriott, 2012, p.4)

Percentage of population that are members: 44%

Branches: 18 (Marriott, 2012, p.2)

E-visits: 8,841,290 (Marriott, 2012, p.10)

In-person visits: 4,515,250 (Marriott, 2012, p.4)

Total Revenue: \$ 26,453,145 (Marriott, 2012, p.6)

Winnipeg Public Library (MB)

Population: 704,800 (Marriott, 2012, p.2)

Members: 341,040 (Marriott, 2012, p.4)

Percentage of population that are members: 48%

Branches: 20 (Marriott, 2012, p.2)

E-visits: 2,692,447 (Marriott, 2012, p.10)

In-person visits: 2,692,447 (Marriott, 2012, p.4)

Total Revenue: \$ 27,116,323 (Marriott, 2012, p.6)

Fraser Valley Regional Library (Abbotsford, BC)

Population: 693,276 (Marriott, 2012, p.2)

Members: 263,368 (Marriott, 2012, p.4)

Percentage of population that are members: 38%

Branches: 25 (Marriott, 2012, p.2)

E-visits: n/a (Marriott, 2012, p.10)

In-person visits: 3,258,771 (Marriott, 2012, p.4)

Total Revenue: \$24,554,101 (Marriott, 2012, p.6)

Vancouver Public Library (BC)

Population: 652,419 (Marriott, 2012, p.2)

Members: 358,525 (Marriott, 2012, p.4)

Percentage of population that are members: 55%

Branches: 22 (Marriott, 2012, p.2)

E-visits: 5,251,691 (Marriott, 2012, p.10)

In-person visits: 6,576,190 (Marriott, 2012, p.4)

Total Revenue: \$43,559,151 (Marriott, 2012, p.6)

Brampton Library (ON)

Population: 540,145 (Marriott, 2012, p.2)

Members: 137,976 (Marriott, 2012, p.4)

Percentage of population that are members: 26%

Branches: 6 (Marriott, 2012, p.2)

E-visits: 2,650,000 (Marriott, 2012, p.10)

In-person visits: 1,989,551 (Marriott, 2012, p.4)

Total Revenue: \$13,988,265 (Marriott, 2012, p.6)

It is interesting to note that for most of the libraries the total number of e-visits outweighs the number of in-person visits that occurred in 2012 (see Figure 2.1 which converts the figures above into a graph). This confirms that creating a sense of community online is vital for libraries—if more visits are occurring virtually, there needs to be something there to meet user expectations. Figure 2.2 shows what the average visits per day (in a 365 year and rounded to the nearest whole number) would be, which may help to ground the numbers.

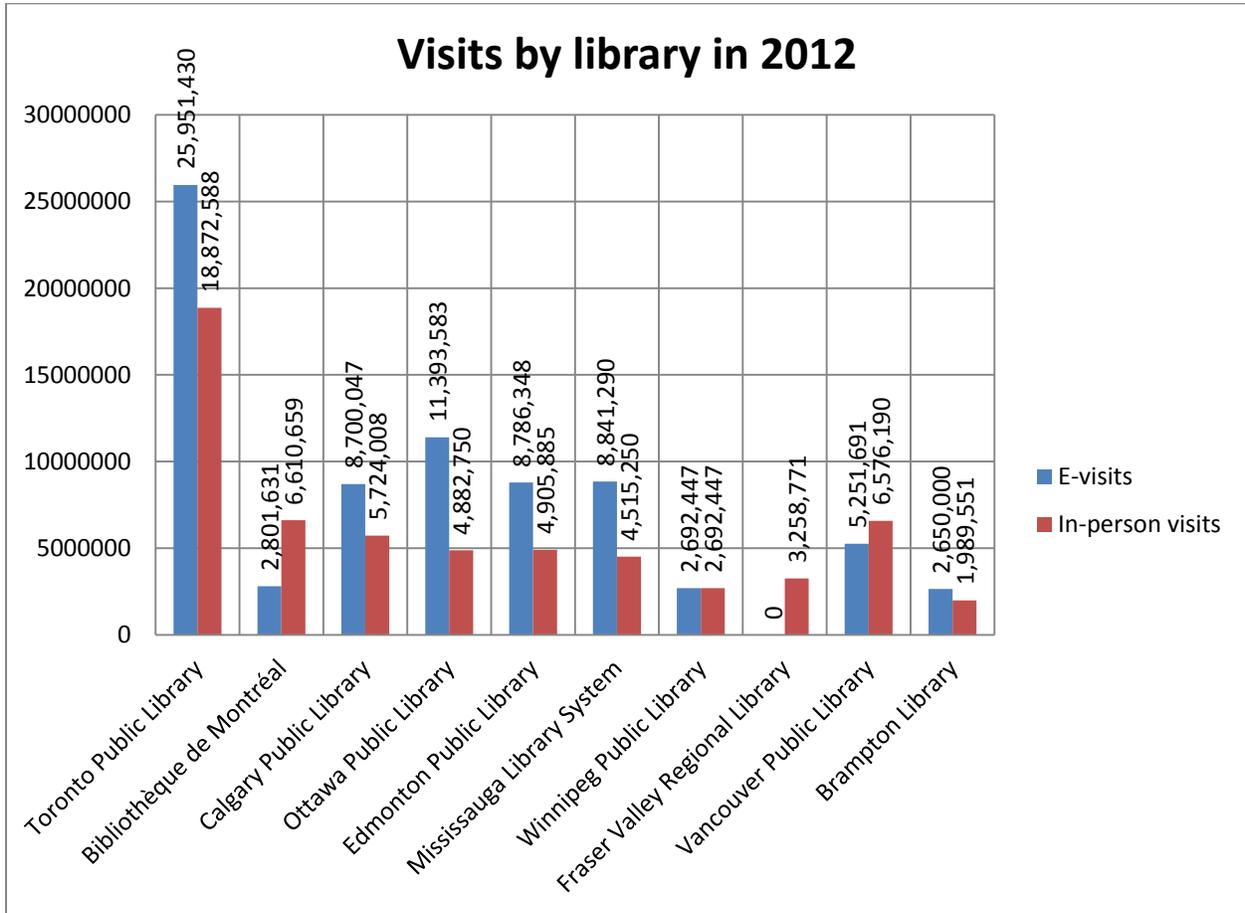


Figure 3.1. Visits by library in 2012. This graph shows the physical and digital visits each library counted in 2012. Note that Fraser Valley Regional Library did not have a count for e-visits.

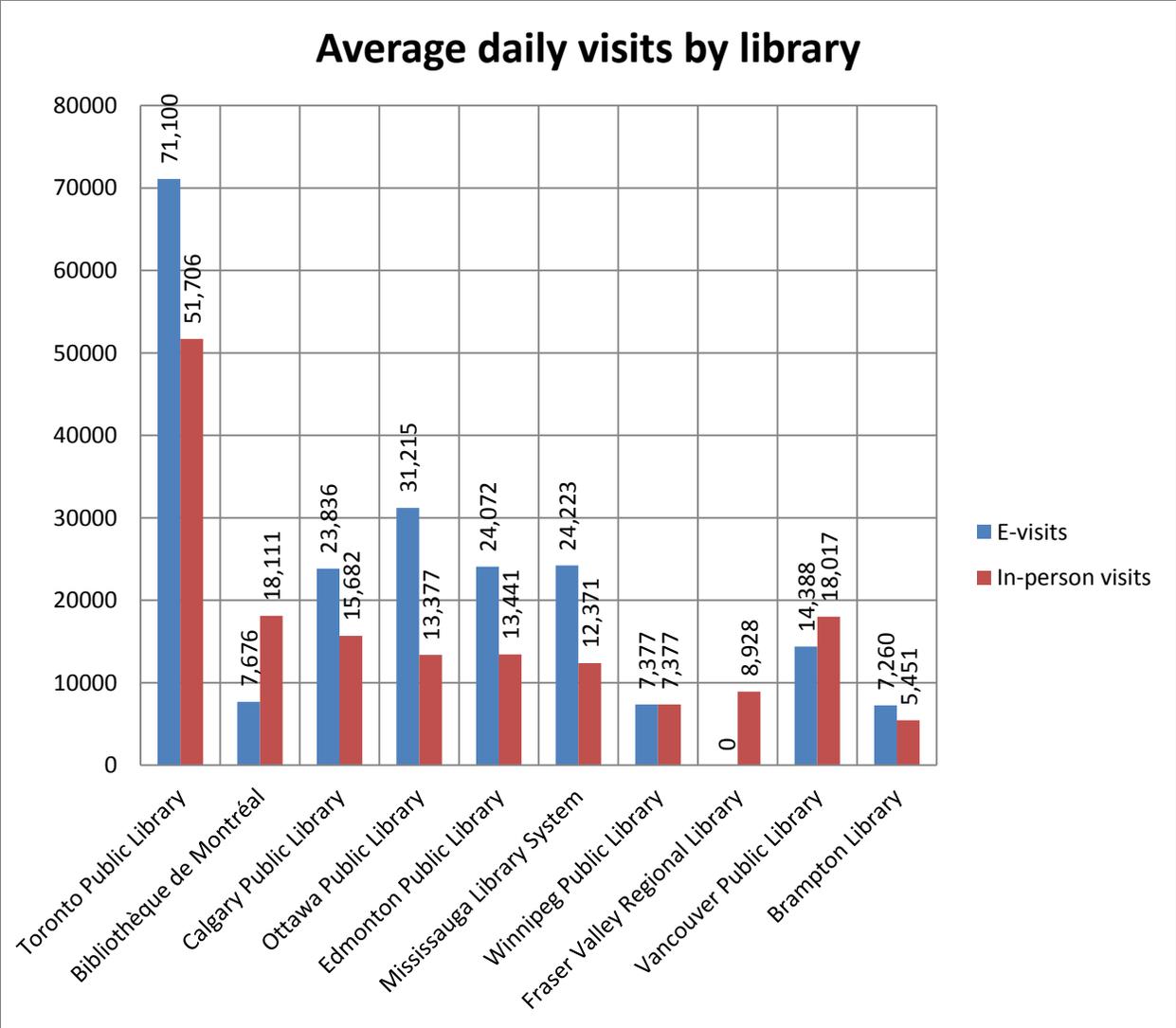


Figure 3.2. Average daily visits by library in 2012. This graph shows the average physical and digital visits each library received per day, assuming 365 days. Note that Fraser Valley Regional Library did not have a count for e-visits and all numbers are rounded to the nearest whole.

Conclusion

Community is an important part of libraries. Libraries are social and community spaces (e.g. Scott, 2011; Montgomery & Miller, 2011; Losinski, 2012), and determining if that sense of community translates into an online setting is a significant question to explore. In order to determine if online library communities exist, I needed to use a mixed-methods approach when dealing with the ten libraries. I also needed to approach and capture the websites and the social media in different ways, so as to best determine if a sense of community was being fostered. The ten Canadian libraries chosen serve the largest populations which, hopefully, gives those libraries the biggest push to create online library communities, especially since most of those libraries get more digital visits than physical ones in a year.

Chapter 4 – Websites and Analysis

Introduction

In this chapter, we will be looking at the websites of the same ten Canadian libraries. This is being done in order to determine if the websites offer a sense of community, or at least the shell of a possible community. The websites are not the only thing being investigated for each library's digital footprint, but they are the focus of this chapter, because, unlike the social media, where it is mostly communication that occurs, the library websites are the home for the body of information that members and potential members may seek. The websites are also fairly static, so there is a question of whether or not the framework for a sense of online library community exists within each website, to be animated by the communication and bolstering of the social media aspects. Before both the websites and the social media can be looked at as a whole to determine if community exists online for each library, the websites need to be analyzed on their own, to determine what is, and what is not, there.

The original intent had been to capture each of the library websites in its entirety and go through each page, looking for aspects of community. However, due to the large scale of the websites, the undertaking was too bloated and the qualitative nature of pointing to different aspects of the website and declaring them to be creating a sense of community was too personal and difficult for others to follow. With that in mind, three characters (or, personas) were built. They were created with the intent of 'sending' each character through the ten library websites in order to see where such a character might go and if their sense of community was fulfilled by the paths that they took, and if their needs were met as they moved through each library website. This approach slimmed the data down and also created an analysis that, while still qualitative, will hopefully be easier to follow and understand. It also allows for a more holistic approach to the analysis of the ten library websites, in that each aspect of community (membership, influence, integration & fulfillment, and shared emotional connection (McMillan & Chavis, 1986)) can be looked at as a general sense of fulfillment, rather than needing to break unconnected pieces of a website down into parts and reconnect them in a way that creates an understanding of whether community a) exists, and b) is re-creatable.

Such characters are known as personas in marketing; a persona is a created character, fashioned to be a representative of a specific user-type, often meant to represent a future user (Kentico, n.d., p.1; Hisanabe, 2009, p.210; Baumann, 2010, p.157). They are often used to "identify the features, functionality and content" (Kentico, n.d., p.1) in order to give people, usually marketers, a better understanding of how a target audience might use a website or respond to certain content; "they are

used to guide decisions about a service, product, interaction, feature, and visual design of a website” (Kentico, n.d. p.1).

In the case of this thesis, personas are being used to analyze the ten Canadian public library websites, and their responses and how they interact with and feel about the website, will be used in order to distill the information and in order to hopefully circumvent some of the bias of having only one researcher. The personas were chosen to develop a more organic understanding of whether or not the library websites create online communities and they were chosen over real people because a) they can represent a user-type in general and b) it is how the libraries fare that is important to this thesis rather than the users themselves.

By creating three distinct personas who can be understood and followed, it is hoped that an understanding of what each library website contributes towards an online library community can be more readily seen and the results might be easier to re-create. While the three characters are indeed still constructs, part of this chapter involves looking at the pathways that each character takes in each website, so that, even if someone might disagree with the findings, they can see what path was taken and how the findings might have come about.

The three fictional characters were developed as a way to better understand how a library website acts as part of an online library community, and to see how each website serves to draw people in and serves their respective needs of the online library community. These three people span generations and have different requirements that the online library community must meet, in order for each to want to join. By using each of these people and going through the library website, I will be better able to show how similar people might traverse the website, as well as how easy it is for them to find what they want on the library websites. In this chapter each character will go through each of the ten public library websites, and a description will be provided of where they go, along with why they might do things or how they might feel at certain points. This will allow for a deeper understanding of the eventual analysis of the library websites found later in this chapter. It should be noted that, while there are three personas, one of them is branched into two: Aarav a) and b) so that there might be a better understanding of how an additional requirement might change the perception of community. In Aarav a) and b)’s case, this added need is an immigration/ESL component added onto Aarav a)’s persona that creates Aarav b). This twinning of the personas allows for a greater exploration of each website, as well as a greater depth of analysis.

Personas

Each of the three characters has had previous experience with libraries, and they are all somewhat computer savvy. They are, with the exception of Aarav b), very proficient English speakers; none of them speaks or reads French and only Aarav b) speaks/reads a language apart from English. They all moved to the city fairly recently, and are interested in what the library has to offer and the first place that they look is the library website. The intent of developing these characters is to span a selection of possible user-types and to give a sense of how well each library website holds up in practice and if a sense of community exists, or at the very least if the framework for it does.

Harold

Harold is a retired plumber who is 69 years old; he lives with his wife, Laura. He retired five years ago and is hoping that the library can fill some of his spare time. He does not drive, although he does use public transportation to get around. His wife has some health issues and has low mobility. Between the two of them they have a lot of doctor and hospital appointments but he is hoping that he can spend some of his time free time at the library and that, while he is at home, he might do some writing and genealogy searching. His wife is an avid reader, although she has trouble getting to the library; while Harold is more than happy to pick her books up for her, his hands hurt from arthritis and he finds getting the books home is difficult.

Kim

Kim is a single mother of two. She has two daughters, Madeline, who is six and Abby, who is thirteen. She works as a records manager and technically her hours are Monday to Friday between 8:15 and 4:30 but she usually ends up working from 8:15am to 6:30pm at the office from Monday to Friday and then brings her work home with her in the evenings and on weekends. While she is at work and the girls are out of school, a babysitter, Katheryn, looks after them. Her interest in the library is for her children, primarily things to keep them occupied or programs that Katheryn could take them to. She is also interested in any new adult books that the library might have. She is very concerned with giving her children stimulating things to do while at the same time protecting them from possible threats.

Aarav a)

Aarav is a 19 year old university student. He is taking a bachelor of science and is in his first year. He transferred to the city's university and is excited to meet people and learn things. He has classes throughout the day and finds that he does not have time to meet new people but wishes he did. He also finds that the study spaces at the university fill up quickly and his roommate in dorms is quite loud, so finding somewhere to study can be difficult.

Aarav b)

Aarav b) is the same person as above, only he is not Canadian and comes from India, so his English is passable, but it still needs some work, especially his conversational English. He wants to meet more people and also work on his English skills. His native language is Punjabi.

*It should be noted that, because Aarav has two different paths, Aarav b)'s path will only be considered an add-on, where he looks into ESL help and Newcomer help; his path otherwise does not deviate from the path that Aarav a) takes, it just adds to it. While both characters will have a different sense of community, their only difference will be that Aarav b) looks at more on each website than Aarav a) does, which allows for a greater depth of analysis of each website.

These four constructs will be used to go through each of the ten Canadian library websites in order to discover how easy it is to find what they're looking for and what sort of invitation to join the community exists for them. It is important to note that they are intended to react in a human-like fashion and are not meant to supply a comprehensive look at each library website in its entirety, but rather a look at each website as seen through a construct's 'eyes'. The walkthroughs will then be used to determine if each library creates a sense of community.

Walkthroughs

In this section a description of each character's walkthrough of each library website will be given (to see homepages of the ten libraries, see Appendix A). The three theoretical people will be looking at each of the library websites, in order to determine an approximate path each user-type might use and in order to gain a better understanding of what sense of community exists within the websites themselves, as well as how easily the websites are to maneuver through. Although the personas are fictional, their experiences, as reported here, all occurred. If one of them meets a dead link, that fact reflects the situation on the actual site as reflected in the research process. The responses to each website and its content are based off of the persona parameters but the walkthroughs for each persona occurred as recorded here.

The three created people are as seen above: a senior, a mother of two, and a young adult male (captured twice). For each of the three, all ten library websites will be looked at and compared. Capturing of the pathways each character took was done in stages of the characters. For example, the senior, Harold, was the first character used, and all ten libraries were gone through and the paths captured before moving on to the second character. The characters will stay on the library websites, unless directed off by a link. While it is assumed that they would look into the social media, for the most

part, aside from the odd blog, this analysis avoids social media, because it is being explored in a later chapter.

For the Montréal public library, it is important to note that because I, and therefore these three fictitious people, only speak English, most of the Bibliothèque de Montréal website is lost on them, as is the social media, which is all in French. Because of this, the view of Montréal will be limited and will not reflect what the French side and version is doing when compared to the rest of the libraries. This is an acknowledged bias/shortcoming, and needs to be remembered when looking at or drawing any comparisons between Montréal and the other nine Canadian libraries.

Harold

Toronto Public Library

Harold starts with the homepage, and then moves on to “Using the Library” because he needs to know how much it will cost, and he is hoping that there will be information on getting to the library. He looks into the “Your Library Card” page and discovers that a library card is free. He is still interested in getting to the library, which he has not found in this section, but suspects might be in “Hours & Locations.” However, he is side-tracked because he wants to know what he can borrow. He goes to “Borrowing Materials” to see what kind of things the library might lend, notes the loan periods, and is interested in the mention of a “Home Library Service,” because, while he is usually mobile enough to take the bus, his wife is not always up to it and he does not always bring back the right books for her. He looks into the “Home Library Services” but there is not a lot of information, and it sounds like his wife would not qualify. He does note the “Seniors Home Services” on the left and clicks on it, hoping for more information but it is information for seniors’ homes, and he and his wife still live in their house. He leaves by clicking on the back button of his browser several times until he is back to the “Using the Library” page and can click on the “Computers, Internet Access & Digital Services” link. He is not interested in reserving a computer or learning about basic computer skills because he already has a laptop he is comfortable using, but the Digital Innovation Hubs and Asquith Press Book Printing Service interest him. He looks into the “Digital Innovation Hubs” first.

Harold looks into the 3D printing, but is mostly interested in the idea of digitizing some of their old photographs and home videos. In the “Digital Design Workstations” page he sees a mention of classes that can be taken, and he clicks on Photoshop I because it looks like the most promising for picture scanning. He tries to register but the class is full and he does not bother putting himself on a waitlist, especially since there are still things he needs to look at on the library website. He heads back to the

“Digital Innovation Hubs” page and click on “In Branch Equipment” but is not very interested in just a list of different equipment pieces, so he goes back and clicks on “Programs & Classes” where he explores “Digital Design Classes” and “Innovator in Residence.” The first page of digital design classes is mostly things he is not overly interested in, like the 3D printer, but the Asquith Press classes do interest him and he clicks on the “Asquith Press Information Session” to see what it is about. He does not sign up for it, even though there is space, because he is not sure if he can get to the Toronto Reference Library yet but he bookmarks the page and goes back and heads into “Innovator in Residence.” He thinks that some of the people sound interesting but all of the workshops have ended and there is no mention of anything forthcoming so he leaves the page and starts back on the homepage of the library. He goes to “Hours & Locations” because he still needs to know how to get to the library, especially the Toronto Reference Library, because it sounds like that’s where most of the programs he wants to attend will be held. He finds the information for the Toronto Reference Library, and finds both a map and, more helpfully, information about what sort of public transit he has to take and where to get off. Once he knows that he can get to the larger library by transit (he will look up the different buses and subway trains he will need to take to get there later) he goes back to the homepage. There is a “History & Genealogy” link on the homepage that catches his eye and he takes a look and skims through the blogs and the different pages on history and genealogy. He also makes a note of the programs, but does not look into them too much because the “Programs, Classes & Exhibits” at the top of the page catches his eye and he figures he will look at all of the programs at once. He immediately notes that the programs have been split into categories. He is interested in the Author Talks & Lectures, the Book Clubs & Writers’ Groups, as well as Computer & Library Training (because he thinks volunteering at the library might be a good way to spend some of his time), as well as Culture, Arts & entertainment, Health & Wellness, and History & Genealogy and Hobbies, Crafts & Games. He finds a few classes that he’d be interested in going to, although he has to go two pages deep to find anything ‘senior’ related in the Health & Wellness page. He also discovers the Library Training is about learning to use the library, not being trained to volunteer, so his next foray into the website is intended to find information about volunteering. He starts back at the library homepage and finds information about volunteering at the bottom of the website, under “Support Your Library” and finds that the “Leading to Reading Volunteers” sounds like something he might be interested in, although he is worried about the weekly commitment. The last thing he does is go to the “Contact Us” link, in order to see what number he should call to ask more questions about the volunteer program.

Bibliothèque de Montréal

Harold originally went to the French homepage (bibliomontreal.com) but because he cannot read French, and could not find an “English” link, he went back to his browser and searched for the Montréal Library; he eventually found a link that led him to the English side of the website. He is interested in how to get a library card; the homepage tells him he needs ID and to go to his branch, but he also wants borrowing information, so he tries the link for “Consult the Schedule of Your Library” because it looks the most promising. LaSalle is the branch he believes is closest to where he and his wife just moved, and there is information about the hours, as well as a link to that library’s Web site. There is also information about how to get there, and although he cannot tell what some of the words are in that section, because they’re in French, he can make out the bus numbers just fine. The branch’s web site turns out to be just a small amount of information as well as the hours and address that he had already found. There is a section on services and collections that will not load for him but when he tries a different library, the same thing happens: the “Services and Collections” section of the branch sites will not load. He goes back to the main page and goes to “Services and Collections.” He can find information about checking items out, and in “collections That Create Excitement” He finds links to several collections that he is interested in looking into, but once he sees that it is just information on book collections he becomes less interested; he likes reading, but he is hoping for more from the library than books (which he has lots of), so he leaves after looking into the first collection of Genealogy. He finds information on book clubs in “Books that get around” but it is only superficial information, and when he clicks on one of the branches listed as having book clubs, the only thing he gets is the address. He is not finding much that he is interested in aside from the book clubs, but he wishes that there was more information. He skips over reading suggestions because, again, he is not interested in the library for the books, and goes into “Guided Activities” hoping that something there will spark his interest. Unfortunately, almost all of the activities listed are for children, and of the two that are not, one is an introduction to computer use and the other appears to be a French-focused book club. All of the other promising-looking links are in French and lead to French pages. He looks into “Write to us” and then goes to “A-Z” to see if there is anything he might have missed. He clicks on a link to blogs and is taken to a “Crossroads” section of the website that doesn’t connect with anywhere else. The link is not to a list of blogs, but rather to information on creating blogs. He is interested, the instructions are in French, which is unfortunate, but he thinks he might try to play with the links provided. He goes to the “Introduction” page of “Crossroads,” and, in “Community,” there is a list of different organization in Montréal, which is not what he was expecting and not overly helpful. The “Continuing education” section holds some promise,

and he explores it. Most of it is just general information; there is some information on using the internet and email, as well as the blog page he found from “A-Z” but aside from creating his own blog he knows how to do everything. There is another link to creating your own website but he is not interested and the “Useful links” is just a list of links to outside website like the Weather Network that he does not need. He heads back to the “Crossroads” page and clicks on “Reading in Montréal” and then “Here and abroad” and “International” in which he finds nothing that piques his interest, aside from a link for “New Arrivals” in the “Here and abroad” page. He is not overly interested in information for new comers to the area, but because he is not finding anything to do at the library, he decides that he might need to branch out and look for other places to do things and volunteer; unfortunately the link is no longer active and takes him to ‘page not found’. Frustrated, and unable to find any other links in English, he leaves the library website.

Calgary Public Library

Harold starts at the Calgary homepage and, because there is a volunteer link right on the homepage, he investigates that before looking into anything else, because he is most interested in how he might spend some of his free time helping at the library. He looks at a few of the volunteer options that look interesting; ESL Conversation Club and Homebound Reads (although he finds that he does not qualify for this one because he does not have his own transportation), Learning Advantage, Special Events, and TD Read With Me. For all of them, except Special Events (and Homebound Readers) he finds that the time commitment worries him, but he makes note of them and decides to look into them later and see what would happen if he could not make it every week. The Special Events volunteering looks promising to him because it is flexible and appears to revolve around events that the library hosts and is not a stable commitment which would make it easier for him to accompany his wife to appointments at the doctor, as well as getting to his own. He then goes back to the homepage because he remembers seeing another link on there about getting a library card. He clicks on it and looks into what he needs to do to get a library card and if it will cost him anything. He finds that it is free to get a library card and wants to know what he can borrow on his card. He does not read books very often, but he often checks out books for his wife and picks them up for her. After looking into the items he can borrow for her, Harold looks into “Accessibility” to see if they might have a special program for his wife, who often has difficulty getting around. He discovers that they do, in fact have homebound service for his wife, and as long as she signed up for a special card, they would deliver books to her at home, which would make travelling on the bus easier for him because he would not have to carry anything heavy. He goes into “Technology” hoping to see what kind of technology the library has, but finds instead that it is just about

internet and printing, which he has access to at home. He then goes to “Writer in Residence” but discovers that it is not information about who it is, but instead on how to send writing to them, which is interesting, but not exactly what he was looking for. He suspects he is not in the right place and starts back at the homepage. He goes into browse and sees another links to “Writer in Residence.” This one has more information than the last one did; however he notes that the program is over and will not be back on for several months. Back in “Browse” he notes that he is not interested in “By Format” because he does not want material to read or watch at this point in time, and “By Audience” holds nothing for him. Newcomer, to him, means people who are new to Canada, not the city. He does see “Local History” which interests him though. He goes through Local History and notes a few things that he will look at later, and then goes into “E-Library” where he picks the topic “Genealogy” and finds that it is a set of online resources, some of which he can access from home when he is looking into his family history. He also looks at “Health” but decides that the other topics are not worth looking into, especially because it is just a resource list. He then goes to Programs, one of the main things that interests him. He notes that he has to do a search, and does so, to see what kind of programs might pop up. He does not feel like downloading the brochure of all programs. He is only interested in programs for himself. He picks “Adults” and “Seniors” under Audience, and under Program type he ticks off Life Enrichment, Reading and Writing, and Technology. He gets quite a few results and clicks on a few for more information, like the “50+ Coffee and Conversation” and “Adult Book Club” and “Creative Writing Club.” He notes that the first two are available at Crowfoot branch, but that the third is only available at Central. He does not know how to get to either yet, so clicks on the “Central” link to see if it will tell him. It does tell him what LRT station to get off, so he goes back to the first program, and clicks on the “Crowfoot” link which tells him what bus numbers go by. He makes a note of both the busses and the LRT station and takes one last look at the homepage before he leaves the site, having found nothing else of great interest.

Ottawa Public Library

Harold starts at the Ottawa Public Library homepage, and immediately sees the links “Get a Card” and clicks on it. He likes that he can sign-up for one online, and that would make it easier for his wife, but he cannot find anything about cost, so he looks into “Loan periods, fees and fines” which does not tell him about a cost for the original library card, so he goes into “FAQs on borrowing materials” which also does not tell him anything. He gives up on finding the price, and suspects that he will have to phone the library to find out, which is why he clicks on “Contact us.” There is a link for “Cards and accounts” but it takes him to an email form, so he goes back, writes down the phone number on the “Contact us” page and then goes back to the homepage. He goes to “Services” and goes to “Accessibility” first, to see if

they have a service for his wife on the days where she finds it too hard to get out of the house. He discovers that they do have Homebound services, but that his wife would have to be housebound for over 3 months, which is not the case because she does have some good days. He goes to “Genealogy Services” next, where he finds some online resources he can use, as well as a list of Genealogy programs. He looks into the program “Using Ancestry Library” and makes a note of the location. He needs to know how to get to the Nepean Centrepointe branch, and so his next stop is “Hours and Locations” where he finds the branch, but unfortunately, no information regarding public transit. He writes the address down so that he can do his own search later. He goes back to “Services” but does not see anything else that interests him, so he goes to “Programs and events” next. He does not see anything on the first page but then notices the filters on the left hand side. He chooses Adult and Adults 50-plus then goes into Program type and ticks off Arts and Culture, Books and Reading, Genealogy, Computers and Technology, Health and Wellness, Imagine Space, Lectures and Discussions, as well as Writing and poetry. He finds a few programs he wants to check out and writes them down, then goes to “About OPL” and to “Your OPL card” just to see if there is different information, which there is, and he discovers that the library cards are free. He then looks for volunteering information, and first goes to the “Support the library” on the side bar and then goes to “Be a volunteer” but does not see a lot of information, and most of that information appears to suggest that volunteering is mostly for teens. He will have to contact his branch about volunteering because the link it took him to appears to be a city-wide volunteering site, and he was hoping to volunteer at the library. After that he does one last sweep of the homepage, and finds the “Friends of the OPL Association” link at the bottom of the page, but it does not look like it is actually a part of the library. He does make a note of it however, if talking to his local branch does not reveal any volunteer options. After that he leaves the library website.

Edmonton Public Library

Harold starts at the homepage of the Edmonton Public Library and, because his first priority is seeing how to get a library card and how much it might cost, he scans the top of the website, but does not see anything about library cards. He does, however, eventually notice the “Membership” link on the bottom half of the homepage. He clicks on the “Get a Library Card” link listed underneath. He is pleased that the library card will be free, and then looks at the “Borrowing Guide” underneath the “Membership” link on the left hand-side of the website. Once done, he goes back to the homepage, goes to “Interests” and then “Adults” where he finds information on book clubs and writing programs, as well as assistive services, which he finds under “Older Adults”. Unfortunately, their Home Service is only available to those who have been housebound for over three months, so his wife would not qualify. He then goes to

“Programs and Events” where he searches for Adults and discovers that if he wants to search by category it will have to be one-at-a-time. He finds that the categories he is interested in are Art and Artists, Writers and Readers, Makerspace, as well as Health and Wellness. He likes quite a few of the programs he sees, but needs to know if he can get to any of the programs. He eventually finds “Branches & Hours” under the “About Us” tab at the top. The page listing all branches has a link to the Edmonton transit system, and on the individual library pages there is mention of public transit, but not necessarily a list of which busses or LRT stations to get off at, which means that he will have to do his own searches. He then goes back to “Programs and Events” and looks into “Events” following which he starts back at the homepage. Under “Services” he looks into the “Makerspace” and specifically the book printer. He then goes to “Support EPL” and “Volunteer” but sees that the only current volunteer opportunity is for teenagers. He can tell that there are some volunteer positions he might like, but they are not available and the webpage says that applications are only accepted for open opportunities. After that he does one last go-through of the homepage before he leaves the site.

Mississauga Library System

Harold starts at the homepage and finds the “Get a Library Card” link near the bottom of the page. He sees that the card is free, and then looks into borrowing materials and then into “Services” to see if they have some kind of service that would deliver books to his wife on the days when he is not able to move around. He notes the local history mention, but does not see anything about home service for his wife. He goes back to the homepage, which is harder than he thought because the library website is a part of the overall city website. He has to click on “Library” on the pathway that’s listed underneath the top banner of each page to get back to the homepage. He notices the link on the left-hand-side for “Library Accessibility” and hopes that this link will take him to home services for his wife, which is there, although there is not a lot of information about homebound service, and he writes down the phone number for later. Back on the homepage he clicks on “Older Adults” and explores the subsequent pages. One of these is programs for older adults, and when he finds one he likes and wants to know how to get to the branch, he clicks on the library branch name and is taken to the information page for that branch. There is not a list of which busses go by, but there is a “Take The Bus” link, which takes him directly to the transit page and lists that library as the end destination, so that all he has to do is put his home address in and hit go for the route he needs to take to get to the library. After that he goes back to the library homepage, and notes that a few of the links on the left-hand-side are based on interests, so he explores “Consumer Health” as well as “Historic Images Gallery” and “Local History” along with “Maker Mississauga” after which he goes to “Programs & Special Events.” He goes into “Programs for Older

Adults” first, after which he intends to check out “Programs for Adults.” He realizes that he is already been to the “Programs for Older Adults” page and heads to the “Programs for Adults” however, he does not find much of interest in the “Programs for Adults” page, and he is disappointed that he cannot find a writers program or a book club, which were also missing from the “Programs for Older Adults” page and he had thought to find on the general adults page. He is disappointed, but goes back to the homepage, and clicks on “Volunteer/Support” in the hopes of finding something to do with his spare time. There is not a lot of information, but there is an application he can print out. He also checks out “Friends of the Library” but wants to try volunteering for the library first, before he tries volunteering for the Friends of the Library organization. After that he leaves the library website.

Winnipeg Public Library

Harold starts at the homepage of the library starts with “Outreach Services” because the link is visible and he wants to check for house service for his wife. He does find information on Homebound Library Service, but his wife does not qualify because he would count as someone who can access the library on his wife’s behalf. He does, however, note the volunteer link underneath the information on homebound library services, and clicks on it, rather than going back to the homepage. There is not a lot of information, but he writes down some of the email addresses so that he can ask for more information about a few of the options. He then returns to the library homepage; however, because the library website is a part of the city website, he has to click on “Winnipeg Public Library” on the left-hand-side in order to return the homepage, rather than the banner at the top of each page. He wants information about getting a library card, and eventually finds “Membership Guide” under “Use the Library” near the top, and clicks on it, hoping that it will have the information he wants. It does, and he looks into “Get a Library Card” where he discovers that library cards are free, and then he looks into borrowing materials and fines, which looks alright, although the fine for not picking up holds on time worries him, as sometimes he and his wife are too busy at doctor appointments to pick books up from the library. He returns to the library homepage and starts with “Library Programs & Events” because it is easy to see on the left-hand-side; it takes him to a calendar with monthly listings of programs. He discovers that he can have the calendar display only certain age groups or event types, and choses to have “Seniors” and “Adults” ticked off. Event type turns out to be based on age range as well, rather than the kind of event or what each event is about, so he leaves it alone and does the search just based on age. He finds a few of interest, although cannot find anything on a writing group or writing workshops except for the rare poetry one, but he has to return to the library website in order to find information about the library branches. He returns to the library homepage and finds “Branch Locations and Hours” under “Use the

Library” each branch has a list of hours, and does say if transit goes by, and what the transit stop numbers are, although not the routes that go past those stops. Under “What’s On” he finds a links for “Writer-in-Residence” which he finds intriguing. He does one last sweep of the homepage and then leaves the site, not seeing anything else of interest.

Fraser Valley regional Library

Starting at the homepage, Harold first searches for information about becoming a member, which he finds under “Using The Library” and “Getting A Library Card” where he discovers that library cards are free, and then he goes on to look into fine and borrowing times. After that, he returns to the homepage and then goes to “Programs & Services” and chooses “Find Programs” from the drop-down menu. He can only search by audience (Adults) and library and date, he leaves the library set to ALL and the dates blank. He finds a few book clubs, as well as a Scrabble club, and he finds a group for writers as well as a seniors coffee group. There are not any links to the library branches, so he goes to the top of the page and goes to “Locations” and finds that each branch has hours and contact information, as well as a list of programs, but no transit information, so he writes down some of the addresses for his own search later. He then returns to the homepage. He wants to find information about homebound services, and eventually finds “Library For You” under “Programs & Services” where he finds that they have a delivery service, and there is no mention of restrictions, although he writes the phone number down, in order to ask for more information. He also wants to find information on volunteering at the library, and, after checking quite a few of the drop-down menus, eventually settles on “Friends of the Library” under “Support FVRL” which is not exactly what he wanted, but seems to be the closest thing he can find to volunteering. After that he leaves the library website.

Vancouver Public Library

Harold starts on the homepage of the Vancouver Public Library website and heads straight to “Get a Library Card” listed underneath “Using the Library.” He discovers that library cards are free and then looks into fines and borrowing limits. He is a little worried about the fee for holds not picked up, as well as the maximum of 50 holds per card before being charged because his wife likes to borrow a lot of books. She does not read them all but because it is hard for her to get to the library, it is also hard for her to tell what she will like or will not like just from the description. Even with both of their cards he is worried about going over the limit and being charged. He goes back to the homepage and starts looking for any kind of home service they might offer for his wife. Under “Locations & Hours” he finds the “Accessible Services” link and does find information about home delivery, but his wife would have to be house bound for three months or longer, and she would not qualify. Back on the homepage he clicks on

the “Programs & Services” link, followed by the “Writer in Residence” link. Unfortunately, it appears that the writer in residence program is over either for the year or for forever, as there is no information about a new program selection coming up. He goes back a page to the list of programs, and clicks on “Current Event Listings” where he finds a list of all programs. He narrows the list down first by audience: “Adults” and “Seniors.” He can find several book clubs, but nothing on writing or genealogy. He makes a note of a few of the book clubs, and finds that he can click on the link to the different branches. The branches list their information, including hours, as well as the different ways to get to each branch, either by cycling, bussing, Skytrain, and whether there is parking. The bus list also tells him the street to get off at, and the Skytrain tells him what station to get off at and if there is a walk involved which makes it much easier for him to plan getting to the different branches. He still wants information on volunteering, so he goes back to the homepage, but first he sees “Subject Guides” and, once in, sees a link to “Biography & Genealogy” under which he finds “Genealogy and Family History” there is a list of resources, and different services that the library provides, but no library programs. He checks one more of the subjects, to see if they’re all the same, and finds the health and wellness subject guide to be similar, with no programs. He goes back to the homepage. He will look into the subjects again later, when he wants to do some research, but he wants to get out of the house and do something with his spare time, so he continues his hunt for volunteer information. He finds “Support the Library” at the bottom of the page and clicks on it. He discovers that, as far as he can tell, the library itself does not have volunteering, but there are two organizations that support the library, so he looks into them. The Vancouver Public Library Foundation does not appear to have any volunteer opportunities, only donation opportunities, and Harold does not have the money to donate. The Friends of Vancouver Public Library appears to have volunteer opportunities, but he is not sure how he feels about having to pay to be a member before volunteering, so he leaves it until later and leaves both that website and the library website.

Brampton Library

Harold begins on the Brampton Library homepage, and then proceeds to the “using Your Library” drop down menu, where he selects, “Get a library card.” He discovers that the library card is free and then continues on to “Borrowing and Renewing” after which he goes back to the library homepage. Under “Accessibility” he goes to “Services for People with Disabilities” in the hope of finding information about book delivery for his wife. He finds information on Homebound Delivery Service, and is glad that it appears that his wife would qualify, as she has difficulty getting to the library due to age. Looking at the application form, it also appears that they’ll pick books for her, which might mean that he will still have

to pick some up for her, but it also means that he will not have to try to find books she might like. He then goes to “Adults” and clicks on “Programs” which gives a list of several kinds of programs. He first goes to “Book Clubs” and finds a list of book clubs, although he cannot click on the links to the library branches, he writes them down to look into later. He then goes to “Senior Series” and while the photography interests him, he still wants writing programs and genealogy programs so he goes back to the program page. He checks “Computer Workshops” just in case and does find a genealogy program, but no writing programs. The “Senior Library Council” sounds like an interesting way to spend some of his time; he writes it down. Under “Adults” he also finds a link to “Genealogy & local History” which lists several resources. “Volunteering” is also listed under “Adults” although aside from the Senior Library Council, there is nothing he can do. He then goes back to the homepage and goes to “Hours and Locations” under “Using Your Library” where he finds that while each branch lists the hours and address, there is no mention of how to use public transit to get to the branch, or if it is even possible. With that in mind, he leaves the library website to see if he can track-down transit information.

Kim

Toronto Public Library

Kim starts at the homepage of the library website, and immediately starts with the “Kidspace” link for her daughter Madeline. She first clicks on “Do you have questions about how the library works?” and finds a cursory bit of information about children’s library cards in general, but she intends to find out about the library cards from the main part of the site, so heads back to the Kidspace homepage. She looks through the major headings of the “Kidspace” area of the website (such as “Explore & Learn” and “Grownups,”); she does not look into “Preschoolers” because Madeline is too old. In “Explore & Learn” she looks into “Homework A to Z,” “Questions? Answers!,” “Research Skills,” and “Kids@ Computers” and while she thinks it might help her daughter after school, she is more interested in things that could keep them busy or programs that the babysitter could take them to. Next she goes to “Books & Stories” she first goes to “Tell-a-Story” where her daughter could make her own story, and Kim thinks that it would be a great activity for Madeline to do in the evenings instead of watching TV. She also goes to “Read-a-Story” which might work for her daughter, although she is not sure because while Madeline likes stories and books, she is reluctant to read on her own. But the interactive stories might pique her interest. She also goes to “Hear-a-Story” which sounds perfect for her daughter, especially on the nights when Kim needs to work from home but wants Madeline to read, rather than watch TV or play video games. The books and ebooks, Kim skips over entirely, because she is not about to fight with her

daughter about reading alone. She goes to “Beyond the Books” but finds that it is not what she wants; it is just help for finding what to read next. “More Story Stuff” is more about reading, which she does not find helpful, but the “Fun Offline Activities” might be good for Madeline to play with during her computer time. She goes to “Fun & Toronto” next, although she is not very interested in other activities to do around Toronto because she does not want the babysitter taking them to random places. She wants to know that if her kids are not at home, they’re at the library, or vice-versa. She looks at “LOUD” which looks like a blog, but the “Same Old, Same Old” post looks more like it is aimed at adults, so she quickly heads to “Kid’s Life” which is a list of links about children’s health. She makes a note of it but moves on because it is not what she is looking for at the moment. “Games and Giggles” which is a list of games and jokes that Madeline might like. Kim still wants to go through and vet the games especially and the websites listed, but she feels confident that they will be age-appropriate for her daughter. She briefly looks at “Sports & Rec” but Madeline is not particularly fond of sports, so she is not sure that Madeline will care. Her next stop is “Kids and the Library” which she discovers she is already looked at and then goes to “Contests” but finds that there are not any open for Madeline to enter. She briefly goes to “Grownups” and looks into “Programs & Events” the program link takes her back to the main site and she decides to look into both children’s and teen’s programs. She first looks at “Kids & Families” and then chooses the branch that they live nearest to, because she does not want the babysitter going too far. Albert Campbell is the closest branch to them, and she finds several programs that her daughter might like, and the programs over spring break might help the babysitter to keep Madeline busy. Kim then looks into Teen programs, again in Albert Campbell; she finds one program that Abby might like, but nothing else and she is not willing to look at other branches until she has more time to look into them. She goes to the library homepage, feeling done with the Kidspace page, and she looks into the “Teens” page. First she looks into “Young Voices” which Abby might like, because she enjoys drawing. “E Writer in Residence” is next, but Kim finds that it is no longer running, so she goes to “Teen Reads” which has a few booklists that she thinks Abby might be interested in. She finds that “Events” is a list of programs, but she is already looked at the programs available at the closest branch and goes back to the teen page. She does not look into volunteering or job searching because she thinks that Abby is too young. She goes back to the homepage of the library where she first looks quickly at “New Adult Fiction” to see if she should add any titles to her to-read list. Then she goes under “Using the Library” and clicks on “Your Library Card” and then she has to go to “Library Card Identification Requirements” to see what her daughters need to get their own library cards. After finding the information she leaves the site.

*Because she is interested in the library primarily for her daughters, rather than herself, she only briefly checks a few of the book recommendations and how to get a library card when on the main site.

Bibliothèque de Montréal

Kim starts at the homepage of the English version of the library website where she clicks on “Consult the Schedule of our Library” and picks her neighbourhood of Saint-Laurent. It appears to her that there are two libraries in the area. She knows of one, but is willing to let the babysitter take her daughters to either if they’re in the neighbourhood. She can see their hours, and when she clicks on “Visit the library’s Web site” for either of them, she gets a brief blurb, the schedule, and then finds that the “Services and collections” links do not work and give an error message. She goes back to the homepage and then clicks on “Services and Collections. In that section, she clicks on “Services...just for you!” but finds that it is just a list of what the library offers, and has nothing to do with children or teens. “Collections that create excitement” is next, and she tries a few of the links including “Child education collection” which she finds is meant for adults, and “DVD,” “Education games and toys,” and “Young adults” she does not bother with any others because it is just a brief description of the collection, and which branches have the collections. She goes back to the homepage and clicks on “Reading Suggestions” where she finds the “Playtime is Magical!” program, although she thinks that it looks like it is meant for children younger than Madeline. She clicks on a French link that leads to an English page of literary award winners, but she knows that Abby will not care about awards so she moves on to “If you like reading, you may like...” but the list has nothing to do with new adult fiction or fantasy novels for teens so she returns to the homepage again and clicks on “Guided Activities.” She goes to “Bibliothèque a la rescousse” or “Library to the rescue” as the website states, and it looks like something Madeline might like, but the libraries in her area do not appear to offer it. “Livres dans la Rue” appears to be the only other program in the right age-range, but it appears to run only in the summer. Kim cannot find any mention of programs meant for teens and finds that, other than the mention on the homepage about needing two pieces of ID to get a library card, she cannot find anything about getting a library card for Abby and Madeline. The rest of the links are in French from what she can tell, so she leaves the website.

Calgary Public Library

Kim begins on the Calgary Public Library homepage and clicks on “Register online” because it is very visible and she wants to know about getting a membership for herself and her two daughters. She cannot find anything specific about teens and children, other than the mention that they have limited access until a parent approves full access. She goes back to the homepage and clicks on “Browse” and then under audience, she chooses “Kids.” She does not bother with “Books” because she has a large

stack of books at home that Madeline wants to read, but Madeline will not read unless someone else is there, and Kim is hoping the library will have something that Madeline will want to do on her own, so she goes to “Fun” They appear, to Kim, to just be different books that children might like, so she goes to “Homework Help” next. There are a few websites and online resources listed for homework help, but still no programs for the babysitter to take Madeline to. “Staff Picks” is next and, as Kim had feared, it is just another list of books. She looks into the related links, starting with “E-Library for Kids.” In this section she finally finds some promise. She finds a list of online games that she will have to go through to check for appropriateness, as well as a list of online stories, some of which are interactive and animated, which may mean that Madeline will read them on her own. Next she goes back to “Browse” and selects “Teens” in the audience selection. The first thing that catches her eye is a writing contest. Abby is more interested in drawing, but Kim looks into it, just in case. She then goes back to the teen page and goes to “Homework Help” she skips “Life After High School” because Abby is not even close, but she does look into “Staff Picks” which is a list of books, although they do not look like what Abby normally reads. She then looks into the related links and starts with “Teen Awards and Bestsellers” although Abby usually does not like books that win awards. Next she looks into “E-Library for Teens” which appear to be online library resources that Abby might want to use. She skips over “Career Planning” and clicks on “Homework Help” which has been split into subjects, and Abby has been struggling a little bit in Social Studies. “Rest & Recreation” is the last link for teens that Kim looks into, and it looks to be mostly links to ebooks and magazines, which Abby might like. For herself, she goes to “Browse” and, because there is no ‘adult’ link, she clicks on “Books” where she finds a list “New in Books” that she glances through to see if she wants to earmark any for later reading. After that she clicks on “Programs.” She by-passes “E-Library” because all of the related links in the kids and teens sections went there. In programs, she can search based on audience, so she ticks off “Adults & Kids,” “Adults & Teens,” “Kids,” “Kids & Teens,” and “Teens.” She also ticks off the nearest branch to their house, which is Crowfoot. There are several programs that she thinks Madeline and Abby would enjoy and she writes them down, so that she can run them past her daughters and then let the baby sitter know. She then leaves the library website.

Ottawa Public Library

Beginning on the library homepage, Kim first clicks on the link “Get a Card” to see what she will have to do to get both herself and her daughters library cards. She has to click on “Your Library card” to get any real information on what she needs to get the girls’ cards. She then goes back to the homepage and under “Services” finds a link to “Teen Services” for Abby. She looks into the “Study Zone” which appears

to be links to help with homework, and she looks at the “Teen Advisory Group (TAG)” but Abby is too young to join, so she then looks at the “Teen Author Fest” which looks interesting, but appears to be over. The “Awesome authors writing contest” is also closed but the “Teen Tech Week Video Contest” is still open, so she makes a note of it and intends to let Abby know. Kim does not bother looking at the “Teen Summer Reading” since it is the winter. Instead she goes to “Programs and events” at the top of the website and limits the programs by audience—teens and children—and then by location, because the nearest branch to their house is Greenboro. There are several programs, most of them for children, although the age ranges appear to almost always be too old for Madeline and too young for Abby. Unfortunately, Kim cannot seem to find any kid-specific pages, nor can she find an easy link to new books for herself. After another quick look through the links at the top of the page and the subsequent links, Kim leaves the website.

Edmonton Public Library

Kim begins on the homepage of the library website and, under Explore, she finds “New Titles” where she quickly looks at new adult books to see if there is anything she should add to her ‘to-read’ list. After that she goes to “Kids” under “Interests” to see if the library website has anything for Madeline. She finds a homework help page and a game page that Madeline might like, as well as links to programs, but those she leaves for now until after she looks for a teen section. In “Teens” Kim finds several book lists, some of which have books that she thinks Abby might like along with homework help links. She then looks into programs, and finds that she has to search first for children and then for teens. She limits her search based on the branch closest to their house, which is the Idylwyld branch. She finds quite a few programs for Madeline and also several programs that Abby will probably enjoy. She then goes back to the homepage and, under “Membership” she clicks on the “Get a Library Card” link where she finds that both girls will need her to sign for them in order to get their own library cards. She does another sweep of the links at the top of the page and, under “Digital Content” she finds a “Digital Kids” link, which at first appears to be information for parents of children, but she soon notices links to different books, some of which are video storybooks, which Madeline might want to read on her own. She also finds “Makerspace” under “Services” which she thinks that Abby might like, but it is not in the right library branch. After another last sweep of the homepage, Kim leaves the website.

Mississauga Library System

Kim starts on the homepage of the website and chooses to visit the “Children” page first, which she finds the link to near the bottom of the page. She finds storytime and other program links on the page, which she ignores for now, because she will look into programs later on. She is most interested in the

TumbleBooks and the Dial-A-Story, although she finds that the dial-a-story books are meant only for preschool children. The TumbleBooks though, she believes that Madeline might read on her on, rather than her usual need to have someone else with her when she reads. She then goes back to the homepage and clicks on the “youth” page in order to see what the library has for Abby. She looks into the “TAG It!” blog that has book reviews; she thinks Abby might like some of the books being reviewed on the site. She also looks into the Teen Advisory Group (TAG), and since there seem to be no age restrictions, she makes a note to tell Abby about it; Kim’s not sure that Abby will want to join, but it appears to be an option. As with the kids pages, she ignores the programs, because she intends to look into them later, but she does look into “homework” which only has one article linked to and appears to be general information, rather than online homework help. She clicks on the “Teen Advisory Groups – TAG” link, to see if there is more information, and discovers that the previous page about TAG was missing information: Abby is not able to join the group, as she is a year too young. There is also a book club, but it is not at their home branch, so Abby will not be able to attend. Kim skips over the “teen Summer Reading Program” because it is not the summer, and instead goes back to the homepage. She finds the “Get a Library Card” link at the bottom of the page. There is nothing to tell her if Abby and Madeline need their own identification, but the school report card and student ID card being listed as proof of address documents and identification leads her to believe that Abby, at the very least, may need her own ID. She goes back to the homepage, which she has to get to by hitting the back button or clicking the “Library” link in the link-chain under the banners at the top of each page, she clicks on “Books and Reading” to see if here are any new books that she herself might be interested in. She clicks on “New & Noteworthy Books” and has to click “here” to get to the actual list, from there she skims the list, but there are not any title covers pictured, nor any descriptions, so she does not bother to write any of the titles down—she has enough on her ‘to-read’ list anyway. She then goes to “Programs & Special Events” with the intention to finding programs for both Madeline and Abby. First she clicks on “Programs for Teens” and while there are a few programs listed, only two of them are available at the Woodlands Library, which is the closest one to their home. In “Programs for Children” Kim finds it annoying to have to click on each program-type to see locations and days/times. She also finds that her home branch seems to only have two recurring programs, and of those only one allows Madeline’s age-group. There are a few March Break programs at the Woodlands branch that Madeline can go to at the age of six. Other than that though, there appears to be very little in the way of programing for either of her daughters. After looking at the programs, Kim leaves the library website.

Winnipeg Public Library

Starting at the homepage of the Winnipeg Public Library, Kim first goes to the “Library Programs & Events” link because of its prominence on the website. She limits it by age group: Children (6-8) and Teen (13-17). And she then limits the search based on location; their home branch is Westwood. She soon discovers that this means that her children will have access to very few programs—only one program per month each, if her look at three months of the calendar is to go by. This lack of programming, and the fact that Abby’s only available program is a Teen Book Club, is upsetting but Kim is not willing to let the babysitter take her daughters to an unknown library branch. She then goes back to the library homepage, which is part of the city homepage and so can be fairly difficult at times. She clicks on the “Kids” link at the top of the page and immediately goes to “Fun and Games” where she finds different books that Madeline might enjoy because they’re animated or because they read to you and Madeline does not like reading on her own. She finds the “Homework Help” page and things that it might be useful, especially with the different links based on subject-type. She is already looked into programs, and does not need information on literacy, so she clicks on the “Teens” link at the top of the library section of the page. On the teen page, under “Hot Topics,” Kim finds what appears to be a program for teens at the Westwood library that was not listed on the calendar and makes a note of it for Abby. She also finds, under “The Mash Up” what appears to be a place for teens to post their art and writing, which she thinks Abby might like to do with some of her drawings. There is also a blog that she thinks Abby might enjoy and several book lists that offer titles she thinks Abby might like. She then returns to the homepage in order to look up what they need to do to get library cards and hopefully for a quick look at new adult books that she might want to read. She finds “New Titles” under “Find Books & More” and skims through the first page of new listings from January, to see if there is anything that catches her eyes. Afterwards, she goes back to the homepage and under “How Do I...” she clicks on “get a card?” where she then discovers that in order for Madeline and Abby to get library cards, she must sign for them, but she is the only one who needs ID. After that, Kim leaves the website.

Fraser Valley Regional Library

Kim begins on the library homepage and finds “New Titles” under “Explore” and decides to see if there are any new books for her before she looks at what the library has for the girls. Once done looking through the new books, Kim returns to the homepage and goes to “Find Programs” under “Programs & Services” where she does a search first for Kids and then for Teens with the restriction of Pitt Meadows as the library. She finds that, while there are a few programs for Madeline, there are no programs for Abby other than being able to book a librarian for help. Kim then goes to “For Kids” which she finds

under “Digital Content” where she finds links to animated and interactive books like TumbleBooks and BookFLIX, which she thinks that Madeline might read on her own. Other than the link to kids under Digital Content, however, Kim can find no kid- or teen-specific pages on the website. Her last page is then “Getting A Library Card” under “Using The Library” where she discovers that all three of them must have one piece of ID in order to get a library card. After that, she leaves the library website.

Vancouver Public Library

Kim starts on the library homepage and then moves to “Subject Guides” after not finding any mention of a teen or children’s page. Once there, she chooses the subject of “Kids & Teens” and from there she explores “Teens at VPL” first, followed by “VPL Kids” In “Teens at VPL” she skips over programs, because she will look into them later. She does look into “Teen Contests” but there are no current contests so she moves on. She skips over “Community Service Opportunities” because she does not think that Abby is old enough to volunteer yet, and goes into “Book and More” instead. She thinks that there are a couple books listed in that section that Abby might like to read, if she has not already read them. Under “Resources” Kim thinks that “Homework Help” is likely the only section that Abby will use at this point in time. Kim thinks that Abby might also be interested in the teen reading club “TeenRC” although Kim wants to look into it more, because she does not think that it is a part of the library. Kim then goes to “VPL Kids” and checks the site to see what Madeline might be interacting with. Kim finds information on library cards, although she still wants to check what she will need, she finds that neither Madeline nor Abby are old enough to need ID; they’ll just need her signature on their application form. Aside from the card information, Kim does not find much that would be of interest to Madeline. She finds a link to another guide, this one for Early Childhood Education, but she thinks that Madeline is too old so she goes back to the homepage, disappointed that, while there seems to be a great deal for Abby in the teen guide, the kids guide holds very little for Madeline. Once back on the homepage, Kim clicks on “Programs & Services” and then clicks on “Kids & Teens” but she finds that “Writing & Book Camp” is over as is the “Summer Reading Club” although the “Teen Advisory Group” is ongoing and does appear to be available at their local branch, Oakridge. However, these are not the program listings that Kim was hoping for, so she goes back to “Programs & Services” and tries the “Current Event Listings” link. It is here that she finds the list of programs that she was searching for. She narrows her search down by first selecting the Oakridge branch, and then selecting her audience to be school age children and teens. She finds several programs for both Madeline and Abby, although it appears that Abby may have more choice in her selection. Kim then goes back to the library homepage, clicks on “Get a Library Card” and then “How to get a Library Card” in order to see what she would need to get a library card so that she

can sign for her daughters. Afterwards, she tries to find a list of new adult fiction, but is unable to and leaves the website.

Brampton Library

Kim starts on the Brampton Library homepage and her first stop is “Children” where, in “Online Books and more” she finds links to interactive online books that Madeline might wish to read on her own. The other links in “Reading Resources” however (“Award-Winning Titles,” “Ready, Set, Read!,” and “Booklists”) she does not bother with because she is not looking for physical books for Madeline and Madeline knows how to read, she just will not do it on her own. Kim finds the “Parents and Teachers” link slightly helpful, but it is not what she is looking into at the moment, so she quickly moves on to “Programs and Events;” she had intended to leave programs until later, but a cursory glance at the drop-down menus reveals that the programs are tied into the age-ranges. There are a few programs held at their closest library branch, Gore Meadows, although some of those programs are too young for Madeline to attend. Kim then moves on to “Homework Help” which might be helpful with Madeline’s homework, but Kim suspects that it will become more helpful the older Madeline gets. “Fun and Games” is the last link in the children’s section, and while Kim believes that the links given are fine, she still wants to check them later before Madeline clicks on any of them. Kim then clicks on “Youth” at the top of the page. Kim is not sure that Abby will care about the book trailers, but makes a note of them anyway, and looks into “Homework Help” and is glad that there is a link to “askON” which might help Abby if she has a homework question and Kim is not there to answer. Kim finds the “Programs and Clubs” disappointing because of all of the listings, only one is still active or open to Abby’s age group, and it is not at the right branch. The rest of the clubs or programs are either over, at least for the meantime, or require Abby to be 14 or older. “Reading Resources” has a few links for books, and Abby might be able to use them to find a new book or two to read, and “Research 24/7” might help her with her homework. Kim does not look at “Volunteering” because she does not believe that Abby is old enough. Kim then goes to “using Your Library” and “get a library card” in order to see how to get her and her two daughters library cards. It does not say anything in particular about teens and children, so Kim will either have to call the library, or just ask in-person when she receives her library card. After that, she just wants a list of new adult fiction books that are out, to see if any of them look worth adding to her ‘to-read’ list. She eventually finds a list under “Find it,” “Books, DVDs & More” and then in “New items on order” and the list of “Bestsellers Winter 2015 Fiction” she browses the list and then leaves the library website.

Aarav

Toronto Public Library

Aarav begins on the Toronto Public Library website and first goes to “Using the Library” and “Your Library Card” because he is not technically a resident of Toronto since he is a student, so he needs to know if he can even get a library card. He has to go into “Library Card Identification Requirements” to determine that he does, in fact, qualify for a free library card. Having found that out, Aarav goes back to the homepage. His next stop is “Hours & Locations” and “A-Z List of Branches” because, while he is willing to travel to a different branch, time permitting, he will most likely be spending time at the library branch closest to his university, which is York Woods Library. While in the York Woods page, he looks into the different features of the branch, like that there is free parking, and also wants to know more about the meeting rooms. He clicks on the “booking information” link, because he is always looking for a good place to study, especially when he tries to do group study sessions with classmates. However, the first page that the “booking information” goes to talks about needing to pay for meeting rooms, which Aarav is not about to do. He does notice a separate links for “meeting Room Rentals” along the side, and clicks on it but it brings him to the same page. Clicking on “Theatre & Room rentals” gives a mention of small study rooms, but there is no information on whether his branch would have them and if he will have to pay for those as well. Frustrated, he returns to the homepage; he makes a note of the “Articles & Online Research” page but does not bother clicking on it, because his university has a huge library and more than he needs. He does, however, click on the “Programs, Classes & Exhibits” link where he first looks into “Program Series” and looks at the “Appel Salon Programs” as well as the “Our Fragile Planet” and “Thought Exchange” programs. There are a couple of programs he thinks he might want to attend, but he does not sign-up for anything because it will have to be a last-minute attendance, depending on his school schedule. He is surprised; however, that he is finding so many programs that are held at night. He goes back to the “Programs, Classes & Exhibits” page and looks into the “Science & Technology” programs and finds more programs, many of which are held in the evening, when he is more likely to be free, barring any homework. Pleased, he goes back to the library homepage and does one final sweep; he does not go near the books and videos, because if he does he will want to watch or read something, and he knows he will not have time, so he leaves the website.

Aarav b) also looks into the “ESL & Newcomer Programs” on the “Programs, Classes & Exhibits” page and finds a few conversation circles, although the one that runs later in the evening looks more promising. It is not at the closest branch, but once he transfers his driver’s licence over, he intends to attend in order to practice his speaking English. He finds a few ESL classes, but he has studied English

enough that he is above beginner and intermediate levels (it is more the actual speaking he has trouble with) and the one ESL program he finds that is for all levels is during the day when he has classes. He goes back to the homepage and clicks on the “Newcomers to Canada” link where he finds links to different languages and when he clicks on “Punjabi” he finds that there are some materials at specific libraries in Punjabi. It is interesting, but he will not have time for free reading, so he goes back and clicks on the link for “Settling in Toronto” where he finds information on things like finding a job, which he is not interested in, but there is also mention on help to get a driver’s licence, and he notes that the York Woods branch offers help to newcomers, so he is pleased that he will have help settling in. He does one last sweep of the library homepage but does not see anything else and leaves the website.

Bibliothèque de Montréal

Aarav begins on the homepage of the library website and starts at the “Consult the Schedule of Your Library” because it is a prominent link, both on the side of the homepage and in the body of the homepage text. He looks into the library branches that are in the neighbourhood around his university and sees that there are two. He goes to their individual websites, which just have a small blurb about each library and their schedule. There are also “Service and collections” links that give error messages and do not go anywhere so after looking to the two branches he returns to the library main page. Because he does not read or understand French, he leaves the two links “Plan Your Library Outings” and “Discover Montreal Culture Metropolis” because they say that they’re in French. Instead, he clicks on “Services and Collections” but finds that the links in that section just go to lists of items with brief descriptions, and nothing that interests him. The mention of DVDs strikes a chord, but he avoids looking into it because he knows he will have too much homework to watch anything until the semester is over. He does not bother with “Libraries” because he has already looked into the closest libraries, and “Catalogues” he does not bother with, because he is not interested in taking books out. “Reading Suggestions” is also ignored because he will not have time to read books that are not related to his classes. He does look into “Guided Activities” but almost all of the programs are for young children, and he is not interested in learning how to use the library because he knows how. The “Les Mots Partages” program appears to be in French, so does not interest him either. He is disappointed that he cannot find any programs that he would be interested in. He does one last sweep of the homepage and then leaves the website.

Aarav b) looks into the “Les Mots Partages” program, just in case it might help with his English, but it is definitely in French. He looks into it, because it might be a way to meet people, but he cannot find anything about times, and gives up, especially because it does not look like what he is after. He

cannot find anything about ESL classes or information for newcomers, and leaves the library website to see if his university offers anything.

Calgary Public Library

Starting on the library homepage, Aarav first looks into membership, which he sees right on the homepage under “Register online.” But he cannot find information about getting a library card if he is a post-secondary student in Calgary, but not a resident. He looks into the “FAQs” listed on the bottom of the library website, specifically “Using the Library” but it is the same information and no mention of students. Under “Help” he clicks on “Contact Us” so that he can write the phone number down and make a note to ask later. He then returns to the library homepage and goes directly to “Programs” where he limits the audience to “Adults” and the program type to “Technology” before doing a search. Unfortunately, all of the programs appear to be beginner-type computer and social media classes, rather than programs about new and exciting technology and science. He also tries doing a search for “Life Enrichment” programs, but aside from a tax clinic program, nothing really interests him so he returns to the library homepage. He looks into the drop-down menu for “Browse” but does not find anything. In “E-Library” however, he finds “Online Courses” which he looks into; they are not the kind of courses that he is interested in however, so he goes back to “E-Library” and clicks on “See all...” under topics and then looks into “Science & Technology.” It is just a list of databases and websites though, and his university library has more information, so he leaves the page and goes instead to “Hours & Locations” at the top of the page. He looks into the Louise Riley Library which is the closest branch to his university, from what some of his classmates have told him; he notes their hours, looks into their “News” link, which leads him to an empty page, and checks out the “Blog” which also leads to an empty page. He leaves the library website, not having found much of interest.

Aarav b) also looks into the program type of “Newcomers and ESL” where he finds several ESL conversation programs, as well as helpful hints and tips for living in Canada and a program that gives strategies for improving English skills; many of the programs have options for evening hours or weekend times. He is pleased with what he is found and he returns to the library homepage where he finds “Newcomers” listed as an audience under “Browse” but it is almost entirely book lists, which he will not have time to read so he leaves and does one more sweep of the homepage before leaving the website.

Ottawa Public Library

Aarav begins on the Ottawa Public Library homepage and goes directly to the “Get a Card” link which does not tell him if he can get a library card as a student, but not as a resident, so he clicks on “Your OPL card” where there is a mention of a SmartLibrary membership, but nothing about post-secondary

student memberships. He then goes to “Contact us” to find a phone number that he can call later to ask about becoming a member. Aarav goes back to the library homepage and goes to “Hours and Locations” to see when the library branch closest to his university (main branch) is open until. On the Main branch page, he finds a mention of meeting rooms, and while the smallest room has a capacity of 45 he is still interested in it. There is no information about booking the room though, just a phone number that he jots down for later. Back on the homepage, he clicks on “Services” but finds nothing that he wants; so quickly goes to “Programs and events” and once there begins to narrow the results. First he narrows the programs to “Adult” and then in program type he chooses “Computers and Technology,” “Imagine Space,” and “Lectures and Discussions.” He finds a few programs that he is interested in, although most appear to be how-to’s for computers and software, which he does not need. Of the few programs that he is interested in, most appear to be at a late enough time that he will be able to make it after class. He is particularly interested in the 3D printer, because he thinks printing models of different cells might make good studying tools. He returns to the main page and does a final sweep, clicking on “Rent a meeting room” only to be disappointed when he sees that the meeting rooms cost money to rent, which he does not want to pay. He then leaves the library website.

Aarav b) also checks out the “Language Learning” programs for adults and finds several English conversation groups that run late enough that they will not interfere with his classes. Aside from the conversation groups however, he does not see any other programs to help with English learning. He goes back to the homepage and heads to “Services” where he then clicks on “Newcomers” where he finds a list of different languages the library has resources in, but Punjabi is not among them, so he goes back to the homepage and, not seeing anything else, leaves the website.

Edmonton Public Library

Aarav begins on the Edmonton Public Library homepage and then goes straight to “Membership” which he finds on the side of the page, and underneath it, “Get a Library Card.” He discovers that as a University of Alberta student, he qualifies for a free library card, so he then goes to look up his branch information under “About Us” and “Branches & Hours” and finds the Strathcona branch, which is the closest to his university. On the Strathcona branch’s page, he finds mention of meeting rooms, but when he looks into them he sees that the library charges to rent them out and he does not want to have to pay to find a study space. He returns to the library homepage and goes to “Programs and Events” when he does not see any headings under “Explore” or “Interests” that catch his eyes. Once in “Programs and Events” he clicks on “Programs” and selects “Adults” for the audience, and “Computers and Technology” for his first search in the programs. He does not find anything of interest in “Computers and Technology”

so his next search is for “Makerspace” as the category, and he does find a 3D printing program that runs at a good time for him and that he is interested in. “Science and Discovery” is the next category, and it disappoints him because there are not actually any science programs or lectures, just a Star Wars day. After that he heads to “Events” and finds one event that he thinks he might attend. Next he finds “Makerspace” under “Services” and looks into it because he wants more information about the library’s 3D printer. Afterwards, he makes one last sweep of the homepage and leaves the website.

Aarav b) in “Programs” also looks into “English Language Learners” programs for adults where he finds a conversation circle and a program designed to practice English in the library, and both are available in the evening. He also looks at “Multicultural” programs, but only finds an ESL book club, which he will not have time for. Aarav then goes back to the homepage of the library and finds “Multicultural” under “Interests” which he then explores. He finds a list of items available in Punjabi, but because they’re books and movies, he quickly goes back to the previous page, because he knows he will not have time for pleasure reading or watching. Another quick look through the main menus on the homepage leads to no new discoveries and he then leaves the website.

Mississauga Library System

Aarav starts his journey on the library homepage where he finds “Get a Library Card” at the bottom of the page; he cannot find anything in particular about students, so he then goes to “Contact Us” to find a phone number he can call later. Once he writes down the phone number, he goes back to the homepage, which is slightly difficult, as the website is a part of a larger website, and clicking on the top banner/links takes him to the city’s website, rather than the library’s. His next stop is “Library Hours and Locations” so that he can find information about the branch that’s closest to him, which is the Woodlands branch. Once he has looked into the hours, he heads back to the homepage and goes to “Maker Mississauga” where he looks into 3D printing specifically. His next stop is “Programs & Special Events” from the homepage where he then goes to “Programs for Adults.” He looks into “Computers/eHelp” but does not find anything that he does not already know how to do. Next is “Science & Nature” where there is only one program available, although it is a program that he wants to go to, and the timing is perfect for his schedule. “Technology” also only has one program, but he does want to take it. The only problem with the 3D printer program is that there are no times listed, so he has to write down the phone number and make a note to call about it later. He has found a few programs, but is disappointed by the lack of selection available to him. One last review of the homepage reveals no new links and he leaves the website.

Aarav b) also looks into “Programs for Newcomers” but what he finds is mostly immigration programs, or programs for ESL testing, which he does not need. He does find an English conversation circle program that is available at various branches and often in the evening, so he will be able to attend. His next stop is back to the homepage where he then looks at “Library in Your Language” where he finds a flyer about the library, listing basic information, and it is in Punjabi; there is also mention of materials available in Punjabi but Aarav will not have time for reading or watching anything not related to his classes. He returns to the homepage and his last stop is the “Newcomers” link, where he finds some information about living in Mississauga he finds useful, particularly the link to getting a driver’s licence. He also finds information on a cultural access pass program, which he does not qualify for because he is not a Canadian Citizen, but he probably would not have had time for it anyway. He leaves the library website.

Winnipeg Public Library

Aarav starts at the homepage for the Winnipeg Public Library website and goes directly to “Library Programs & Events” because it is one of the more prominent links that he is interested in. He limits the results by age group to “Adults” but finds that event type is also based on age, so he has to skim through the various programs for what he might like. He does not like not being able to narrow down to what he really wants, but does skim the results for February and March. He finds a few lectures that he would like to go to but they are held in the middle of the day when he has classes, so, frustrated, he goes back to the library homepage. Under “How Do I...” he finds the link to “get a card?” where he looks for information on getting a library card as a post-secondary student and cannot find any specific information about his situation. He then has to go to “Contact Us” and “Ask a Librarian” to find a phone number that he can call later. Back on the homepage, his next stop is “Branches” where he wants to find information about the closest branch to his university: Millennium. He finds information about his nearest branch; and also sees the mention of meeting rooms, which he immediately looks into. He is disappointed that the meeting rooms cost money to use, but then notices that tutorial rooms that fit up to six people are free, and is ecstatic because they’re free and they’re available in the closest branch to the university. He returns to the library home page and does one last sweep of the website before leaving.

Aarav b) looks at the program calendar for ways to improve his English and he does find several programs, some specific to the Millennium branch and in the evening as well, or on the weekends. Back on the homepage of the library he goes to “For Newcomers and EAL” under “Use the Library.” There he finds general information and a brochure about the library in Panjabi but it does not have anything he

does not already know. There is the mention of a cultural access pass, but he does not qualify because he is not a Canadian resident. After that he leaves the library website.

Fraser Valley Regional Library

Aarav begins on the homepage and then, under “Using The Library” he selects “Getting A Library Card” because he needs to know if he qualifies as a non-resident university student. Unfortunately, the page does not have any information on post-secondary student library cards, so he needs to go to “Help” and “Contact Us” in order to get a phone number. Once he has jotted the phone number down for later he clicks on the link to the Abbotsford branch, as it is the closest to his university. It turns out to be a link to several Abbotsford libraries, one of which is the Abbotsford Community Library, which he clicks the link to. Next he goes under “Programs & Services” to the “Find Programs” link. From there he searches based on an adult audience and then he needs to sort through the results because he cannot narrow by subject. He has the option of narrowing to a specific branch, but he is fine with driving to different branches if a program looks interesting enough. There are not many programs that interest him, although a philosopher’s café is held in the evening and he thinks he will look into it along with the odd evening lecture, although there is nothing really science based, aside from an animal program too early in the day and a rock presentation that he is not interested in. He finds that it is almost all book clubs and ESL programs, neither of which he is looking for. After that he does one more sweep of the library website but does not see anything else of interest and leaves.

Aarav b) looks into adult programs specifically for ways to better his English. He finds quite a few English conversation circles, and a lot of them are held in the evenings, which means that he could get to them. There is also an advanced English program, but it is held too early in the day, when he has classes. He is also pleasantly surprised to find a few programs in Punjabi—a poetry night and an immigration worker program. He is quite pleased with the selection available to him and he then goes to “World Languages” under “Programs & Services.” There he finds a welcome brochure, although it is all basic information. Another look at the various drop-down menus on the main page does not reveal anything else that looks interesting to him, so he leaves the site.

Vancouver Public Library

Starting from the library homepage, Aarav soon goes to the “Get a Library Card” link followed by “how to get a Library Card” where he discovers that as a student, he is eligible for a non-resident card, although the fee associated with it is not listed, so he goes to the “Contact Us” link at the bottom of the page in order to grab a phone number. While on the “Contact Us” page, he finds a link to the different branches and clicks on it. There he finds information on the branch closest to his university: West Point

Grey Branch, primarily the hours that it is open. He then goes back to the library homepage and takes a look at “Subject Guides” where he finds “Science” but it looks like basic information, and his university already has more books and articles than he could get through, so he leaves without looking at any of the other guides. On returning to the homepage, Aarav clicks on the “Programs & Services” link and starts with “Current Event Listings.” In programs, he first limits it to adults only followed by the event types of: “Classes & Workshops,” “Lectures & Panel Discussions,” and “Special Events” while he can find the odd lecture that looks interesting, hardly any are held during the evening. Feeling frustrated by scrolling through so many programs only to find next to nothing, he goes back to the “Programs & Services” page. He finds “Room Rentals” in that section and quickly looks into the rooms, but they all cost money to use, so he heads back to the main page. He does one more sweep of the main page before leaving the site.

Aarav b) searches for adult and multilingual programs, and because he cannot find any ESL specific-categories, he chooses “Classes & Workshops.” He finds a few listings for ESL conversation circles, but they’re too early in the day for his schedule. He finds having to go day-by-day through the programs takes a long time and becomes arduous. Once he hits the end of March without finding an ESL conversation circle that is held in the evening he goes back to the library homepage, frustrated. He goes to “Subject Guides” and looks into “Citizenship, Immigration & Newcomers” but finds that it is all immigration, which he does not need, so he then tries the “Language & Writing” guide when he cannot find a specific ESL listing. In that section is “ESL and Literacy Resources” which he looks into, but it all appears to be for people who are brand-new to English, rather than those who just want to improve their English skills. Back on the homepage he does a cursory sweep before leaving the website.

Brampton Library

Aarav begins on the Brampton Library homepage and starts with the “get a library card” link he finds underneath “Using Your Library” and tries to figure out if he qualifies for a library card. There is, unfortunately, no information about college students being able to get library cards, so he goes to “Contact Us” and grabs the phone number so that he can ask someone later on. Next he looks into the branch that’s closest to his college which he finds under “using Your Library” in “Hours and Locations.” He finds the hours on the page for the South Fletcher’s Branch but no other information aside from the address and some contact information so he returns to the homepage. Under “Adults” he clicks on “Programs” and then looks into the different programs. Unfortunately, there is not much that he is interested in. He might go to some of the Canadian Author Series if he is bored and has free time, but

other than that there is nothing that looks good or relevant to him. He does a quick glance through the rest of the drop-down menus but sees nothing, so leaves the library website.

Aarav b) does not see any ESL programs under “Adults” but notices that under “Multicultural” the link to “Programs” exists and it is a different set of programs than those meant for adults in general. He finds three different English conversation circles, but none of them run in the evenings, so he cannot attend because of classes. He also looks into “Newcomer Monthly Programs” but does not see anything of interest and none of the programs listed have dates or times. Disappointed, he goes to the “New to Canada” link under “Multicultural” but finds just a small blurb of information and does not think he will need to look the service up any further, because it is meant for people who are moving permanently to Canada, and he is not. Punjabi is present in the collection of works in different languages, but until he is done for the semester he will not have time, so he soon moves on to “Language Learning.” It is a page about language learning software, but his English is good enough that he does not need a program; he really just needs to work on using English in everyday speaking, rather than in set phrases and formal language. The last place he looks is the “Cultural Access Pass” but he discovers that it is only meant for new Canadian citizens, and he does not qualify. He leaves the website fairly dissatisfied.

Analysis

These ten different Canadian public libraries will now be looked at holistically to see if a sense of community exists within their library websites. This analysis is being done at a holistic level for several reasons, the first being that looking at each website from the point of view of each of the three characters gives a better sense of community, and looking at the larger picture allows us to see where each character’s sense of community is lacking, or if there is a sense of community at all. The main reason for looking at the websites in a holistic manner, however, is because I believe that the key element of an online library community will be communication but, apart from website-hosted blogs, these libraries host all communication off-site, which is why looking at the websites is akin to looking at an empty shell. The four aspects of community might be there, but without the ability to communicate, there is nothing to create a foundation for. This does not mean that the websites are not important—knowing whether or not each website hits the four elements of community is vital in understanding if community exists online, but the need for communication (inviting communication at that) is what will really make or break an online library community. Which is why, while the websites will be looked at holistically, to see if the frame of a community exists, the social media sites that the libraries link to will be looked at in greater detail, to see if the online communities have any life to them, or if they’re facsimiles of communities rather than actual ones.

In order to look at the library websites holistically several things need to occur. The first, which is above, is we need to understand the paths that each character takes through each website, and to see where any frustrations or lack of expectations occurred, as well as any place where the library website provided above and beyond expectations. These paths and reactions will then go towards rating the four aspects of community. Before that can begin however, these four aspects need to be defined in terms of this thesis. Earlier, we looked at general definitions regarding community in general and the four aspects: membership, influence, integration and fulfillment, and shared emotional connection (McMillan & Chavis, 1986), but now we need to place these terms in relation to the work being done here.

Once that is done, it will be easier to see, based on the different character paths, which aspects of community are being met by the library websites, and which are not. These community aspects will then be rated by each persona for each website on a 'yes'/'no' basis. An example of this can be seen in Table 4.1.

Table 4.1										
<i>Example Yes/No Response Chart</i>										
	Toronto	Montréal	Calgary	Ottawa	Edmonton	Mississauga	Winnipeg	Fraser Valley	Vancouver	Brampton
Harold										
Kim										
Aarav a)										
Aarav b)										

The responses of each of the personas will be gathered and, afterwards, several different charts and tables will come out of the original data in order to gain different perspectives and comparisons of the capture.

The personas were constructed so that they could be tools of analysis. While they are, by definition, meant to represent a possible person, they are not, in the end, people at all but tools used to determine, in this case, whether the four aspects of community exist for each library. Each persona was created to resemble a person, and certain user-types, but they are purely fictional. I went through and used each persona to gauge paths and potential responses, I then used the data gathered in order to

determine if each aspect of community existed in each persona's path and point of view. By using the personas I was able to analyze key elements of each library's website and limit my own bias, by having the four different perspectives going through each library. Having said that, I was the one who created the personas and piloted them through each library; there may be some areas that other researchers would differ on in the walkthroughs. The personas were used, rather than actual users because, in this thesis, the construct of community is important, rather than how users interact with that community. And while the personas are a useful tool in order to analyze the website in a re-creatable manner, they do not take away from the main goal and analysis at the heart of this work.

Four aspects of community

We have to understand that while McMillan and Chavis's four themes of community (1986) are fairly universal, they do not necessarily translate to an online world without some clarification and re-defining. Which is why, instead of just taking each facet of community at face value, I will be looking at each facet of community not in general, as in previous chapters, but through the lens of online library spaces. This will hopefully give a better sense of if online library communities exist, rather than if a general community can exist online. It should be noted that by re-defining each aspect of community, I am also narrowing the definition, which, although allowing for less interpretation, means that the concepts are better understood in relation to this thesis and online library communities.

Membership

Does the library community require membership? Is there a sense that the membership means something and gives the member access where there would be none otherwise? Is the membership easy to obtain (is all information provided)?

Influence

Does the member feel that the community has an impact on his/her life? Does the community enable them to do something they otherwise would not be able to? And does the member feel that that could have an impact on the community as a whole if they wanted something changed?

Integration and fulfillment

Are the needs of the member being met by the community? Is she/he more enriched by being a member? The community must support at least most of the identifiable needs of each member in order for the member to feel integrated into the community and fulfilled.

Shared emotional connection

Does the member feel that their wants and needs line-up with the community as a whole? Or does the member feel that they do not share the same goals/beliefs/wants that the rest of the community does? Is there a sense that other people like them exist in the community?

Comparison of libraries

In this section we will be returning to the library websites to look at what each library website does well in terms of community, and what they may not be doing adequately in. The libraries will be compared, in order to see if the areas of community that each library is falling short in are unanimous across the board, or if they are library-specific. Each of the constructed characters, or personas, went through and rated their sense of each of the four community aspects. These tables were then tabulated into the overall table you see below in Table 4.2. After the initial table was created, others were made in order to be able to look at the data from different angles and in different comparisons. In this area we will go into the specifics of the libraries, and what each are of community looks like in terms of the library websites as a whole and individually.

It is important to note that a person's (in this case, persona's) sense of a community aspects is not just, 'is this here?', 'or does this exist?', it is also looking at negative experiences that a person may encounter as well as positive ones. So if, for example, a library does meet the majority of a person's wants, they may find that they have a sense of integration and fulfillment, but, if, for every one of those needs fulfilled, they run into issues or find something that no longer runs, or that they cannot participate in, they may find that overall, their sense of fulfillment at that library website is lacking. This can go the other way as well, if a person finds that their sense of shared emotional connection is fairly weak, because their own needs have been hard to meet, they may still find that their sense of shared emotional connection is bolstered if they get the sense that others like themselves are using the site, either by common groupings, or a list of comments people have made, etc.

As stated earlier, Table 4.2 shows the accumulated data on whether or not each of the personas found the four different aspects of community within each library website. From this chart, it is possible to see the overall picture. Analysis from this table is more than possible, but smaller tables have been made from the data so that nothing gets lost and that we may better see if there are any patterns emerging—i.e. some libraries doing better than others, or some personas finding a sense of community more often than others, etc.

Table 4.2

*Sense of Community by Element and Persona***Sense of Membership [Y/N]**

	Toronto	Montréal	Calgary	Ottawa	Edmonton	Mississauga	Winnipeg	Fraser Valley	Vancouver	Brampton
Harold	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kim	Y	N	N	Y	Y	N	Y	Y	Y	N
Aarav a)	Y	N	N	N	Y	N	N	N	Y	N
Aarav b)	Y	N	N	N	Y	N	N	N	Y	N

Sense of Influence [Y/N]

	Toronto	Montréal	Calgary	Ottawa	Edmonton	Mississauga	Winnipeg	Fraser Valley	Vancouver	Brampton
Harold	Y	N	Y	N	N	N	N	Y	N	Y
Kim	Y	N	Y	N	Y	N	N	N	N	N
Aarav a)	Y	N	N	N	N	N	Y	N	N	N
Aarav b)	Y	N	Y	N	Y	Y	Y	Y	N	N

Sense of Integration and fulfillment [Y/N]										
	Toronto	Montréal	Calgary	Ottawa	Edmonton	Mississauga	Winnipeg	Fraser Valley	Vancouver	Brampton
Harold	Y	N	Y	Y	Y	N	N	Y	N	Y
Kim	Y	N	Y	N	Y	N	Y	N	Y	N
Aarav a)	Y	N	N	Y	Y	N	N	Y	N	N
Aarav b)	Y	N	Y	Y	Y	Y	Y	Y	N	N
Sense of Shared emotional connection [Y/N]										
	Toronto	Montréal	Calgary	Ottawa	Edmonton	Mississauga	Winnipeg	Fraser Valley	Vancouver	Brampton
Harold	Y	N	N	N	N	N	N	N	N	Y
Kim	Y	N	Y	N	Y	N	Y	N	Y	Y
Aarav a)	Y	N	N	N	N	N	N	N	N	N
Aarav b)	Y	N	Y	N	Y	Y	N	Y	N	N

Creating a process to send more than one persona through each of the library websites was designed to develop a greater breadth of data to pull analysis from. Different personas were used so that we could see if some user-types were more likely to find a sense of community, as well as to see if some libraries tended to do better for all user-types in general. In this section of the chapter, I will be looking at the four aspects of community in terms of the individual personas. That is to say that I will be looking at the responses of the individual personas in regards to their sense of the four aspects of community for each of the ten library websites.

In Table 4.3 it is possible to see only Harold's responses on whether or not the four aspects of community were fulfilled in each of the library websites. Two libraries stood out as fulfilling all four measures of sense of community: Toronto Public Library and Brampton Library. On the other end of the scale are those libraries that failed to create a sense of community, of which there are four: Bibliothèque de Montréal, Mississauga Library System, Winnipeg Public Library, and Vancouver Public

Library. Table 4.3 also shows that, for Harold, and the user-types that he represents, shared emotional connection and influence are the two weakest areas for library websites in creating a sense of community. Meanwhile, the sense of membership was fulfilled in all ten libraries, which makes Harold the only persona to have a single element of community fulfilled by all ten of the library websites.

Table 4.3				
<i>Harold's Sense of Community by Element</i>				
	membership	influence	integration and fulfilment	shared emotional connection
Toronto	Y	Y	Y	Y
Montréal	Y	N	N	N
Calgary	Y	Y	Y	N
Ottawa	Y	N	Y	N
Edmonton	Y	N	Y	N
Mississauga	Y	N	N	N
Winnipeg	Y	N	N	N
Fraser Valley	Y	Y	Y	N
Vancouver	Y	N	N	N
Brampton	Y	Y	Y	Y

For Kim, I will be using Table 4.4 to better illustrate how her persona found sense of community in the ten library websites. Unlike Harold's sense of community, Kim's tends to be more scattered among the different aspects of community and among the different libraries. As with Harold, the sense of membership is the aspect of community most fulfilled, but unlike Harold it does not beat the other aspects of community out by very much. The least fulfilled aspect for Kim was the sense of influence created in the library websites, and, surprisingly, integration and fulfillment was found less often than a shared emotional connection. This is probably due to the fact that most of the websites had a definitive children and teen section, which helped to create the sense that other users in that age-group existed. It may also be due to the fact that Kim, because she was looking for both of her daughters, found that many of the libraries could not fulfill her sense of integration and fulfillment for both daughters at the same time.

Table 4.4				
<i>Kim's Sense of Community by Element</i>				
	membership	influence	integration and fulfilment	shared emotional connection
Toronto	Y	Y	Y	Y
Montréal	N	N	N	N
Calgary	N	Y	Y	Y
Ottawa	Y	N	N	N
Edmonton	Y	Y	Y	Y
Mississauga	N	N	N	N
Winnipeg	Y	N	Y	Y
Fraser Valley	Y	N	N	N
Vancouver	Y	N	Y	Y
Brampton	N	N	N	Y

As seen in Table 4.5, Aarav a) has the worst experience of sense of community in the library websites. The only library to fulfill all four aspects of community for Aarav a) is the Toronto Public Library, and beyond that, only one other library fulfills two out of four aspects of community, while the rest either fulfill only one aspect or none at all. This then allows us to see that Aarav a), and the user-types he represents, is the least likely to find a sense of community within the library websites. This means that, when/if libraries are hoping to improve their sense of community within their websites, they must not only focus on community aspects, but also in particular on users that are like Aarav a) who may feel little to no sense of community at present.

Table 4.5				
<i>Aarav a)'s Sense of Community by Element</i>				
	membership	influence	integration and fulfilment	shared emotional connection
Toronto	Y	Y	Y	Y
Montréal	N	N	N	N
Calgary	N	N	N	N
Ottawa	N	N	Y	N
Edmonton	Y	N	Y	N
Mississauga	N	N	N	N
Winnipeg	N	Y	N	N
Fraser Valley	N	N	Y	N
Vancouver	Y	N	N	N
Brampton	N	N	N	N

Unlike Aarav a), Aarav b) appears to find the library websites more fulfilling in terms of sense of community. There are still some libraries that fall short, particularly Bibliothèque de Montréal and Brampton Library, but, aside from membership, the aspects of community are generally being fulfilled. Because the only difference between Aarav a) and Aarav b) is Aarav b)'s status as an international student, this means that most of the libraries tend to serve ESL and newcomers much better than they serve young adult males or male post-secondary students. This bodes well for users similar to the persona of Aarav b) and for their ability to find a sense of community, but it also means that there is a definite gap of service in user-types when looking at the persona of Aarav a) and that gap will need to be addressed if libraries ever hope to create a sense of community for all users, or as close as possible to all.

Table 4.6				
<i>Aarav b)'s Sense of Community by Element</i>				
	membership	Influence	integration and fulfilment	shared emotional connection
Toronto	Y	Y	Y	Y
Montréal	N	N	N	N
Calgary	N	Y	Y	Y
Ottawa	N	N	Y	N
Edmonton	Y	Y	Y	Y
Mississauga	N	Y	Y	Y
Winnipeg	N	Y	Y	N
Fraser Valley	N	Y	Y	Y
Vancouver	Y	N	N	N
Brampton	N	N	N	N

Figure 4.1 allows for a faster review of which areas of community are being served by each library. In this graph, I have combined the findings of all four personas, so that any number seen on the graph is the total percentage of overall fulfillment of each aspect of community, rather than being broken down into specific users. With this particular view of the data, we can see which aspects of community are best served by each of the libraries. Toronto, for example, serves all four aspects equally, whereas Edmonton creates a sense of membership and integration and fulfillment for all users, but only succeeds in creating a sense of influence and shared emotional connection half of the time. Mississauga only succeeds in creating a sense of the four aspects of community a quarter of the time. And then there is Montréal, which, aside from membership, does not even get above 0% for fulfillment.

The Montréal Public Library (Bibliothèque de Montréal) is obviously the lowest rated in terms of creating a sense of online library community. None of the personas found that the library's websites

served any of the four aspects of community well enough to give them a ‘yes’ over a ‘no’ outside of the one count of membership. This is not surprising, as the English side of the website is very limited and obviously meant to just give brief information about what the libraries themselves contain; it is also suspected that the English side of the site is very lacking when compared to the French side. This should be kept in mind when looking at analysis of the Montréal library site, but it is also important to know that, for English speakers, Bibliothèque de Montréal gives no sense of online library community, and most people will probably leave the English side of the website very disappointed or outright frustrated.

Opposite of Bibliothèque de Montréal is the Toronto Public Library, which every persona found to have fulfilled each of the four elements of community. This does not mean that Toronto Public Library could not improve, indeed, the walkthroughs showed some areas that were lacking, but it does mean that, overall, when it came down to each persona finding the our elements of community, Toronto Public Library came down on the side of ‘yes’. This means that, should researchers wish to see good examples of creating a sense of community via a library website, Toronto Public Library would be the best option out of the ten Canadian libraries.

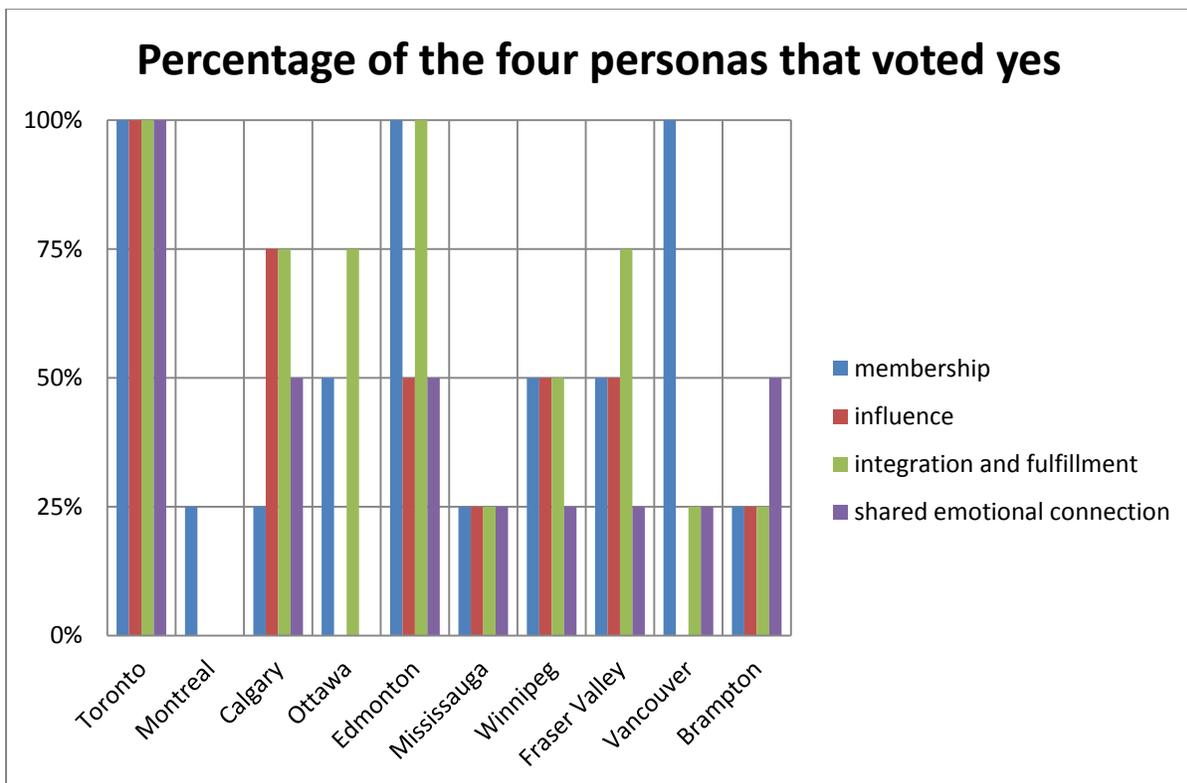


Figure 4.1. Percentage of the four personas that voted yes. This graph shows how each library did overall in the four aspects of community.

So far, the data has been kept fairly separate in terms of how many variables there are, but I believe that it is important to look at the sense of community across all ten libraries at the same time, to see which elements are generally being served, and which ones require the most help. To do this, the persona responses were tallied together so that each element of community was scored out of 100% (all library scores being combined). By looking at the subsequent graph (Figure 4.2), it is possible to see that membership and integration and fulfillment occur the most often, both at 55% and shared emotional connection occurs the least often, at 35%. This graph shows the overall areas of community that need to be worked on but it also shows that, overall, all elements of community need work and support with the highest two elements occurring at just over half of the time.

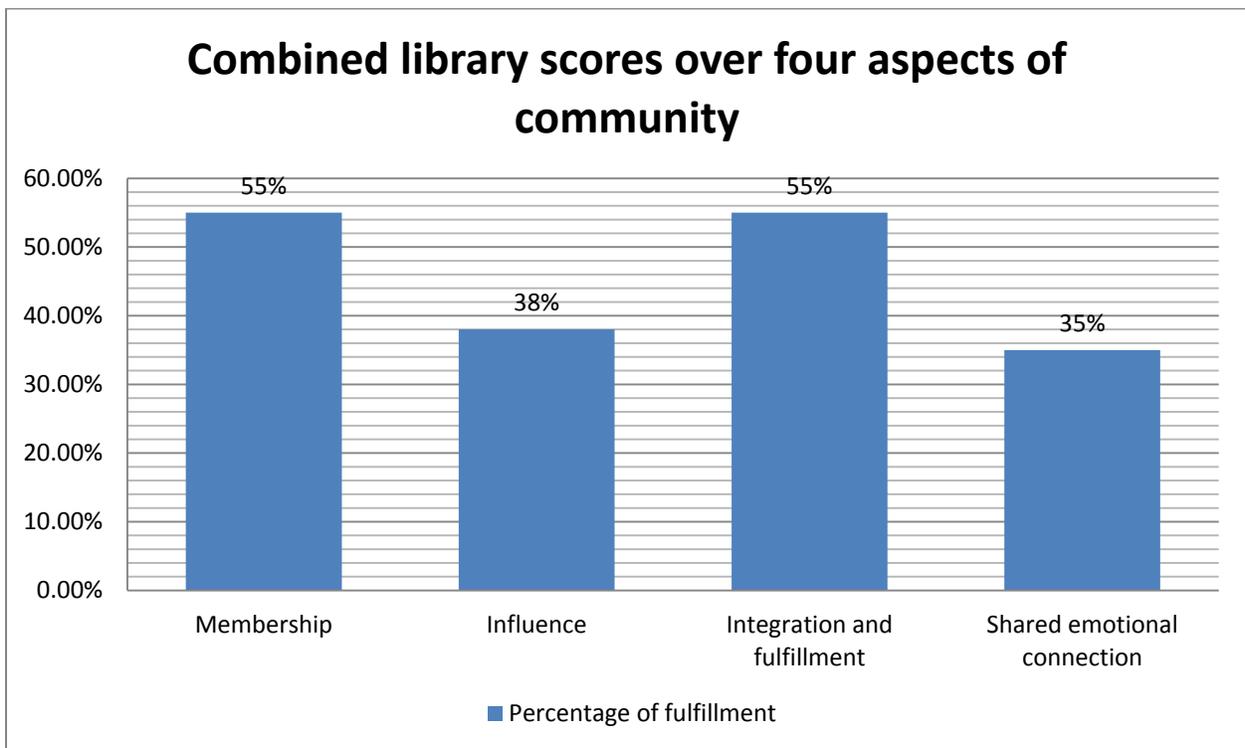


Figure 4.2. Combined library scores over four aspects of community. This graph shows how the ten libraries did in each category of community when combined.

While looking at the overall sense of community within the ten libraries is important, so too is looking at the sense of fulfillment each of the personas had in relation to the four aspects of community, which is where Figure 4.3 comes into play. In this graph it is possible to see that the sense of integration and fulfillment, while containing a spread over the personas, tends to be the closest in percentage of how often the personas found it in the ten libraries. On the other end of the scale is the sense of membership, which has a difference of 60% between some of the personas. Figure 4.3 displays not only the overall difference in perception of the four aspects of community between personas, but, from the

graph, we can see that Aarav a) is never over 40% in his sense of any community aspect when the library scores are combined.

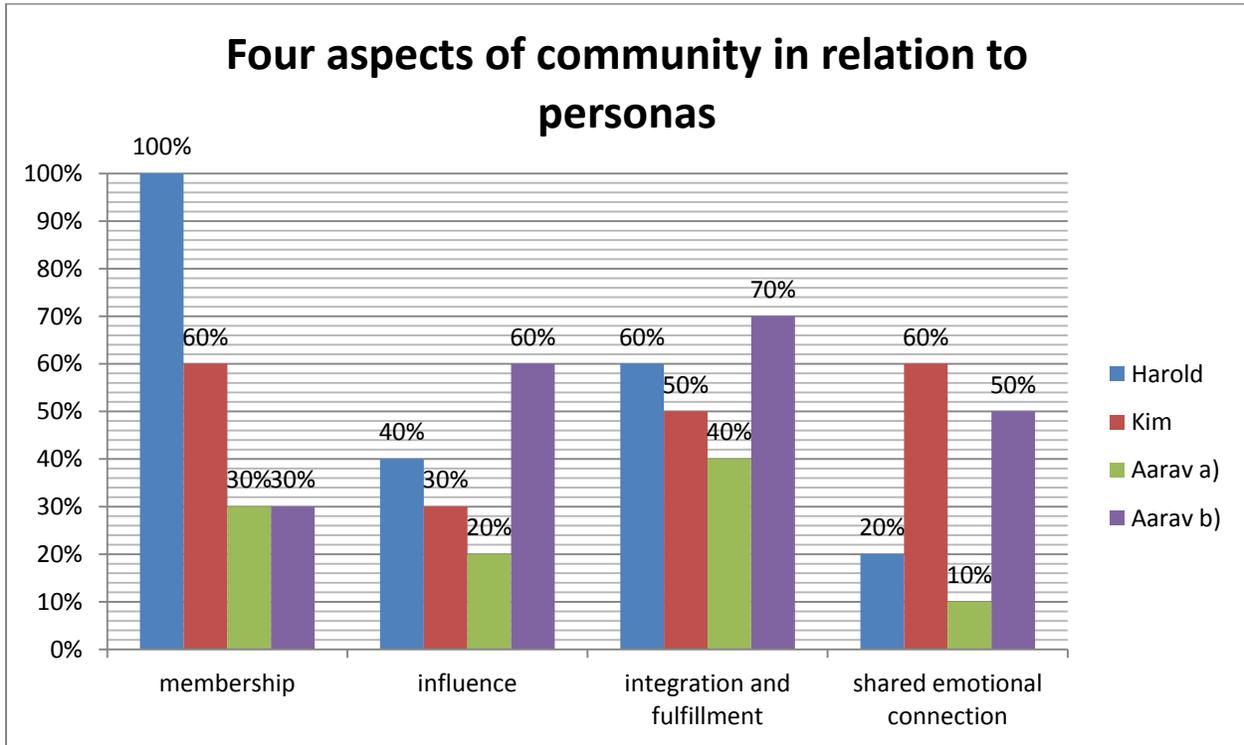


Figure 4.3. Four aspects of community in relation to personas. This graph shows the levels of fulfillment in each aspect of community by persona.

Areas that fall short

While it is clear from the previous section that some libraries do better than others in certain areas of community, it is also true that there were some areas that were fairly low-scoring over-all. The main area that the ten library websites appear to fall short on is the sense of shared emotional connection. While admittedly, this is a hard aspect to deal with in an online setting where communication is removed, it is still an important part of community that needs to be met. It should be noted that, for the most part, even those libraries where the personas felt there existed a sense of shared emotional connection; it was a fairly weak sense of connection. This may be because of how the library websites tend to be set up, but it might also be a lack of creating an awareness of user-groups as well as giving a sense that a variety of needs and interests are important to the library community.

The area of influence was also one area that fell short; in the end, even those personas who voted yes to a feeling of influence in various libraries found that it was because they thought that the community would have an influence over them, and enable them to do things they might otherwise not, rather than the persona having an impact. Indeed, the sense that they, as members, might have an

influence over the community was generally lacking, or non-existent. Part of this may be because the opportunity to communicate exists off-site, in the social media, but part of it is most likely also that at no specific time did any of the personas feel that the website gave them an opportunity to voice (or type) an opinion. Yes, some of them came across contact pages, but all of them viewed those pages and the contact information as a way to get more information about something that was unclear or lacking on the site, rather than as a feedback tool. It is possible that, with the combination of social media, leaving the websites as-is is sufficient, but an even better method would be to put notes on specific pages, telling people that, if they do not like what they see or they think something is missing, they should contact the library. Not all people will see the disclaimers, or care, but it may do something to increase the sense that an individual could have an influence over the online library community, especially when the websites seem so one-directional.

Best practices

Membership

The sense of membership, especially for online library communities, has a lot to do with actual membership; the best practices therefore tend to surround the membership information itself. Having a link to the membership page(s) straight from the homepage is important; even better would be having an obvious link (as seen in Figure 4.4). This not only makes accessing the information easier, it also gives people the sense that membership is important, and that it should be one of the first things you look at. Alternatively, if the membership information is hard to find, or the information itself is sparse, the sense of membership, while perhaps still existing, is diminished and having a library card seems much less important to the library itself—so why should a potential member even bother?

All of the personas who went through the library websites were previous library users at some point(s) in their lives and so they knew that libraries had memberships, and would look for membership information, even if that information was not front and center. But what if a member has never used a library before? What if they do not know to look for membership information; does the website present it to them, or is it something that they might miss until they get to a point where a library card number and password is demanded of them, and then wonder if they're not allowed to use the library website and/or the physical library?

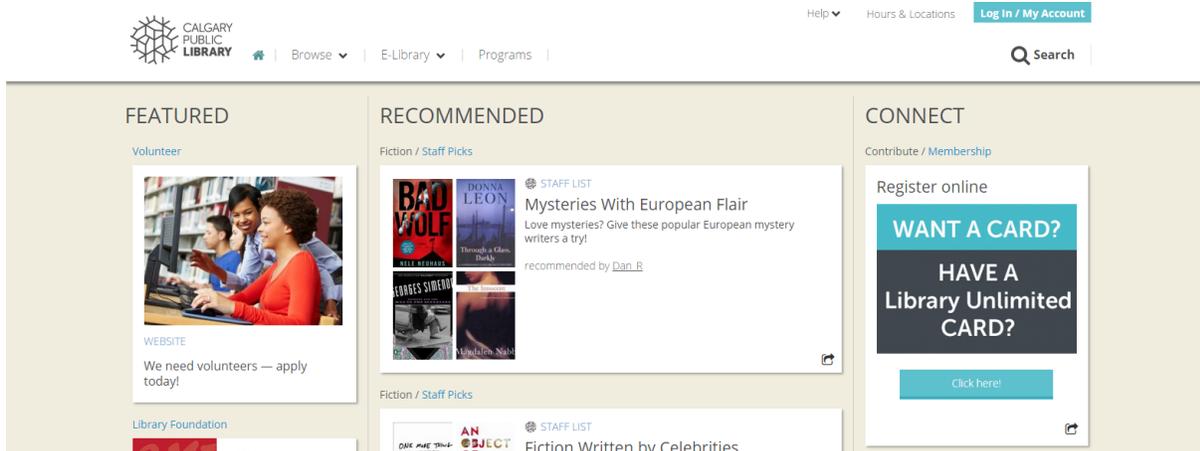


Figure 4.4. Membership link on Calgary Public Library homepage. This figure illustrates a best-practice for sense of membership: having a link to membership information easily found on the homepage. [Harold, Kim, Aarav a) and Aarav b)] Retrieval date: February 18, 2015.

But membership is more than just how easily information is found, it is also about the quality of information available. We saw this most consistently with the student persona(s) who had the most trouble finding information about becoming a library member if they were students at the local university, but not residents of the city. While they could find information about membership for the general population, they often had trouble even finding mention of student library memberships, and then found themselves in the position of wondering if membership, for them, was even possible, or if they wanted to bother. This not only creates a barrier in becoming a member, but it can have an effect on a person's sense of emotional connection because they feel that perhaps they are not welcome in the community, or that perhaps people who are similar to them do not exist within that space. A few libraries were good about providing membership/card information for various user-types, Edmonton Public Library in particular, had a wide selection and the personas easily found membership for their user-type or circumstance (see Figure 4.5).

epl.ca EDMONTON PUBLIC LIBRARY

Catalogue Website Articles [Advanced Search](#) Shop Login **Donate NOW**

Search Edmonton Public Library

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Suggest, Request, Ask Bookings Membership Assistive Services epl2go Literacy Van Makerspace >>

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Regular Hours:

M	9:00 am - 9:00 pm
T	9:00 am - 9:00 pm
W	9:00 am - 9:00 pm
T	9:00 am - 9:00 pm
F	9:00 am - 9:00 pm
S	9:00 am - 6:00 pm
S	1:00 pm - 5:00 pm

Type here to chat. Press ENTER to send.

Get a Library Card - FOR FREE!

Keep on rockin' in the free world.

EDMONTON PUBLIC LIBRARY **epl.ca**

Getting your **FREE** library card is simple.

Just come down to **any branch** with ID in hand (and proof of address).

You can now **sign up online** and start experiencing some of the benefits of membership even sooner!

If you're under 18, bring your parent or guardian along to sign for you – they'll be legally responsible for what you borrow.

FREE (and fee) details

- Under 18 and Adults - **FREE**
- U of A students - **free** with a U of A L-Pass
- MacEwan University students, staff and faculty - **free** with a MacEwan L-Pass (works best in Firefox)
- Concordia University College students and faculty - **free** with a Concordia L-Pass (does not work in IE8 or earlier)
- Norquest students - **free** with a Norquest L-Pass
- Non-residents – membership fee + \$60 non-resident fee

You may also borrow at EPL through a **Reciprocal, TAL or ME Libraries**.

Did you know that you can also use your EPL card to borrow physical materials from **other libraries**? Simply register for FREE at [melibraries.ca](#) today!

If you don't have a fixed address or haven't had a chance to get ID with your Edmonton address on it, you can still get your library card! Swing by a branch and you'll get a card that gives you access to our digital content and lets you borrow one item at a time. You can upgrade this card to give you full access at any time by confirming your Edmonton address.

If your card expires within 30 days you can [renew online!](#)

Remote access to our eBooks and other licensed databases is **NOT** available to **Reciprocal, TAL, ME Libraries Corporate, Visitor and Non-resident cards.**

Contact Us
Text us: 780.800.4929

Your Branch

Stanley A. Milner Library (Downtown)
780-496-7000
[Change branch](#)

Monday	9:00 am - 9:00 pm
Tuesday	9:00 am - 9:00 pm
Wednesday	9:00 am - 9:00 pm
Thursday	9:00 am - 9:00 pm
Friday	9:00 am - 9:00 pm
Saturday	9:00 am - 6:00 pm
Sunday	1:00 pm - 5:00 pm

[See all branches](#)

Membership

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[Using My EPL Online](#)
[Borrowing Guide](#)

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Figure 4.5. Screenshot of Edmonton Public Library’s membership information page. This image shows the wide variety of user-types, and gives potential members easy access to information about getting a library card dependant on their situation, age, etc. [Harold, Kim, Aarav a) and Aarav b)]. Retrieval date: February 21, 2015.

Influence

In the case of these library websites, influence revolves around whether or not a person feels that the library community has an impact on them in some way, and, beyond that, whether or not that person might have an impact on the community. Best practices for this aspect of community are harder to pin

down, but in the end they boiled down to providing members with something they might not otherwise have access to. This can mean programs or databases, but it can also mean services for specific groups of people, such as in Figure 4.6. But these services need to be accessible and they need to break down barriers, rather than add to them. In Harold's case, for example, many times, once he had found information on home service for his wife, he was disappointed to find that she did not qualify because she was not homebound enough—whereas those libraries with fewer barriers on this service gave Harold the feeling that the library would greatly influence not just his, but also his wife's, life.

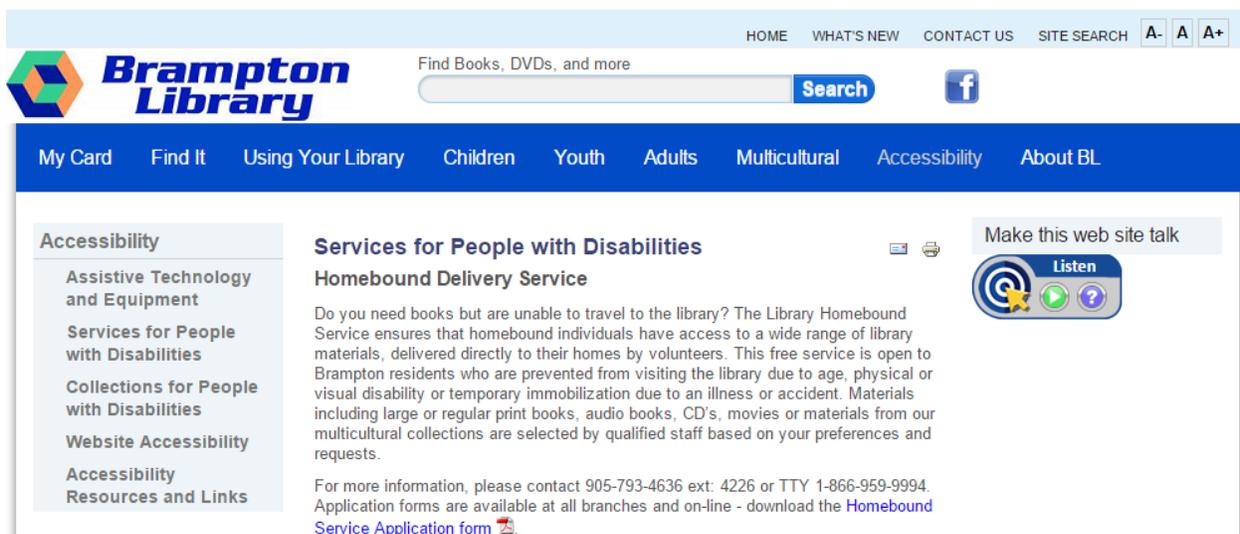


Figure 4.6. Brampton Library Services for People with Disabilities page. This page shows an example of how a library website might create a sense of influence by offering something only the library can provide. [Harold]. Retrieval date: February 21, 2015.

There were some small cases of a persona feeling that they might make an impact on the community. They were not library-wide, and this part of influence certainly needs to be worked on, but they stand as examples for what two-way influence might look like. This sense, that a member could influence the community somehow, usually came in the form of volunteering possibilities or on kids/teen pages where members had the option to add to a body of work created by other community members (see Figure 4.7). Even though these are small ways in which a member might influence the community, they still do wonders for a sense of influence, especially if a member can feel both influenced by a community as well as if they have some possibility of influencing the community in return.

Booked

Home Hot Topics Events The Mash Up Contact

Library Home Blog Polls Reviews Top Tens New Releases Search the Shelves

The Mash Up

Mermaid by **Horse Lover**

Posted On: 08/25/14 09:32 AM **Category:** Art

Age: 15

Description: I really like watching, "H2O: Just Add Water." H2O: Just Add Water is about three teenagers who turn into mermaids whenever they come into contact with water.

[Post A Comment](#)
0 Comments

A Dream of Reality by **A&W**

Posted On: 08/25/14 09:31 AM **Category:** Fiction

Age: 13

Description: My watch clearly reads 12:00 am sharp, so it's too late for anyone to be awake to hear my piercing screams of fear as I'm pushed forcefully onto the floor of th

[Post A Comment](#)
0 Comments

Melissa and Lilly by **Horse Lover**

Posted On: 08/25/14 09:11 AM **Category:** Fiction

Age: 15

Description: We are driving to Red River Valley Riding Academy for my regular daily lesson. The truck stopped. I looked out the window and got out. It was my fift

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0 Comments

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Contributors

8:25 ▾

Figure 4.7. Winnipeg teen repository—The Mash Up. This page shows how a library might build a sense of influence by offering members a chance to influence the community by adding to a communal repository. [Kim]. Retrieval date: February 22, 2015.

Integration and fulfillment

This is perhaps one of the hardest aspects of community for library websites to fulfill because it has to do with individual member needs and being able to fulfill them. Surprisingly, this was also the most

often fulfilled element according to the personas, breaking even with membership. This may be because most of the library websites have a wide variety of interests and program listings, or it may be that people who go to library websites are only looking for things that they think library websites can tell them or serve, and then they find it, because their expectations are basic enough that most library websites serve them. Having said that this aspect of sense of community tended to be fairly easy for the library websites to fulfill, it was not always the case.

A good sense of fulfillment and integration hinged primarily on most of a persona's immediate needs/wants being met. This usually boiled down to program listings and specific content. While not all personas had every expectation met, many found that a majority of their expectations were met, and occasionally even exceeded. Sometimes these expectations were a variety of programs or program themes that the persona wished to attend (see Figures 4.8 & 4.9) and sometimes it was certain services. These services might have been anything from room booking to the capacity to volunteer at the library to specialized spaces—like a makerspace as seen in Figure 4.10. Overall, the important thing about integration and fulfillment was that a library should provide a wide range of services, and that those services should be available if listed because the sense of integration and fulfillment was diminished when a persona had trouble finding what they wanted or, upon finding what they wanted, discovered that there were barriers in their way (cost, ability to get to place, programs not running, etc.).

Introduction to 3-D Printing - All Ages

Description: In this small group session, we'll cover the basics of 3-D printing. We'll help you get started making your own basic design with the beginner-friendly Tinkercad modelling application. Our friendly and knowledgeable staff will share examples of great 3-D prints and tips to create models that will print well.

Location	Information	Registration
Stanley A. Milner Library - Makerspace	Audience: All Duration: 1 hour30 minutes Participation limit: 12 We provide computers but you are welcome to bring your laptop. An email address is required to create a TinkerCAD account. Call 780-944-5342 with any questions about this program. 6:30 p.m. Thursday, December 10, 2015	Register Online or call to register. Online Registration for this program starts November 26, 2015 at 10 a.m..

[Click to collapse](#)

Figure 4.8. Edmonton Public Library program description. This is an example of a program that might, when combined with others and/or other needs fulfilled, create a sense of integration and fulfillment. [Harold, Aarav a) and Aarav b)]. Retrieval date: February 22, 2015.

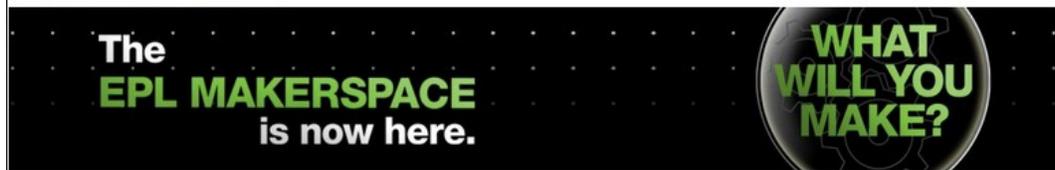
English Language Learner's Book Club - Adults

Description: Are you an English language learner? If so, join us! We will practice reading and listening, learn new words, share stories and make new friends.

[Click to expand](#)

Figure 4.9. Edmonton Public Library program description. This is an example of a program that might, when combined with others and/or other needs fulfilled, create a sense of integration and fulfillment. [Aarav b)]. Retrieval date: February 22, 2015.

EPL Makerspace



Ready. Set. Make!

The EPL Makerspace is located at the [Stanley A. Milner Library](#) and is open during regular branch hours. The Makerspace offers incredible technology and equipment for the public to create on.

Equipment such as 3D Printers, Espresso Book Machine, creative workstations (PC's & Mac's), digital conversion hardware, gaming consoles, a green screen, and a sound booths are all available to use in the EPL Makerspace area.

Come in today to create and learn with our Makerspace staff. What will you make? [Request a tour!](#)



- FAQ
- 3D Printer
- Book Printer
- Other Stuff
- Showcase
- Programs
- Public Content
- Tech Help

General

What is the EPL Makerspace?

The EPL Makerspace is a creative and collaborative environment where ideas are shared. You can come in and print your own book, design a website, convert old VHS tapes to DVD's, or play some XBOX. The sky is the limit on what you'll be able to create.

Do you need a library card to use the space or the computers?

No, the space is open to the public to use.

Will someone be able to help with projects?

Yes, there will be Makerspace Assistants on hand at all times. The Assistants aren't experts on everything; however, they are there to help and learn things together.

Can my class or group get a tour of the space?

Yes you can. You can [request a Makerspace Tour!](#) **Please note that we will require a minimum one-week advance notice for tour bookings.*

How can I contact the staff at the EPL Makerspace?

For any questions, you can reach the EPL Makerspace staff at: makerspace@epl.ca or 780-944-5342. **We will try to respond to your message within 2-3 days.*

Figure 4.10. Edmonton Public Library Makerspace description. This is an example of a library service that might, when combined with other services/programs and/or other needs being fulfilled, create a sense of integration and fulfillment. [Harold, Kim, Aarav a) and Aarav b)]. Retrieval date: February 22, 2015.

Shared emotional connection

Shared emotional connection seemed to occur in two main ways, the first of which was having the user-types listed and readily available (and making sure the user-types listed are broad enough to encompass most of the users). For example, Toronto Public Library has teens and kids listed as user-types, with their own pages, but seniors and adults are not listed, which gives the illusion that they are not important enough or that the library does not cater to them specifically. It is one thing to choose not to divide the information into user-types based on age, but if that's the case, then no age-based user-type should exist on the website. Many websites, however, fall into the pattern of having listings for kids (and usually teens) but leaving adults and seniors out of the age-listings. This creates barriers and gives adult users the sense that they are not a main group in the online library community; their shared emotional connection, or their perception of it, is limited by the fact that they cannot find a mention of their self-identified age-group, but they can find mention of younger age-groups. When all of the main user-groups have their own listing, and there is not an obvious age group missing, then people feel more of a connection, not just in that the community feels more accepting of them, but that there is an apparent user-group just for them, which gives, at the very least, the illusion that other people in their age-group use the community and are members of it.

It is not just age-groups that need to exist, but outside of these larger, overarching groups, smaller groups (like those interested in writing, or in book discussions) can be found through other means, such as finding a section in programs that lists places where a) they might meet similar-minded people and b) the person gets the sense that there are others like them who are being served by the library community. This sense of other people of similar inclination could also be created by serving needs, for example, having a genealogy page gives the sense that other people look into genealogy (why else would there be an entire page dedicated to it?) and are active members of the online library community. Unfortunately, none of the library websites show actual people (in most cases) as existing within the community, mostly due to lack of communicative ability, but the illusion of people existing can be created by giving a person the sense that they are not alone in what they use the library website for, i.e. specific pages or even how easy it is for them to find information that is relevant to them. Did they spend half an hour and half a dozen pages trying to find something, or was what they wanted available straight from the main page? This aspect of community can also be affected by whether or not the other three aspects are being fulfilled. A sense of shared emotional connection can mean that a person sees other members like them, or feels that the community 'fits' them, and that sense of being a good fit can be impacted by whether or not a community ticks all of the right boxes, and fulfills the

other three aspects of sense of community. Even if a person does not find themselves listed as a user-type they may find that their overall sense of satisfaction and belief that the library website has fulfilled all of their needs creates its own sense of shared emotional connection because the website, and its information, feels so on-point.

The second way to create a sense of shared emotional connection is to have some way to actually share between users. This does not have to be in real time, but simply by having the option to share something with the larger community gives a person the sense that they are a part of something larger. This was seen primarily in the Toronto Public Library, in the Kidspace section where they have a story maker that children can share to the larger community and where they can read posted stories from fellow children (see Figures 4.11 & 4.12). This possible back-and-forth that's been built into the website creates a deeper sense of connection because it shows that real people are using the community and are being a part of it, rather than just the idea and intellectual knowledge that other people exist within the community on the library websites.

TORONTO PUBLIC LIBRARY **KiDsSPaCe** KIDS SEARCH
keywords

Home | Explore & Learn | **Books & Stories** | Fun & Toronto | Grownups | Preschoolers

Books & Stories
 Tell-a-Story
 Read-a-Story
 Hear-a-Story
 Great Books
 e-Books
 Authors & Illustrators
 Beyond the Books
 More Story Stuff

Tell-a-Story

Try the Story Builder!
 Use the characters, backgrounds, and props to tell a story that you can send to your friends! We will feature some of the best.
Start Your Story!

Featured Stories

- ▶ We have new stories!
- ▶ **The Hat of Destiny** by ME
- ▶ **The Space Adventure** by Clarice
- ▶ **Max the Robot and Sam the Alien** by Naomi
- ▶ **The Great Adventure** by Hazel
- ▶ **Exploring** by Shelley

Your Say!
Send it to us today!

Tell a Story!

Questions? Answers!

Fun Fact
A Little Latitude
 Toronto is located at the same latitude as northern California. (Remember that the next time it snows in California.)

Great Story Challenges
 You can tell thousands of different stories by choosing one of the Tell-a-Story Challenges below and letting your imagination go wild! If you want to **start your own story** from scratch that's great too.

Robot Mission
 A robot mission throughout the universe needs your help.

ET Tonight
 The media and fans are all out to see the hottest star around. But only you know who the star is!

Interview Over!
 What happens to make the interviewer run away? You fill in the blanks.

Teleport Vacation
 Why is Xoight being teleported from place-to-place? Finish the story by adding captions, voice bubbles, and thought bubbles or send Xoight to a few more locations.

Figure 4.11. Toronto Public Library Kidspace page—Tell-a-Story. This page shows an example of creating the sense that there are other users utilizing the library, and sharing with one another. [Kim]. Retrieval date: February 21, 2015.

TORONTO PUBLIC LIBRARY

KiDsSPaCe

KIDS SEARCH
keywords

Home | Explore & Learn | Books & Stories | Fun & Toronto | Grownups | Preschoolers

Say something funny here. Say something funny here. Your caption here! Your text here! Your caption here!

SEND PRINT PAGES HELP 1 / 1

Tell-a-Story StoryBuilder

◀ Get more Tell-a-Story.

To create or edit your story, drag characters and props from the scrolling area on the right. You can resize and rotate things and add your own text to some things. Use the background artwork to change the location of your story. You can create up to 14 pages which you can re-order or delete by clicking the "pages" button. When you're ready, just click the "send" button and follow the instructions. If you get stuck, click the "help" button — it will show you some handy tricks as well. Have fun!

▶ Permalink to this story: <http://kidsspace.torontopubliclibrary.ca/story.html?design=23>

Figure 4.12. Toronto Public Library Kidspace page—Tell-a-Story StoryBuilder. This figure shows what a child may encounter when creating their own story that they may want to share with others. [Kim]. Retrieval date: February 21, 2015.

Access

Initial access to these ten library websites is also a concern; with that in mind, an inquiry into how quickly each website can be found needs to occur. The personas are not necessary for this piece of

analysis as they would all have the same results. While this thesis has looked at whether or not the four aspects of community exist in each library, it is also important to know whether these websites can be accessed by potential members without any trouble, or if the communities are difficult to access and therefore less likely to gather new participants. In order to gauge how easily a potential member could access each website, a simple Google search for each library was conducted. It was assumed that a potential person would know to type in the name of the library, but in cases where the library name is not [city] public library, two searches were conducted, one with [city] public library, and one with the correct name of the library (Mississauga Library System, for example).

In nine out of ten cases, the simple search brought up the library website as the first search result (and each of those links went to the correct library website), even if [city] public library was used rather than the actual title of the library. For example, if we take the Fraser Valley Regional Library but do a Google search for only Fraser Valley Public Library, the correct website still pops up, as seen in Figure 4.13. Indeed, even if “public” is dropped from the search, the result is the same (see Figure 4.14). So, even if a new person to the area does not know that the library’s actual title is Fraser Valley Regional Library, as long as they are able to put the name of the place and public library (or even just library), they have the ability to find the correct website. This is true of all nine out of ten websites, as long as a researcher has the name of the city or place and the word library; the first result is the correct one.

Montréal Public Library or Bibliothèque de Montréal is a slightly different case. This is mostly due to the fact that there are potentially two different searches—an English search and a French search. If a person types in the French name: Bibliothèque de Montréal they will get the correct web address (as confirmed in the Urban Libraries report), as seen in Figure 4.15, but, should a person type in Montréal Public Library (or just Montréal Library), they will be directed to a different website, as seen in Figure 4.16. However, this website is the English version of Montréal Library website, and so while it is technically a different web address, it is the correct one based on the language of the search, and the French version of the website is on the first page of search results, even when searching in English, as can again be seen in Figure 4.16. So, while Montréal differs slightly, it is apparent that all ten public libraries are easily accessible through a simple search so that, even if a potential community member or library patron does not know the website address, their ability to find the library is limited only to knowing the city or place and the word library.

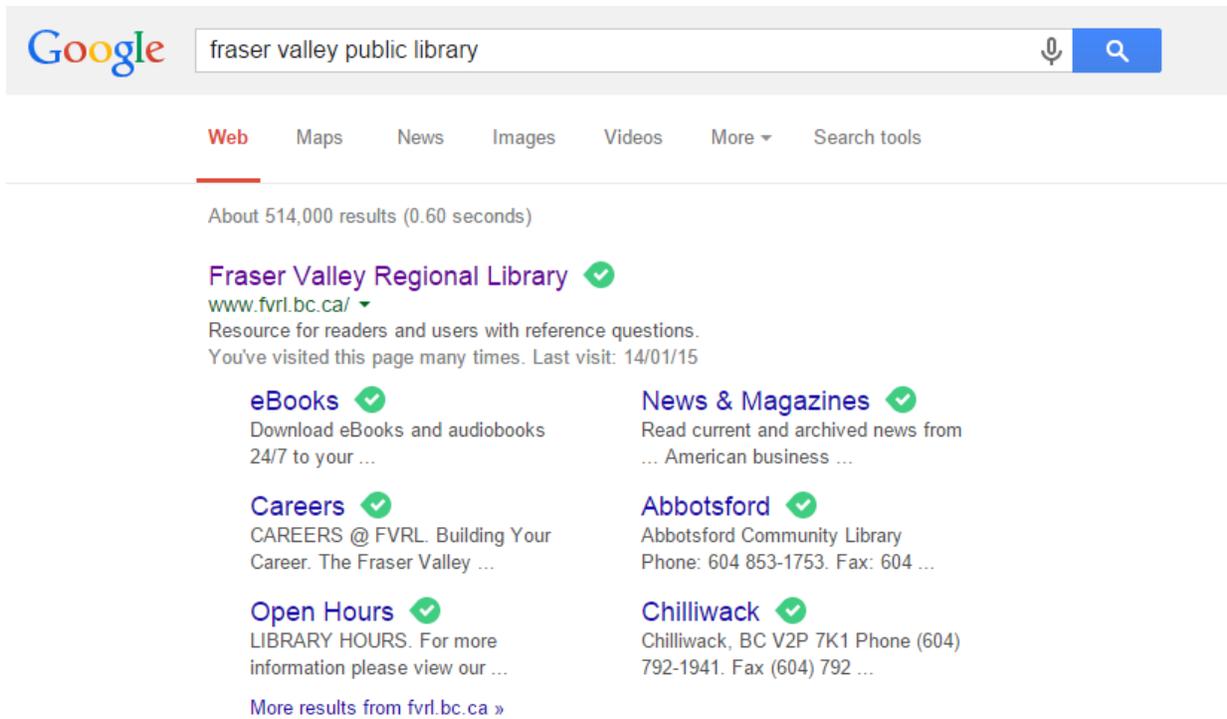


Figure 4.13. Fraser Valley Regional Library Google search. This figure shows the Google search results when using 'fraser valley public library'. Retrieval date: January 14, 2015.

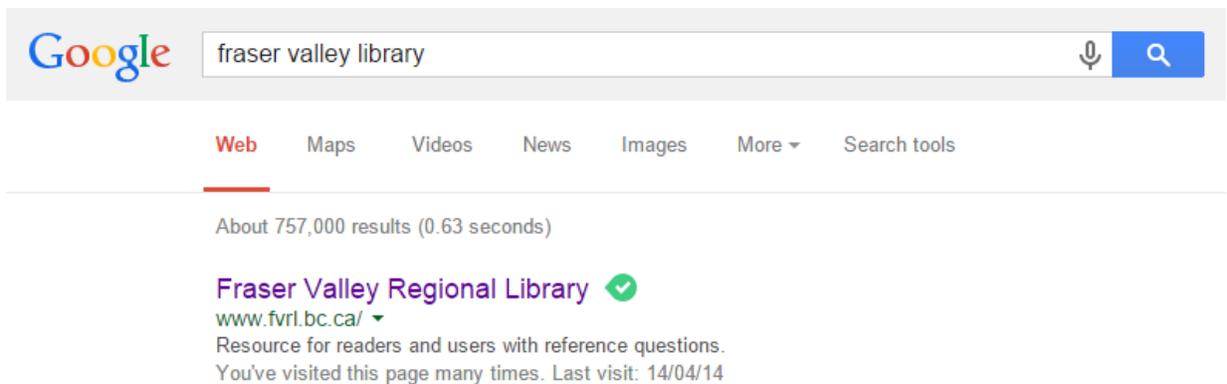


Figure 4.14. Fraser Valley Regional Library Google search 2. This figure shows the Google search results when using 'fraser valley library'. Retrieval date: January 14, 2015.

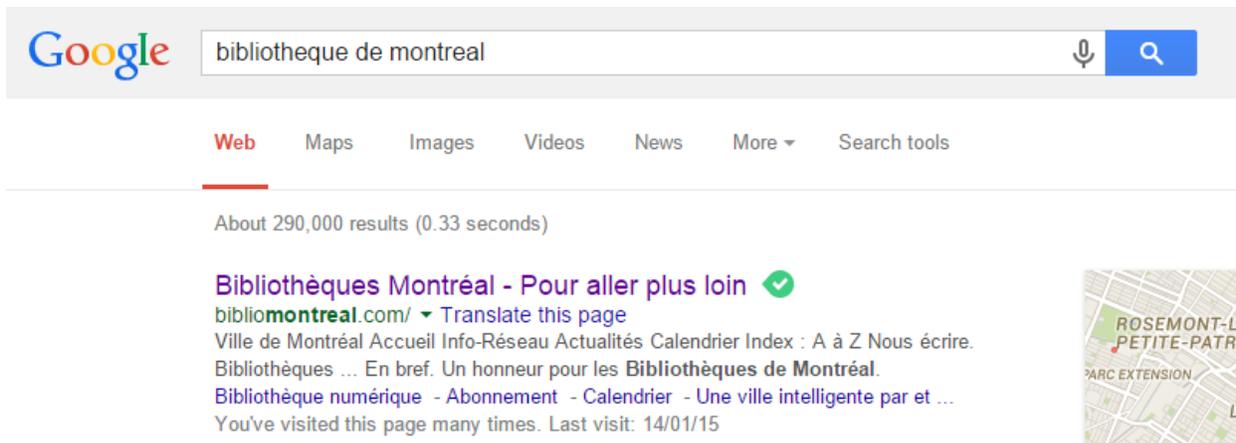


Figure 4.15. Bibliothèque de Montréal Google search. This figure shows the Google search results for 'bibliotheque de montreal'. Retrieval date: January 14, 2015.

Google

Web Maps News Images Videos More Search tools

About 6,710,000 results (0.53 seconds)

Ville de Montréal - Réseau des bibliothèques publiques de ... ✓
ville.montreal.qc.ca/library
 Montréal's network of public libraries offers information about the 56 libraries across the island of Montréal as well as access to the online Nelligan catalogue.

Bibliothèque de Mercier ✓ bibliomontreal.com 1 Google review · Google+ page	A 8105 Rue Hochelaga Montréal, QC (514) 872-8738
Westmount Public Library ✓ www.westlib.org 4.8 ★★★★★ 8 Google reviews · Google+ page	B 4574 Rue Sherbrooke Ouest Westmount, QC (514) 989-5300
Montreal West Public Library ✓ www.montreal-ouest.ca Google+ page	C 45 Westminster S H4X 1Y6 (514) 481-7441

[Map results for montreal public library](#)

The libraries of the network - Ville de Montréal ✓
ville.montreal.qc.ca/portal/page?_pageid=4397,6393630...
 Montréal's network of public libraries offers information about the 56 libraries across the island of Montréal as well as access to the online Nelligan catalogue.

Bibliothèques Montréal - Pour aller plus loin ✓
bibliomontreal.com/ Translate this page
 Ville de Montréal Accueil Info-Réseau Actualités Calendrier Index : A à Z Nous écrire.
 Bibliothèques ... En bref. Un honneur pour les Bibliothèques de Montréal.
 You've visited this page many times. Last visit: 14/04/14

Figure 4.16. Bibliothèque de Montréal Google search 2. This figure shows the Google search results for 'montreal public library'. Retrieval date: January 14, 2015.

From this survey, it is possible to conclude that the best practice would be to ensure the library is easily searchable (and the first search result) on a variety of internet browsers. This thesis looked at Google, but other browsers such as Yahoo, Bing, etc. should also be tested by each library. It is also important to ensure, if separate French and English versions of the website exist, that English and French searches give the correct results.

Conclusion

In this chapter, the ten Canadian public library websites were analyzed to determine whether or not they were creating a sense of community. In order to do this, three/four personas were created and sent through the library websites to determine what areas of the websites they would visit, and whether or not each website was serving their needs, fulfilling the four aspects of community, and if there were any trouble areas. After doing their walkthroughs of the ten Canadian library websites, each persona rated their sense of the four aspects of community: membership, influence, integration and fulfillment, and shared emotional connection with a yes or no response in order to determine which of the libraries was meeting which needs of which user-types. This allowed for cross-comparisons, not only between libraries, but also between personas, which represent different user-types.

The walkthroughs suggest that people tend to react strongly to negative things, and to things that surpass expectation. We could see this when a persona became excited about something that they did not even think the library had, or something that would make their lives easier/more enriched/etc. versus their negative impression of a library website if they had negative experiences, such as finding nothing that they wanted, or having elements that made their lives difficult, etc. This is important to note because, while a library website may be, for the most part, okay or decent, one bad thing, or one good thing, can tip a persona's (or person's) opinion from 'okay' to 'abysmal' or 'amazing'. This means that libraries need to be aware of what their websites are conveying to potential members, and they need to not only consider the fulfillment of the four community aspects, but also how that fulfillment comes about—is information easy to find, are pages logical, and are they serving a wide enough community while still giving depth to each user-type that visits their website? Obviously, not every person will find what they are looking for on a library website; someone will come across a barrier, but trying to make sure that those potential barriers are as few and as far between as possible is key, as is knowing what aspects of community you need to serve, and how the library website will do it.

The results of this study show us that Toronto Public Library tends to do the best when compared to the other nine libraries, and that it serves all four elements of community for all of the personas. This does not mean that other libraries do not do a better job of certain areas of community, but overall, Toronto Public Library does the best job of creating a sense of community through their website. Alternatively, Bibliothèque de Montréal did the worst, which, as discussed earlier, may be due to the fact that this study is only analyzing the English version of the website, but it still means that the library website failed to meet any of the facets of community, and all of the personas felt that the library did not fulfill their wants/needs, aside from Harold finding a sense of membership. Bibliothèque de

Montréal's website fails to create any sense of community and instead often leaves people frustrated and feeling like the library can do nothing for them.

This look into whether or not library websites create a sense of community led to the discovery that, between all ten libraries combined, shared emotional connection and influence are the two areas of community that need the most work. We were also able to tell that Aarav a), the persona representing young adult males, was the user-type with the lowest fulfillment rate of any of the four aspects of community. These things are important to know because, while every aspect of community and every library website could be helped in various ways, the best places for libraries to start to increase their sense of community would be in the two weakest areas of community and in regards to their young male population, as well as post-secondary populations. Of course, these ten libraries each have their own specific areas that need help, but it is important that the work being done in this thesis be transferable (and applicable) to other libraries outside of the ten being looked at. Which is why general information about which aspects of community tended to be fulfilled better and which personas tended to need the most help, etc. is important—because they are findings that can be extrapolated onto other library websites and used as a basis for creating a better sense of community via a library website.

Chapter 5 – Social Media Access

Social media access

Now that we have examined how easily each of the ten websites can be found in the previous chapter, we need to look at the social media aspect. I am interested only in social media sites that are linked to the library website, which means any social media not found on the website of that particular library will be ignored; it may be noted if found, but an elongated search for unlisted social media sites will not be conducted. The first question is how deep into the website a person must go in order to find the listing or links to a library's social media. Access to the website is one thing, but how easy do the libraries make it for people to access the communicative side of their online library communities? Various screenshots will be utilized in this section, to better illustrate potential access to each library's social media.

Homepage screenshots however, have been edited (utilizing the  symbol) so that only relevant content is shown. For full images of each library's homepage, see Appendix A.

Toronto Public Library

The Toronto Public Library homepage has six social media links, and one link to a newsletter. Because newsletters are not considered to be part of the social media in this project, the newsletter linked to will not be part of the results or the research; however, it is something that future researchers may find useful, which is why all libraries that make use of a newsletter are listed in Appendix B; no further mention of them will be made in this section. The six social media links are imbedded in the website's overall layout, which means that all six links (along with the footer content of the website) show up on every page. There are two exceptions to this: the Kidspace and the Teens page do not have the imbedded footer on any of the pages associated with those sections of the website (see Figures 5.1, 5.1, and 5.3).

There is also a separate Facebook page listed on the Teens page (see Figure 5.3); it is not present anywhere but in the Teen section. However, the teen Facebook link is on every page of the Teen section. There is also a blog on the Kidspace page that is not found anywhere but on the Kidspace section; it, however, is not available from every page in Kidspace, which makes it harder to access. This cumulates to mean several things. The first point is that the majority of the library's social media can be found on all of the 'adult' pages, while the children's and teens pages have their own social media sites. The teen section of the website has no mention of the apparent 'adult' social media (I say apparent because the way the website is segregating the social media, it gives the impression that the social media listed on the main parts of the website are all intended for adult use) but does have its own teen Facebook page—one that is not accessible except through the Teen page itself.

This arrangement does two things, it creates a sense that the teen Facebook page is off-limits to adults, and only for other teens, which would probably appeal to many teens using the site but it also creates the sense that the other social media pages are not meant for consumption by anyone who is not an 'adult'. Any teen could access the social media, just by going through the main website, but it does create a sense of isolation. That isolation seems to work in two ways, the first being to create a sense of exclusivity for the teen Facebook page, but also to create a sense that the only social media site that the library subscribes to and creates a teen-specific page for is Facebook, whereas the adult-viewed social media has a larger selection. We know that teens like having their own spaces (Ikin, 2010) but the obvious disparity in the number of social media pages 'open' to them may cause some barriers. Technically the Teen page is actually a blog, which means that teens have two social media sites, but it is a hidden social media, because the only place it is listed as a blog is in the 'blogs' section on the main pages. If a teen goes directly to the Teen section of the website, they're taken directly to the blog, which is set-up as just another section of the website. It still has all of the abilities of a blog—people can comment and share, etc. it is just not given the label of being a blog when you access it through the "Teens" button at the start of the library website. This does not negate the fact that the teens actually have two social media 'sites' that are specific to them, it just means that the way the library has set everything up, it creates the illusion of only one teen-specific social media site. This same thing is created to a lesser extent on the Kidspace pages; a lesser extent because the blog is not actually labelled as a blog, and therefore can almost seem like just another section of the website. But the Kidspace section does have only one social media piece, and this again creates a kind of barrier. In the case of parents looking at the site with young children, this lack of linkage to the 'adult' social media may be perceived as a good thing, but pre-teens who utilize the Kidspace section may feel babied or that they are not represented.

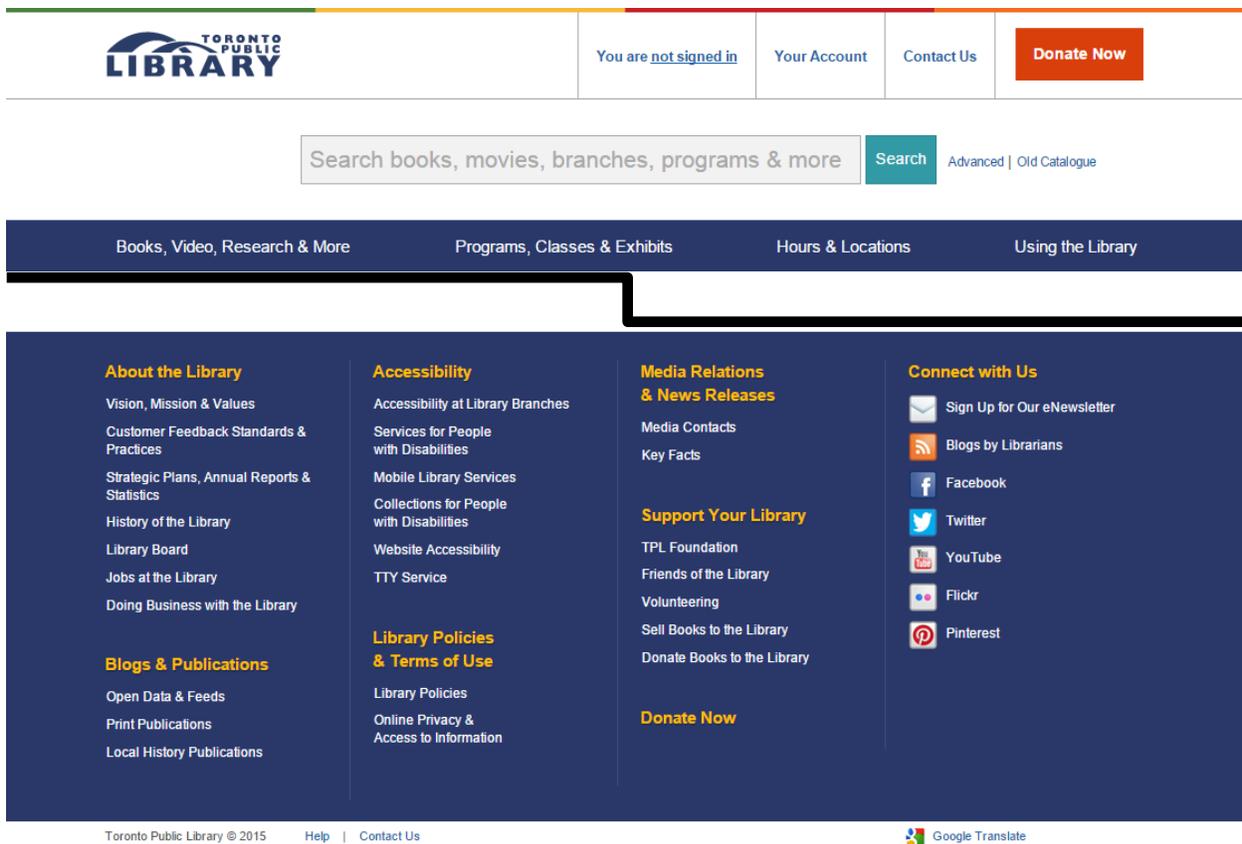


Figure 5.1. Toronto Public Library homepage—top and bottom. This figure shows the top and bottom pieces of the library’s homepage and illustrates the social media links. Retrieval date: January 14, 2015.



Figure 5.2. Toronto Public Library Kidspace main page—top and bottom. This figure shows the top and bottom pieces of the main page of the library’s Kidspace and illustrates the lack of social media links. Retrieval date: January 19, 2015.

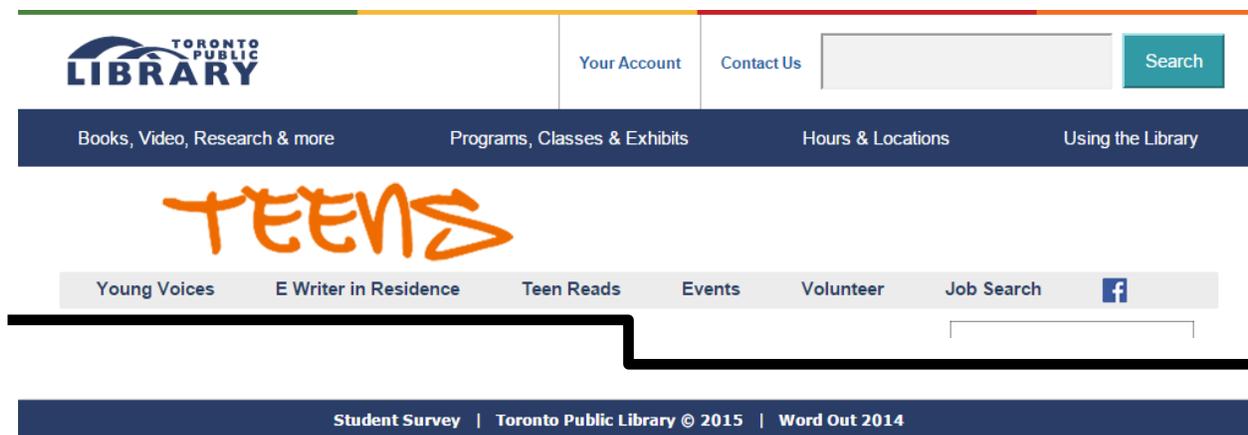


Figure 5.3. Toronto Public Library Teens main page—top and bottom. This figure shows the top and bottom pieces of the library’s Teens page and illustrates the social media link. Retrieval date: January 19, 2015.

Bibliothèque de Montréal

The problem with the Bibliothèque de Montréal English side of the website is that there are no links to the social media, probably because everything is in French. There are no links, and even searching for phrases like ‘social media’ and ‘Facebook’ in their A-Z list does not work. The ‘search’ function of the English side of the website does not even work. And so, while the French version of the website does have a variety of social media sites, the English site gives no mention of them. Because this thesis is only looking at the English side of these websites, and because Bibliothèque de Montréal has no social media listed on their English site, for the purposes of this study, the library has no social media with which to communicate with possible community members. This creates a library community that, online at least, is inaccessible due to an inability to communicate unless one is a French speaker.

The French version of the Montréal Public Library is not being analyzed, nor is the French social media, but in the interest of full disclosure, this section will also cover what kind of social media are available on the French site and how easy they are to access, in order to create a clear picture, when looking at the English version of the website. The Bibliothèque de Montréal site has more social media pages than any other library. Not only in the number of different sites (Facebook, Twitter, Flickr, etc.) but in the various pages that the library has on each social media site. Montréal appears to be the only library being looked at that has branch-specific social media pages along with general social media pages (see Figure 5.5). There are a total of 48 links to social media pages, of those some are duplicates and one is a dead link, so there are a total of 44 unique links over eight different social media types, all of which are only in French. From the French version of the website, there is a link on the homepage of the website (see Figure 5.4), which then take a person to the social media page (Figure 5.5). This link

appears to only be available on the homepage, and not from other pages of the website, although there is a possibility that this is wrong. As with Vancouver Public Library, this means that original access to the social media is somewhat limited, but because it is all in one place, once someone knows where the links are, they are easy enough to access.



Figure 5.4. Bibliothèque de Montréal homepage. This figure shows the top of the library's homepage and the initial social media links. Retrieval date: January 14, 2015.

Accueil Ville de Montréal

ACCUEIL INFO-RÉSEAU ACTUALITÉS CALENDRIER A-Z NOUS ÉCRIRE

BIBLIOTHÈQUES | CATALOGUES | SERVICES ET COLLECTIONS | SUGGESTIONS DE LECTURE | PROGRAMMES D'ANIMATION | LE CARREFOUR

Bibliothèques Montréal 

CATALOGUE NELLIGAN

[...] notre personnalité sociale est une création de la pensée des autres.
Marcel Proust

RÉSEAUX SOCIAUX

twitter

Tweets Suivre

Bibliothèques de MTL
@bibliomontreal
19m

Lire vous transporte : remportez des livres chaque semaine! bit.ly/1y9eu2M @stm_nouvelles @ALQInfo pic.twitter.com/JN2eOsXc1a

CONCOURS

GAGNEZ
UNE COLLECTION DE
LIVRES
NUMÉRIQUES

Bibliothèques Montréal

ALQ

Téléchargez le 1^{er} chapitre gratuitement
lirevoustransporte.com

Tweeter à @bibliomontreal

twitter

Tweets Suivre

Bibliojeunes
@bibliojeunes
11m

Prix du livre #jeunesse : les gagnants du #concours ont été choisis par tirage au sort et seront avisés sous peu!
pic.twitter.com/gVXZByOyTT



Tweeter à @bibliojeunes

Bibliothèques de Montréal
J'aime 4 984

Bibliothèques de Montréal
Hier à 09:30

Concours par avis public pour l'édifice Gaston-Miron!

Le Bureau d'art public de la Ville de Montréal annonce la tenue d'un #concours pour intégrer une œuvre d'art en façade de l'édifice Gaston-Miron.

L'ancienne Bibliothèque centrale de Montréal pourrait donc arborer l'oeuvre d'un artiste québécois... les intéressés ont jusqu'au vendredi, 20 février pour répondre à l'appel!

Module social Facebook

BIBLIOTHÈQUES

Ahuntsic	   	L'Octogone	   	Saint-Charles	   
Cartierville	   	Maisonneuve	   	Saint-Henri	   
Frontenac	   	Marc-Favreau	   	Saint-Laurent	   
Georges-Vanier	   	Marie-Uguay	   	Saint-Léonard	   
Haut-Anjou	   	Mercier	   	Saint-Michel	   
Hochelega	   	Mile End	   	Saint-Pierre	   
Jean-Corbeil	   	Parc-Extension	   	Salaberry	   
Langelier	   	Père-Ambroise	   	Saul-Bellow	   
La Petite-Patrie	   	Plateau-Mont-Royal	   		
Le Prévost	   	Robert-Bourassa	   		
L'Île-Bizard	   	Rosemont	   		

YouTube flickr    

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Figure 5.5. Bibliothèques de Montréal social media page. This figure shows library's social media page and the various branch-specific social media. Retrieval date: January 14, 2015.

Calgary Public Library

The Calgary Public Library has five social media sites listed on their homepage (see Figure 5.6). These five links are imbedded in the footer of the website, which means that they appear on all of the pages in the website. While the five social media sites are easily accessible, Calgary Public Library also has a set of blogs, which are not listed among their social media, but are on the website. However, getting to their

blogs is nearly impossible. You have to find mention of a blog entry, click on that blog entry (in this case, it was in the teen section) a then click on ‘CPL blogs’ (see Figure 5.7 and 5.8). Or search for blogs via the search button, which presumes that a person looking at their site knows to search for a blog, rather than hope to find mention of it through one of the drop down menus at the top of the page. Unlike many of the other libraries, Calgary appears to have no teen-specific social media, and instead just has the general social media pages which are, presumably, intended for any type of user. Technically teens have blog posts that are teen-specific, but they are hard to find, and the only way to know if they’re teen-specific would be to wait until a teen blog showed up on the Teens page, or check all of the category tags on any blog posted to the CPL Blogs page. Because the majority of the social media sites are linked to (and imbedded in) the library website, Calgary tends to create easy access to their social media. The blogs, however, are nearly impossible to access and are not linked to with the rest of the social media.

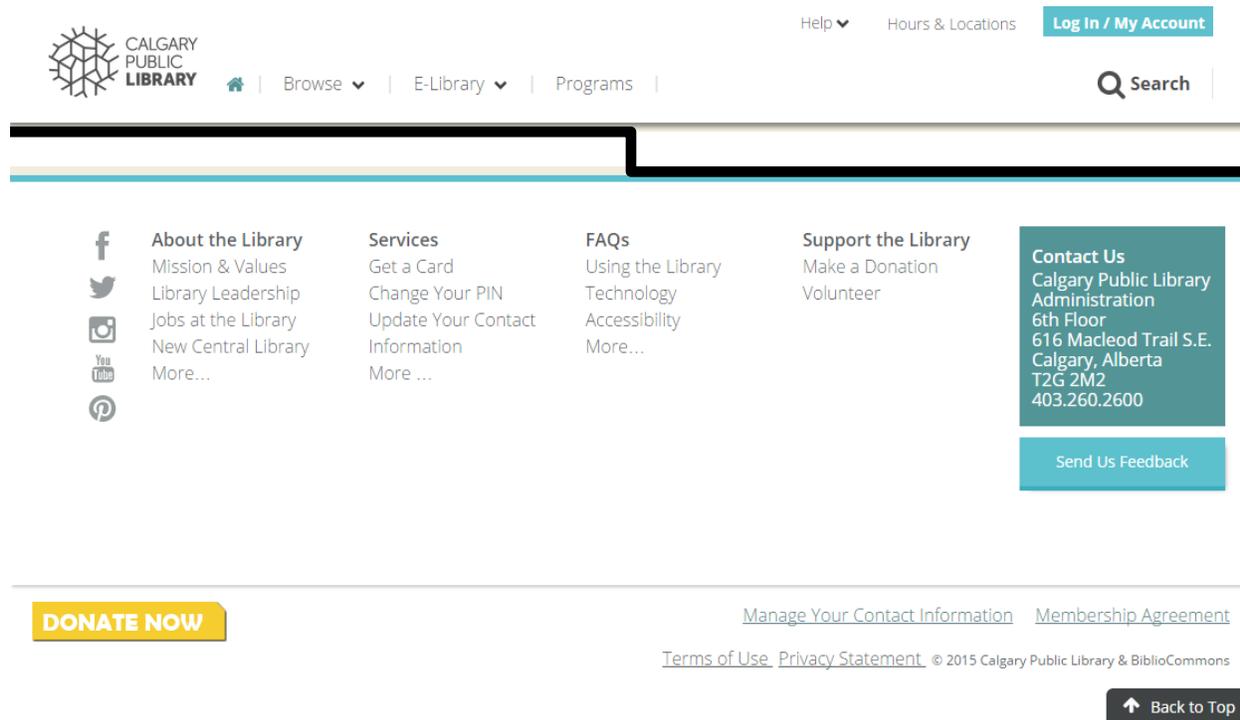


Figure 5.6. Calgary Public Library’s homepage—top and bottom. This figure shows the library’s homepage and the social media links available from this page. Retrieval date: January 14, 2015.

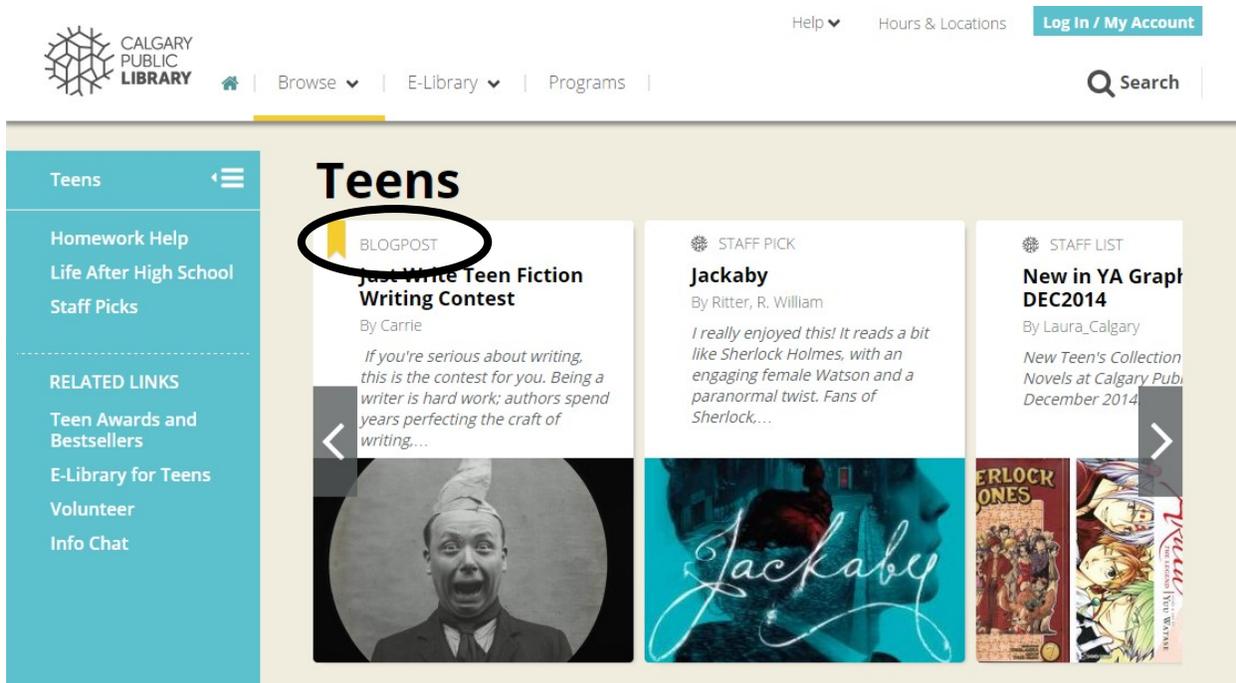


Figure 5.7. Link to Calgary Public Library’s blogs. This figure shows the link to the library’s blogs from the Teens page. Retrieval date: January 14, 2015.

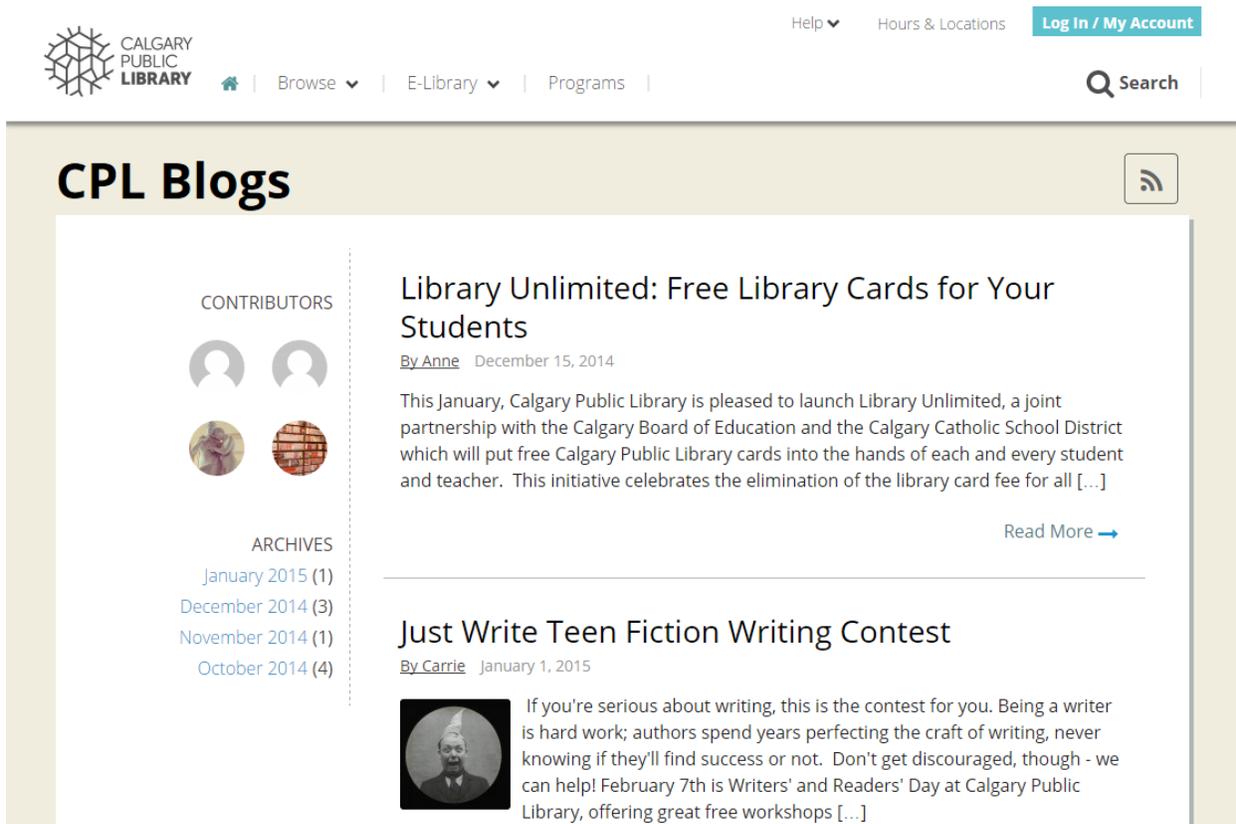


Figure 5.8. Calgary Public Library’s Blogs. This figure shows the eventual CPL Blogs page. Retrieval date: January 14, 2015.

Ottawa Public Library

The Ottawa Public Library has all five of their social media pages linked to in the footer of the website (see Figure 5.9). Unlike many of the other library websites, Ottawa Public Library has all of their social media sites linked to right from the entry point; there are not any hidden or difficult-to-find social media pages. This means that, as with Calgary, all of the social media sites are meant to/should cover potential members of all ages, but it also means that potential access has been given to all people who enter the website, regardless of age or what they're looking for. The social media links are available from any page on the website, meaning that if a potential (or current) member decides that they want to look into the social media aspect of the online library community, they can do so from any point in the library's website, instead of needing to go back to a specific page; all they have to do is scroll down to the bottom. There is, of course, the possibility that someone may not scroll down to the bottom of the webpage, but having all of their social media sites available on any webpage creates a high accessibility, second only to having those same links at the top of the page, rather than at the bottom.

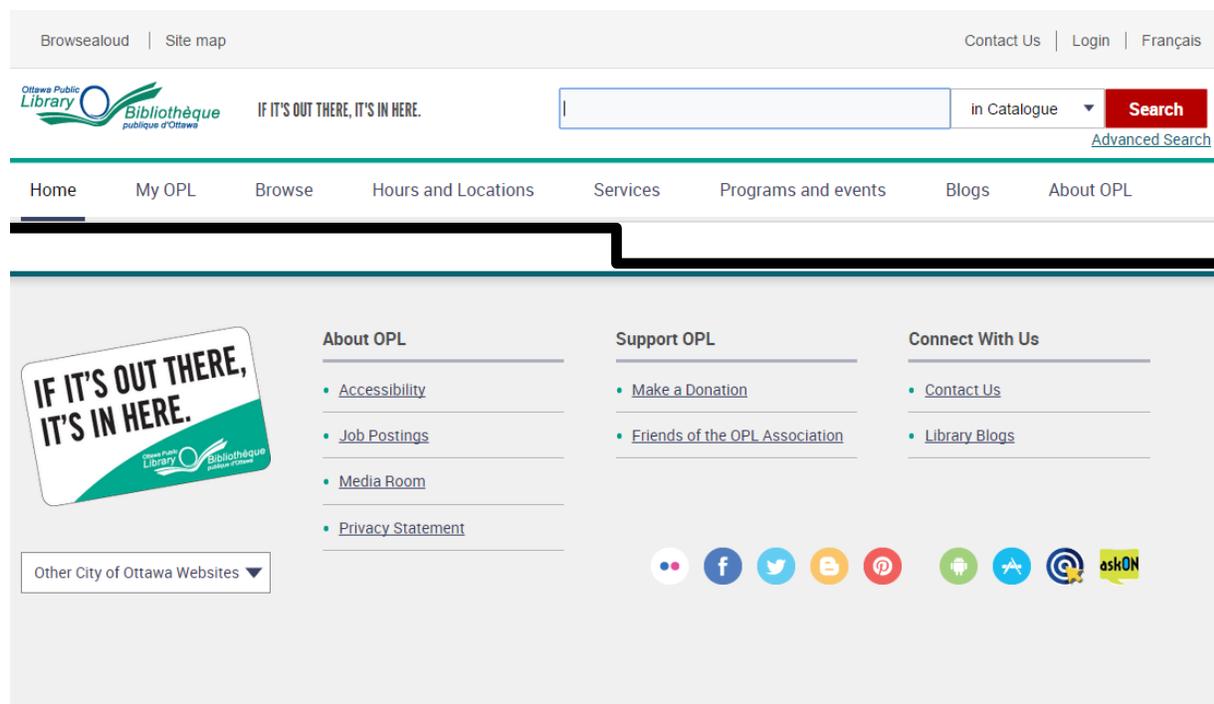


Figure 5.9. Ottawa Public Library homepage—top and bottom. This figure shows the social media links available from the library's homepage. Retrieval date: January 14, 2015.

Edmonton Public Library

The Edmonton Public Library has four social media sites linked to at the bottom of their website. These four social media links are available from almost any page on the website, as they are imbedded into the website's footer (see Figure 5.10). As with Ottawa, there is no age-specific social media links, which

indicates that the four social media sites provided should serve all members and potential-members. This means that access is open to anyone who chooses to click on a link, and there are no hidden social media sites, and no page-specific links. There is one specific section of the website in which the social media links are not available: the Explore section, which links to Bibliocommons booklists. The webpages in the Explore section do not have the same footer as the rest of the website, and therefore, access to social media is cut-off when people are looking at specific booklists. This holds true in other sections of the website, when looking at a book list. It appears that any link to Bibliocommons, even though it is linked to and shown on the website, means a loss of the social media links (see Figure 5.11). This cuts back on the access available to those who are browsing the various booklists on the website. It means that should someone find themselves on a booklist page, they need to know or remember to go back to a different page on the website in order to access Edmonton Public Library's social media links.

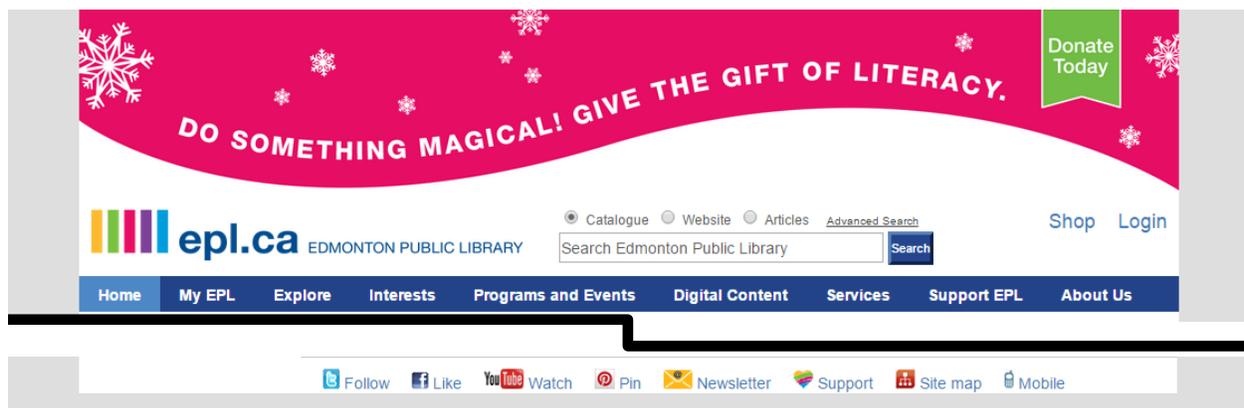


Figure 5.10. Edmonton Public Library homepage—top and bottom. This figure shows the social media links available from the library's homepage. Retrieval date: January 14, 2015.

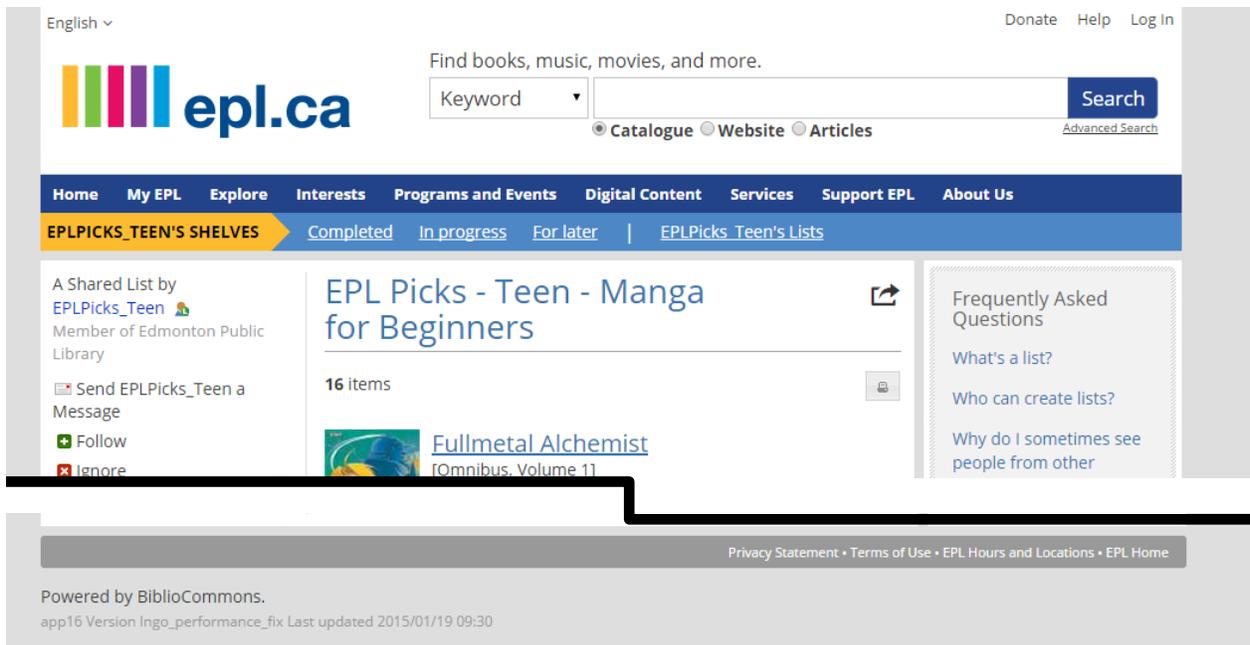


Figure 5.11. Edmonton Public Library BiblioCommons insert page—top and bottom. This figure shows the lack of social media links from pages powered by BiblioCommons on the library website. Retrieval date: January 19, 2015.

Mississauga Library System

The Mississauga Library System has two social media links on their homepage. Unlike most of the other libraries, these two social media links/icons are only on the homepage screen, and do not appear to be imbedded in the website as a whole (see Figure 5.12). Mississauga Library System also has a teen blog, but it is only available through the Youth page. The fact that most of the social media appears to be linked to on the homepage only means that any person visiting the website needs to look into the social media right away, or remember that the links were on the homepage; this means that access is limited. Because the links are only available in a few spots, ease of access to the library's social media sites is low. Yes, the links are on the first page, but that appears to be the only portal; rather than having the possibility for people to find the links on every page of the website. The fact that the teen blog is only found on the Youth page goes back to the idea of creating a double-barrier. First, it creates a barrier in a good way, in the idea that it gives teens a social-media all of their own that only they can access (or anyone who visits the Youth page), but it also underlines the fact that the other two social media pages that the library uses are not designed with teens in mind. It might be that they cater to all ages, but only the blog was designed with only teens in mind. However, having said that, the Youth page also has links to the Facebook and Twitter pages (see Figure 5.13). They are not teen-specific (they are the pages that are linked to from the homepage) but having the links there, when they do not appear very often, does

create a sense of invitation and a sense that the two social media sites are meant for everyone, rather than only adults.



Figure 5.12. Mississauga Library System homepage—top and bottom. This figure shows the social media links available from the library's homepage. Retrieval date: January 14, 2015.

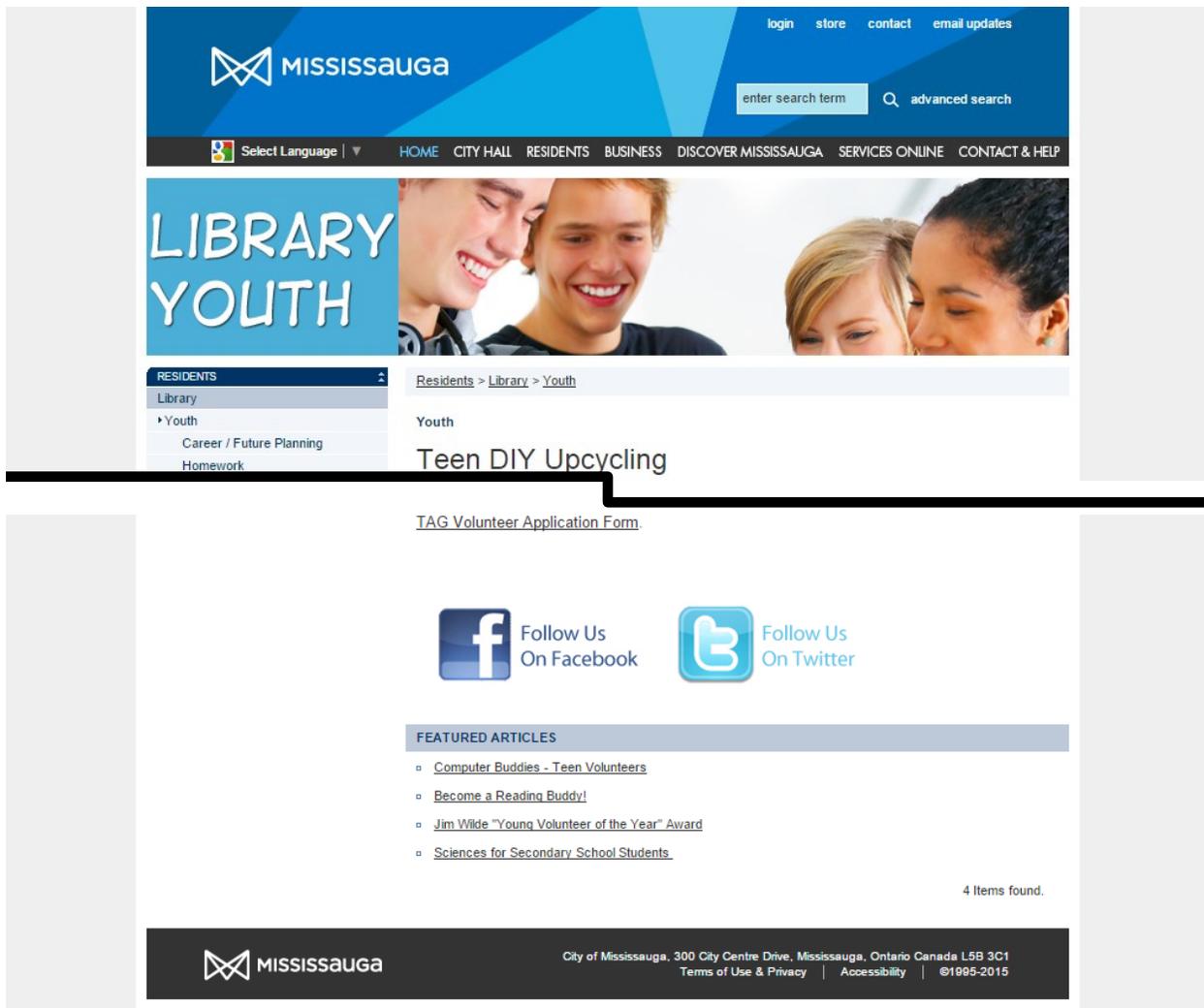


Figure 5.13. Mississauga Library System Library Youth main page—top and bottom. This figure shows the social media links available from the main page of the youth section. Retrieval date: January 19, 2015.

Winnipeg Public Library

The Winnipeg Public Library website has an assortment of social media links, some of which are on the homepage and go directly to the social media site, and some of which are on the homepage but go to a different page of links, and then to the social media site (see Figure 5.14). There is also one social media link (Instagram) that is only available through a separate page of the library website and is not found on the homepage (see Figure 5.15). As you can see in Figure 5.14, there are some duplicate links, such as YouTube and Facebook. The links on the left hand side of the website go directly to the social media sites, whereas the links on the bottom right go to a Winnipeg city page (the library website is part of the overall city website), which has links to social media (see Figure 5.16). There are a total of nine separate links, not counting duplicate links. The links (both on the left and on the bottom) are available from any

of the pages on the library website, which means that they are easily accessible. The fact that the bottom links take you to an intermediary page, rather than to the social media links themselves is unfortunate, as it creates a longer pathway for someone to get to the library's social media and also usurps people's expectations when they click on what appears to be a link to a specific social media page, but are instead taken to a page of the city's website. It is still possible to get to the social media pages; it just has the potential to create a barrier or cause people to wonder if they clicked on the wrong thing, especially because they are clicking on specific icons, and not just a link that says 'social media'.

As with some of the other libraries, Winnipeg Public Library has some teen-specific pages. Unlike the others, Winnipeg Public Library has their teen links built into the website, and available from any of the library pages, which creates an easier access. There is still the sense of a barrier, which has been discussed as having both a positive and negative light, but the fact that the teen links occupy the same space that the 'adult' social media links do may limit the sense that the teen sites are completely separate and that the 'adult' sites are not meant for teen consumption. The Instagram link is unfortunately difficult to get to, which creates a large barrier in accessing the library's Instagram page. The link is still on the library website, but in order to get to it, a person would have to go to the Inspiring Ideas page first, and then click on the Instagram link. While this is not dissimilar to having a link on a teen page, it is an odd choice, as the Inspiring Ideas page does not seem to have a set or target audience, as a teen page does.

Overall, most of Winnipeg Public Library's social media links are easily accessible from anywhere on the site, but having them broken up into two different places is an odd choice. This is mainly because the library website is part of the overall city's website, but because not all of the social media links for the library can be found in the same spot (for example, on the left hand side of each page), people need to visit both places to access most of the social media sites (the blogs, for example, are only available through the bottom links while Flickr is only available through the left-hand links). The Instagram link is hard to get to and seems segregated for no particular reason, especially when even their teen social media pages are not segregated from the rest of the other social media links.



Figure 5.14. Winnipeg Public Library homepage—top and bottom. This figure shows the social media links available from the library’s homepage. Retrieval date: January 14, 2015.



Figure 5.15. Winnipeg Public Library inspiring ideas! main page—top and bottom. This figure shows the social media links available from this page of the library’s website.



Figure 5.16. City of Winnipeg Social Media page—top, middle, and bottom. This figure shows the social media links available from the city’s social media page. Retrieval date: January 14, 2015.

Fraser Valley Regional Library

Fraser Valley Regional Library has six icons for their social media imbedded into their website, which means that the links show up at the bottom of each page, whether it is the homepage of a booklist page several layers in or the main page. Their social media in the footer of their website is easily accessible, so long as a person scrolls to the bottom of a webpage. However, there are a few issues. Fraser valley has a teen Facebook page listed on their main Facebook page as well as a teen Tumblr site. These sites are not listed with the other social media links or anywhere on the website, however (see Figure 5.17). There is a mention of a teen Facebook page in an old summer reading page, but you have to know to search for it (either by using summer reading or Teens @ FVRL) – it is impossible to find otherwise and there is no link. The Tumblr page is only accessible through the teen Facebook page by clicking on the post titles—there seems to be no mention of it on the website, or on the teen Facebook page for that matter. The fact that they make their teen social media nearly inaccessible means that they're cutting off part of their community, and creating a near-inability for teens to communicate. It should also be noted that their teen Facebook page is not set-up like a normal Facebook page (see Figure 5.20), rather, it appears to be set up to mirror the Tumblr page (see Figure 5.18 and 5.19), although there does appear to be a capacity to comment on the teen Facebook page (see Figure 5.18). This means that their main social media pages are easily accessible, but their teen-specific pages are nearly impossible to access without some serious key-word searching (not even flipping through various pages) and/or going beyond the library website itself. Because of this, Fraser Valley Regional Library's teen social media pages do not meet the criteria for analysis in this thesis. It is important to note the difficulty of access to these pages, however, especially when compared to the ease of access to the rest of the social media pages. The links are imbedded in the footer of the website, and are accessible from any page except those that, as in Edmonton Public Library, are imbedded Bibliocommons pages.

Log In



Find Books, Movies, Music and More

Keyword Search

Catalogue Website [Advanced Search](#)

My FVRL
Explore
Using The Library
Programs & Services
Digital Content
Locations
Support FVRL
Help

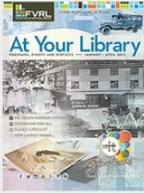


Discover Your Ancestors

ancestry
library edition
in library use only

At Your Library Winter/Spring Program Guide NOW AVAILABLE!

[View Online](#)



NEWS

Winter weather outside? Make sure your favourite FVRL location is open before you head out. Check our [Twitter](#) or [Facebook](#) for closure reports.

White Rock Library is replacing its windows throughout January. Please note that parts of the library may be closed during the installation.

City of Langley Library's outside book drop is closed. To drop your materials off after hours please visit any of the [Langley Township libraries](#).

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A note on browser compatibility
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Figure 5.17. Fraser Valley Regional Library homepage. This figure shows the social media links available from the library's homepage. Retrieval date: January 14, 2015.

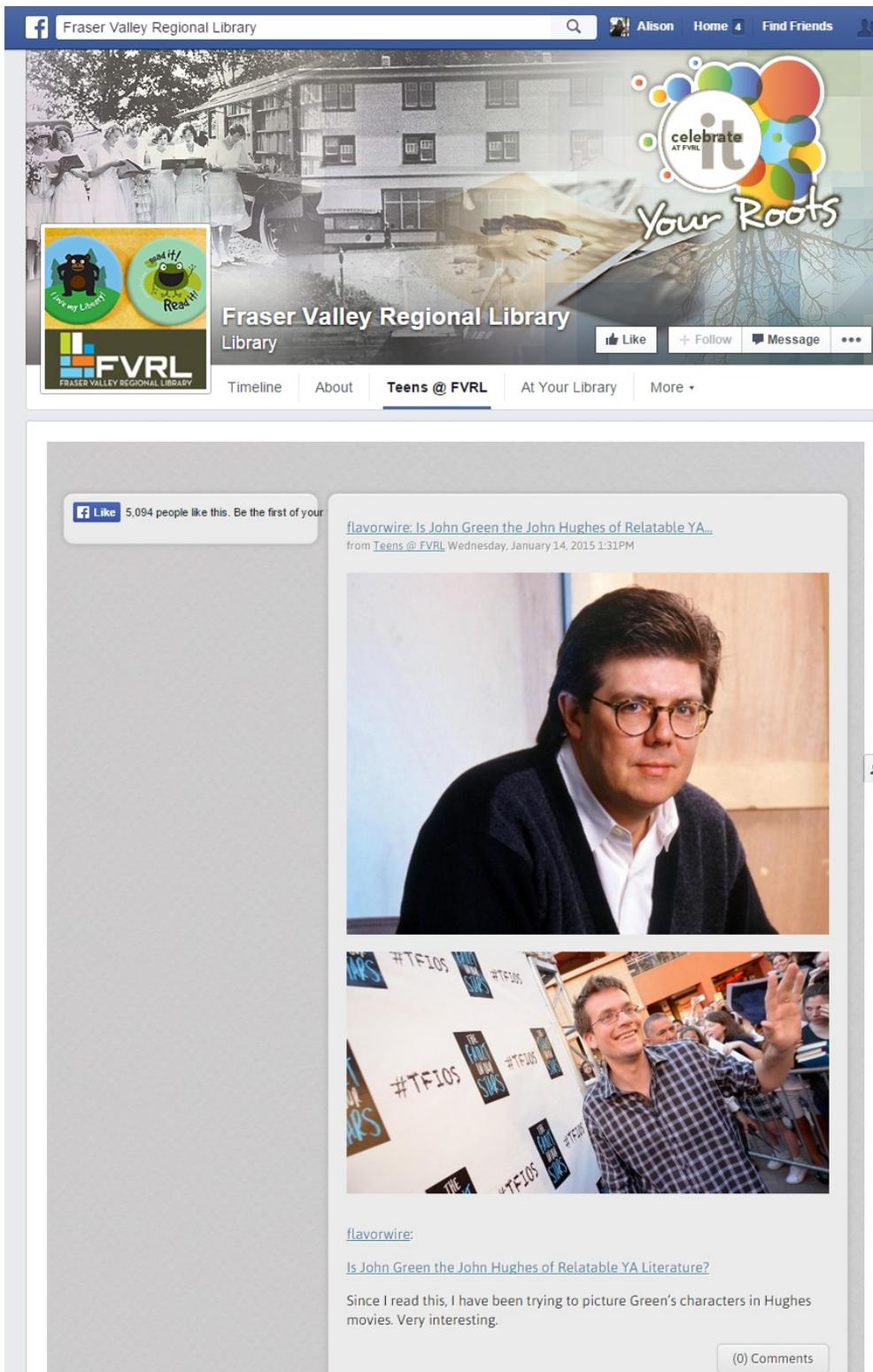


Figure 5.18. Fraser Valley Regional Library Teen Facebook page. This figure shows the teen-specific Facebook page only linked to through the main Facebook page the library has. Retrieval date: January 14, 2015.

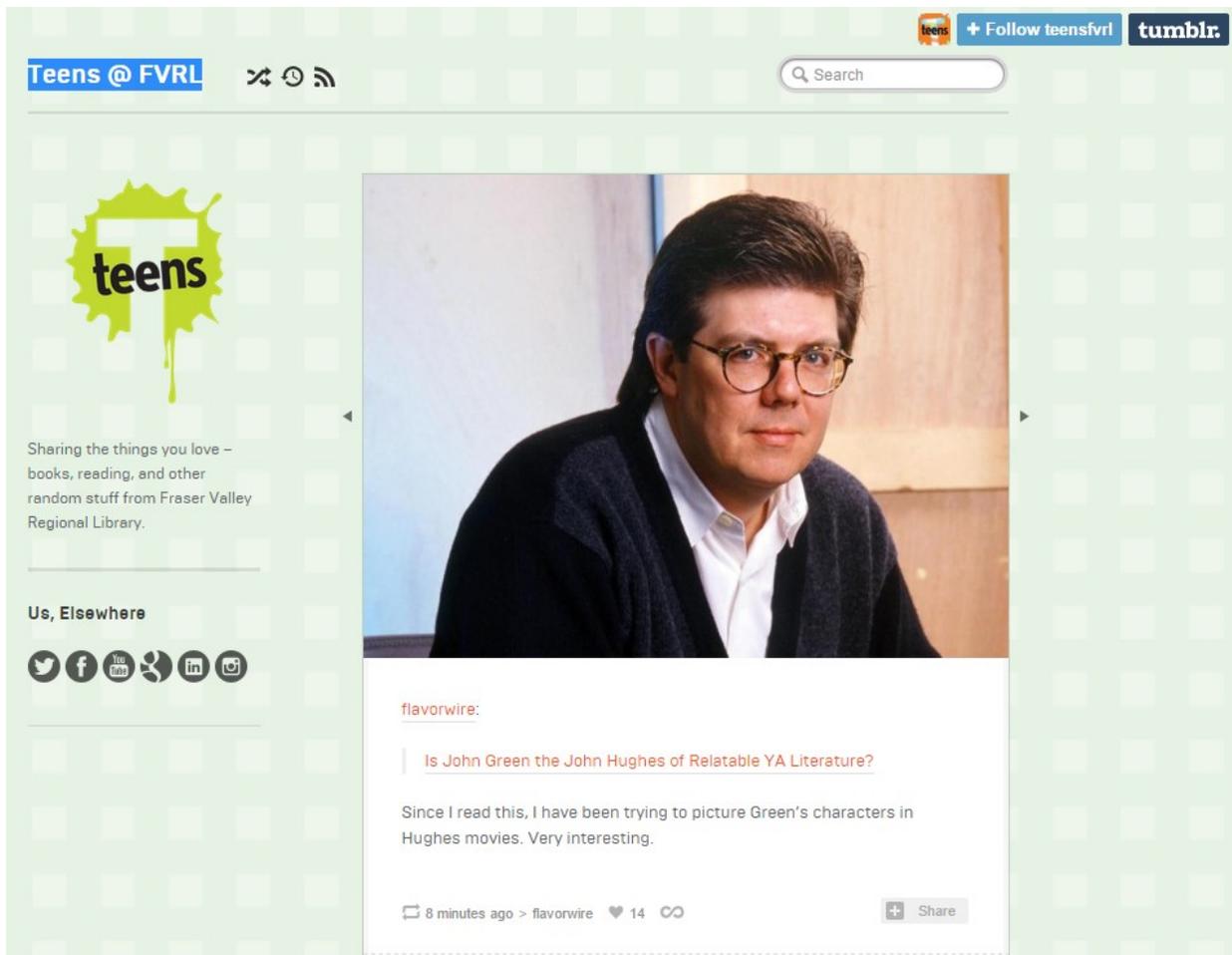


Figure 5.19. Fraser Valley Regional Library Teen Tumblr page. This figure shows the teen-specific Tumblr page only accessible through the Teen Facebook page. Retrieval date: January 14, 2015.

Fraser Valley Regional Library

Alison Home 4 Find Friends

celebrate it AT FVRL Your Roots

Fraser Valley Regional Library Library

Like Follow Message

Timeline About Teens @ FVRL At Your Library More

PEOPLE >

5,094 likes

Invite your friends to like this Page

ABOUT >

34589 DeLair Road
Abbotsford, British Columbia

+1 888-668-4141

Open Today 9:00am - 4:00pm

Ask for Fraser Valley Regional Library's price range

http://www.fvrl.ca/

Suggest Edits

APPS

Teens @ FVRL

At Your Library

Email Signup

Post Photo / Video

Write something on this Page...

Fraser Valley Regional Library 1 hr · 🌐

Can you guess what this is used for? #WhatIsItWednesday #CelebrateFVRL

#WhatIsItWednesday

Like · Comment · Share

Figure 5.20. Fraser Valley Regional Library Facebook page. This figure shows the library's only Facebook page linked-to the website. Retrieval date: January 14, 2015.

Vancouver Public Library

Vancouver Public Library has seven social media links in total. Their social media is linked to on the homepage of the website (see Figure 5.21), and that link takes people to a separate page dedicated to social media (see Figure 5.22) where six out of the seven social media pages are listed. The social media “Connect with VPL” page is also linked to in the “Contact Us” page, but the social media links are not available throughout the entire website, they are only available from the homepage and from select links (like the “Contact Us page”). This means that, while most of the social media page is easily accessible from the homepage, people will have to return to the homepage in order to access the social media. However, despite the links not being imbedded into the website itself, they are (barring one) all in one place, rather than spread out over different pages on the website, which ensures that, as long as a person remembers to head back to the homepage, all of the links are in one space and are easy to find and go through. The exception to this is the teen Instagram page, which is only listed on the “Teens at VPL” page (see Figure 5.23). While having the teen social media sites (Facebook and Instagram) listed separately is not unusual, as seen in other libraries, the teen Facebook page is listed with the rest of the social media whereas the teen Instagram page can only be found on the teen page. This strange separation creates the illusion that Vancouver Public Library only has one teen specific social media page, or that the Instagram page must be hidden from anyone not visiting the teen page. Because the links to the library’s social media are not imbedded into the website, access is limited, but the fact that almost all of the links are in one place does mean that, as with Bibliothèque de Montréal, once the access to the social media page is found, access to almost all of the social media sites is easy and contained in one spot. If the teen Instagram were to also be listed with the rest of the social media, full access would be much easier to achieve.



Vancouver Public Library

Support the Library | Kids | Teens | Accessibility | Text Size: A A A

Search Catalogue

Search

Catalogue: Website: Events Calendar:

VPL in: 日本語 | 中文 | Español | Français | 한국어 | Tiếng Việt

My VPL

- Renew Items
- Check Holds
- Check Due Dates
- Check Fines

Explore Online Resources

- eBooks & Downloadable Audiobooks
- Digital Newspapers
- Subject Guides
- Online Articles, Encyclopedias & More

Locations & Hours

- Branches & Hours
- Accessible Services
- InfoAction Research
- Contact Us

Programs & Services

- What Do I Read Next?
- Children's Programs
- Events Calendar
- Room Rentals

Using the Library

- Get a Library Card
- Loan Periods & Fines
- Book a Computer
- Help at Central Library



Connect with VPL >



Contact Us >

- Email
- Call
- Visit
- Help@VPL

Did You Know? >



The Compendium of Pharmaceuticals & Specialties is online! Searchable by brand or generic name, class, or manufacturer, e-Therapeutics+ provides detailed drug information through product monographs and direct links to Health Canada alerts.

Upcoming Events >

1 of 25



Babytime at Kerrisdale Branch Library
Wednesday at 2:00 p.m.
Browse All Events

Figure 5.21. Vancouver Public Library homepage—top. This figure shows the social media links available on the library's homepage. Retrieval date: January 14, 2015.



Vancouver Public Library

Support the Library | Kids | Teens | Accessibility | Text Size: A A A

Search Catalogue

Catalogue: Website: Events Calendar:

VPL in: 日本語 | 中文 | Español | Français | 한국어 | Tiếng Việt | 越語

My VPL

Explore Online Resources

Locations & Hours

Programs & Services

Using the Library

About the Library

- About the Library
- Public Art
- Contact Us
- Vision, Mission, Values
- Library Board
- Library Management
- Policies & Procedures
- Reports & Publications
- Support the Library
- Careers at VPL

Connect with VPL

Connect with the library community via Twitter, YouTube, Facebook, Flickr & with our app.

- Email
- Print
- Share
- Bookmark



iPhone? Android? VPL has you covered. Download the iOS library catalogue app from the [iTunes](#) store for your iPhone or iPod touch, or grab the [Android](#) app for your Droid smartphone. Or try our mobile website at [m.vpl.ca](#).



Vancouver Public Library's official Twitter feed. [Follow us](#) for all the latest news, service updates, fun facts, and the opportunity to give us feedback on what we're doing.



Our [video channel](#) where we post event footage, library tutorials, storytime favourites and more. If you have a suggestion for a video, please let us know!



You can also keep in touch via our VPL Facebook page, where we post regular news and updates and welcome your contributions. Why not share a favourite photo or video of the library, or join in the conversation on one of our discussion boards? Visit our main [VPL Facebook page](#) or our Facebook page for the [VPL Teen community](#).



Are you in? Event highlights, top reads and updates from Vancouver's library: [Subscribe to our email list here](#).



Our [Flickr account](#) contains pictures from recent events and behind-the-scenes happenings at the library.



If you are willing to share your own Flickr photos of the library, we'd love to see them added to the public [Flickr pool](#).



Figure 5.22. Vancouver Public Library's social media page. This figure shows the page that lists most of the social media the library utilizes. Retrieval date: January 14, 2015.



Vancouver Public Library

Vancouver Public Library » Subject Guides » Teens at VPL

[Admin Sign In](#)

Teens at VPL Tags: teens

Your resource for all things teen available at the Vancouver Public Library.

[Home](#) [What's Happening](#) [Community Service Opportunities](#) [Books and More](#) [Resources](#) [citizenU](#) [TeenRC](#)

[Home](#) [Print Page](#) Search: This Guide



TEENS AT VPL

Looking for the latest in teen events at the library?
Want to join a Teen Advisory Group?
Searching for a good YA read?
Teens at VPL is the place for you!
Find programs, community service opportunities, booklists & resources just for teens.

Find us on [Instagram!](#)



Contact Us



VPL Teen Services

Contact Info
Lower Level, Central Library
604-331-3690
teens@vpl.ca

Links:
[Profile & Guides](#)

Teens@VPL Facebook



Find us on Facebook



Teens @ Vancouver Public Library

[Like](#) 309



Teens @ Vancouver Public Library
February 20 at 3:42pm
The Renfrew Teen Advisory Group did an

Figure 5.23. Vancouver Public Library’s Teens at VPL page. This figure shows the social media links available from the main Teen page. Retrieval date: February 23, 2015.

Brampton Library

Brampton Library appears to have only one social media site—Facebook (see Figure 5.24). The link to their Facebook page is on the homepage of the library and it is imbedded into the structure of the website, so that even if you change pages, the link to their Facebook account shows on each page. This means that while they only have one social media outlet, it is one that is available at any point on the Brampton Library website. This creates an ease of access for anyone who decides, mid-way through the website, that they would like to look into Brampton Library’s Facebook page. Whether or not the lone

social media page is fulfilling the communicative end of the online library community is irrelevant at this time.

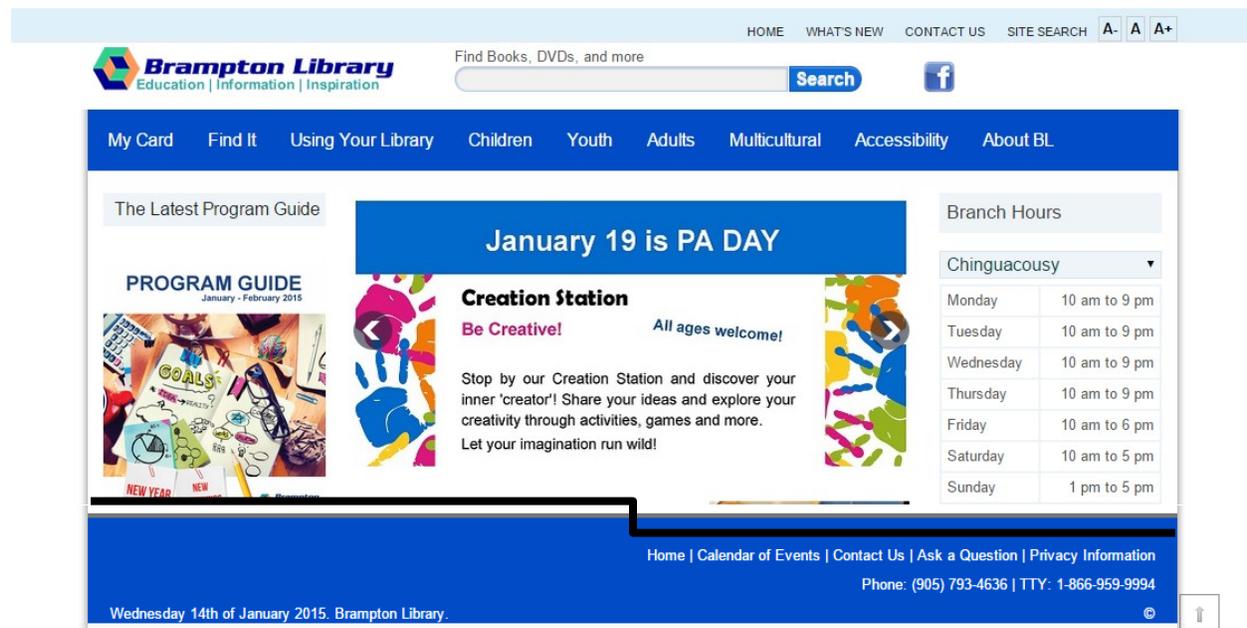


Figure 5.24. Brampton Library’s homepage—top and bottom. This figure shows the social media link available on the library’s homepage. Retrieval date: January 14, 2015.

Best practices

From this survey, it is possible to compile a list of best practices:

- All links to social media should be listed together, in the same space.
- Ensure links go to the correct social media page
- If there are user-specific social media sites (teens, for example) they can be listed in a separate section, if it is deemed that the specific users would prefer a separation. The best thing to do would be to list these specific links on a separate page, but also list them with the rest of the social media links.
- Have social media links imbedded into the library website and available from all pages. If imbedding the links is not an option or is not desired, the next-best thing would be to list them on the homepage.

Table 5.1 illustrates which libraries a) keep all of their social media in one place and b) if they have all of their social media in one place, if they imbed the links into the website. The best practice would be to imbed the social media into the website, and have all social media linked to and in the same place. As seen in Table 5.1, only three libraries are currently doing this. Six of the libraries do not even list all of

their social media together, meaning that access is limited to which links you can find on different pages. Some of this may be attributed to having teen-specific social media sites listed only on teen pages but, ideally, there should be at least one page where *all* social media links are listed.

Table 5.1		
<i>Libraries that List all Social Media Together, and Those that Imbed all Social Media Links into the Website</i>		
	ALL social media in one place	ALL social media imbedded into the website
Toronto Public Library	No	No
Bibliothèque de Montréal	Yes	No
Calgary Public Library	No	No
Ottawa Public Library	Yes	Yes
Edmonton Public Library	Yes	Yes
Mississauga Library System	No	No
Winnipeg Public Library	No	No
Fraser Valley Regional Library	No	No
Vancouver Public Library	No	No
Brampton Library	Yes	Yes

Chapter 6 – Social Media and Analysis

Introduction

Social media is where communication between members and the library can occur, at least in the case of the ten public libraries being looked at in this thesis. Because there is very limited space to communicate between members on the library websites, and in many cases, no space at all unless a member is contacting the library directly, the social media sites are an important element in creating online library community. Allowing for communication is important, but so is knowing what libraries are posting to their social media sites. Are the posts meant to invoke library events, or are posts meant to link the library to a greater community, or invite conversation from members?

Technically, so long as a library has an accessible social media page, the need for communication in an online library community is fulfilled, but I also believe that content as well as invitation to communicate is important, which is where this chapter comes into play. Having communication abilities is necessary for any community, but so is understanding that members can access the library, not only through a brick and mortar building, or a website, but through social media as well. Social media is becoming (and has become) a staple part of many people's lives, and libraries need to meet people on these social media platforms—meet them and interest them.

If Canada has an estimated 33,000,381 internet users and 92.89% of the population with internet in 2014 (Internet Live Stats, n.d.), it is vital for libraries to meet those users online, specifically in the social spaces that they inhabit. Because if the average Canadian social media user spends 2.1 hours on social media alone each day (Kemp, 2015, p.29), then it is key that the various library social media sites factor into those hours, so that the library is an integral piece of everyday life. Part of finding people in an online setting is knowing where to look and/or communicate with them. Having social media accounts is good, but having social media accounts on sites where potential members are most likely to go is even better. The top five active social networks in Canada are: Facebook (47%), Twitter (23%), Pinterest (16%), Google+ (15%), and Instagram (12%) with the percentages equalling the total national population using the platform (Kemp, 2015, p.89). Of those top five sites, most libraries utilize Facebook and Twitter, but after that it becomes spotty and only Fraser Valley Regional Library utilizes all five. Table 6.1 shows which libraries utilize which social media platforms, with the top five social media sites in Canada being highlighted in blue. Table 6.1 shows all social media sites, even if they do not fit into the parameters being used in this thesis. This information is something for libraries to keep in mind as they create social media accounts, and it allows for a snapshot of how current the libraries are in their social media choices.

But the sites themselves are only a small piece of the equation—content is also important. Libraries need to use their social media to connect to people, and that means that posts need to include more than just information about the library, they need to broach into the world at large and attempt to interest those people who watch a feed or read the library’s posts. This is why an analysis on post content is so important—to see what libraries are using their social media posts for and to determine if conversations are being encouraged. I believe that not only is the ability to communicate necessary for a functional community, but also so is the invitation to communicate. Having the library communicate to members is one thing, opening a discussion is another.

Table 6.1
Social Media Platforms Used by Libraries

	Toronto	Montréal	Calgary	Ottawa	Edmonton	Mississauga	Winnipeg	Fraser Valley	Vancouver	Brampton
Facebook	x	x	x	x	x	x	x	x	x	x
Twitter	x	x	x	x	x	x	x	x	x	x
Blog(s)	x		x	x		x	x			
Instagram		x	x				x	x	x	
Flickr	x	x		x			x		x	
YouTube	x	x	x		x		x	x	x	
Pinterest	x		x	x	x			x		
Google+								x		
Tumblr		x						x		
FourSquare		x								

Parameters

Social media can be a wide-ranging term, which means that, in order for the research being done here to be followed and replicated, parameters had to be set for both what social media meant, and for which pages were captured. To be counted as a social media page in this thesis, the site or page had to:

- a) Have posts (or the option of posts) from the library that were viewable by all;
- b) Have the option for comments, whether those comments could be made anonymously or with some sort of account sign-in, that are viewable by other people, not just the library.

To have a social media site analyzed, the social media link had to be:

- a) Available on the library website;
- b) Within two pages of the homepage;

c) Available on the English version of the website (if applicable).

It should be noted that links to social media found on blogs that are hosted on the library website (and are a part of the library website) count because, while being linked to from a blog, the blog still counts as a part of the website, so long as it is not hosted off-site (see Figure 6.1). The blogs/library pages must still only be two layers into the website and must be available from the English version of the website. It is also important to understand that only nine out of the ten libraries fit within the English parameters of this study, and, while Bibliothèque de Montréal does have social media sites, they are not available from the English version of the website, and so cannot be studied within this thesis. For this reason the Bibliothèque de Montréal has been left off most of the charts and discussion in this chapter because there was no information to be had, barring a widening of the parameters and a deconstruction of the language barrier. This is certainly an area that could be further researched by another, but for the moment it remains outside of this study.

Once these parameters were met, any corresponding social media sites were captured once a day for seven days, and then any posts made on those seven days were recaptured ten days later to capture any further comments, residual posts, editing, etc (for capture dates see Appendix C). The captured social media pages were then sorted into pages that were active during the seven day capture phase, and those that were inactive. The inactive pages are not analyzed, as there is no content available from the capture phase. Those social media pages that were active then had the content of each post analyzed and labelled, in order to gain a better understanding of what libraries are currently using their social media for, as well as to determine if libraries are attempting to start conversations with and among their members. Because additional comments and editing can (and did) take place, for the purposes of content analysis and final counts of post numbers, etc. the ten day recapture of the seven days was used.

Exceptions to this rule are Edmonton Public Library's Facebook page and Toronto Public Library's Facebook page because they delete posts after the dates of events/specific days have passed. This policy means that looking only at the ten day recapture excludes posts that occurred within the seven day time frame. For this reason, both Facebook pages are exempt from the arrangement that applied elsewhere and any posts that were deleted but that occurred within the seven days are counted. It should be noted that this policy means that for Edmonton Public Library six posts were deleted, along with 62 likes, 6 comments and 2 shares. And for Toronto Public Library four posts were deleted, along with 212 likes, 6 comments, and 146 shares. This same policy does not appear to have been in effect for their Twitter pages or other social media that were also active over the capture phase.

The policy may exist in order to keep their Facebook page current and uncluttered, but it has the potential to make any responses viewers made seem inconsequential and worthy of deletion. A second exemption to this rule is Winnipeg Public Library's Facebook page. They do not appear to have a deletion policy, but there was a case where a single post was deleted because the event was cancelled. This post occurred within the original seven days and will be counted; the deletion did mean the loss of a single post, three likes, and two shares. Having said that, the library did repost the event poster with "cancelled" signage on it and it is understandable that they would delete a post if the event was no longer running and they did not want members to be confused.

These parameters were put in place in order to ensure that all members could access the social media sites, and to ensure that the analysis was being done on current social media sites, and those that allowed for multi-directional communication, rather than just communication from the library. The parameters also ensure that, should someone wish to recreate this research, or broaden it, the social media selection is easy to follow and understand. While it is true that these parameters cut out certain social media sites, a large part of this thesis focuses on access and ease of admittance to the community. Because of that perspective, it is important that the social media sites not be hidden or only available if a separate search is done, or if a member goes to one social media page first before finding another. By limiting the social media sites looked at to only those available through the library website, I am ensuring that the social media content being looked at is accessible by anyone looking at the library website, rather than just those who knew that a social media site existed beforehand, or those with enough doggedness to conduct searches for library social media on their own, outside of the library's website.

Analysis

Once the social media sites that fit within the capture parameters were captured, those that were active over the seven day period were evaluated for content. Any post a library made was labelled; any one post could have multiple labels, so long as the content reflected the labels and no post was given more than one label of the same type (i.e. a post listing multiple programs would only be given one program label). In the case of the posts, content (and content type) is more important than base post numbers. The base numbers of how many posts a library made and the responses will be included in this section, but the real analysis will be done based on content, rather than how many times a library posted. Because the content needed to be labeled, several categories and sub-categories were created to best describe the content being posted:

Library promotion is any post that had to do with the library, whether that is information about material or a new branch opening, costs, etc. Within this label there are several sub-labels.

Program is any post highlighting a library program or event; this can include information such as the presenters or the location or general information about the program, age of attendees, etc.

Material is any post regarding the material (physical or electronic) that the library gives members access to; this can include anything from books to databases and play material.

General is any post regarding generalities about a library or posts that would be considered miscellaneous while still under the library promotional banner. This can include posts from library jobs to information regarding how to tag photos at library events.

Staff is any post that highlights staff members; this might be a post about a staff member going somewhere or it might be a post about the staff members waiting to answer questions at the reference desk.

Branch is any post specific to a branch; this can include anything from information about branch hours or closures, to plans for an upcoming branch

Members is any post that highlights members of the library; this could be information on how many members the library has, or a highlight of a specific member.

Contest is any competition hosted by the library; this section also includes such posts that ask members to guess when a picture was taken, or what a close up of something is. There may not or may not be a prize for answering correctly.

Volunteer is any post that highlights a specific volunteer, or a group of volunteers; this can include posts surrounding friends of the library or other library-volunteer associations.

Culture is the label for any post that has to do with the wider world outside of libraries. These posts can cover everything from pop culture to events or history, and there are several sub-sections to culture.

History is any post involving history, whether it is a historical picture, event, or person of historical significance. Posts such as throw back Thursdays would fit into this category.

Events are those events that are not hosted by the library; they can be both community events and larger events. Anything from a symphony performance to the Oscars can fit into this section.

Creators include posts about artists, authors, musicians, etc. They can be well known or local artists, and these posts need to be more than just an author of a book listed, they have to contain actual information about a creator.

Material is any post about a book, video, picture, art piece, etc. These posts are not related to the library, and must not link back to library material. They can be posts promoting a piece of art, or something like Canada Reads.

Miscellaneous (misc) is a post that, while related to the world at large, does not fit into a specific category and tends to be a one-off, such as a math equation or a post about an obscure item.

Pop culture refers to post that are about common themes in today's society, such as New Year's resolutions or hipsters.

People refers to posts about persons of some renown, such as politicians or celebrities.

Libraries are posts about libraries in general, which might include things like pictures of the most beautiful libraries, or a CLA mandate. These posts do not include posts specific to the host library, unless a post contains information about both the host library and outside libraries.

Contest refers to posts surrounding a competition that the library does not host; this could be anything from a contest for event tickets or a reading contest hosted by an outside association.

Association refers to post content that revolves around another business or association in the wider community; this might be a local literacy association, for example.

Current events labels those posts which contain content surrounding current events, either within the world at large, or within the community; this could be anything from the discovery of a new dinosaur, to a post about the freedom to read or speak.

Special day refers to those posts that surround a specific day, week, or month. This can be anything from Family Day to Black History Month.

Visuals refers to those posts that have an imbedded photo, video, poster, meme, etc. These do not include giving a link to a page that has a picture; the picture or other visual material must be visible from the main page of posts on the library social media page; having to click on a post to expand it does not qualify. These materials may be original pictures posted by the library, or pictures that are imbedded because an article is being imbedded or a meme is being used, etc. The visual label is not meant to give a sense of what the post is about, but rather if the posts are text based alone or if they include immediate visual content. Visual labels do not replace content labels, but rather, add onto them.

Conversation starter refers to those posts that pose a question to the audience and ask for responses. These do not include yes or no questions, or those questions that are used as hooks to promote a library program or material item. It does include posts that prompt discussion amongst members and draw opinions out of people. For ease of recreation and an attempt to curve bias, this label is only given to

those posts that ask questions, or ask members to fill in a blank, rather than posts that may make a statement that people *might* respond to.

French post labels those posts that are all French, or that contain a mixture of French and English. Because only English is being analyzed, the French words are not looked at for content, but knowing how many French posts each library makes is also important for future studies.

These content descriptors are the labels being used as we move forward in this chapter; for examples of each content label, see Appendix D. At times the full break-down of sub-labels will be used (library promotion and culture sub-labels) and at other times, for ease of comparison, only the main labels will be used to determine what types of posts libraries are creating. The social media posts will be broken down first into social media type (Facebook, Twitter, etc.) and then the content will be labeled and compared between libraries. Because not all libraries subscribe to the same social media, only those libraries that subscribe (and were active) will be listed in the social media charts/graphs. For a full listing of social media subscribed to by the libraries (that fit within the parameters of capture) see Table 6.2 and for a list of those social media that were active during the capture period, see Table 6.3. It should be noted that if there was a single post that listed several books, only one material label was given to it. The content labels are meant to give an idea of overall content in each post, rather than if 100 members were mentioned or three photos shown in one post. As stated earlier, multiple labels were given to posts that contained more than one content type, but multiples of the same label were not given to any posts.

	Toronto	Calgary	Ottawa	Edmonton	Mississauga	Winnipeg	Fraser Valley	Vancouver	Brampton
Facebook	1	1	1	1	1	2	1	2	1
Twitter	1	1	1	1	1	1	1	1	
Blog(s)	28	1	1		1	3			
Instagram		1				1	1	1	
Flickr	1		1			1		2*	
YouTube	1	1		1		1	1	1	
Pinterest	1	1	1	1			1		
Google+							1		

Notes: * This is a Flickr account and a Flickr pool

	Toronto	Calgary	Ottawa	Edmonton	Mississauga	Winnipeg	Fraser Valley	Vancouver	Brampton
Facebook	1	1	1	1	1	2	1	2	1
Twitter	1	1	1	1	1	1	1	1	
Blog(s)	14		1		1	3			
Instagram						1	1	1	
Flickr	1		1			1			
YouTube	1								
Pinterest	1								
Google+							1		

Facebook

Facebook is the one social media site that all nine libraries subscribe to, and it is therefore the one with the greatest breadth of information to compare. After the capture phase was complete, the ten day recapture screenshots were used in order to analyze content as well as count number of actual posts, likes, shares, and comments associated with each library. Overall content of the posts will be looked at first, followed by a look at actual post numbers, and then the individual libraries' post content will be looked at in greater detail. As seen in Table 6.2, some libraries had more than one Facebook page; if a library has more than one Facebook page, the pages were absorbed into one data set. For example, Winnipeg's main Facebook page had seven program posts, and the Winnipeg teen page had three with the same content, so the total number of program posts given to Winnipeg would be 10. Table 6.4 shows the breakdown of the content totals associated with each Library, while Table 6.5 shows the content totals of the main categories.

Table 6.4

Total Facebook Content Breakdown by Library

	Toronto	Calgary	Ottawa	Edmonton	Mississauga	Winnipeg	Fraser Valley	Vancouver	Brampton
Library Promotion									
program	6	2	10	9	4	10	2	1	1
material	7		1	9	2	5	8	5	1
general	2	3	3	4		1	1	1	3
staff							1	2	
branch	3		3	2	2	1		1	
contest	2		3	1			1		
members		1		2				1	
volunteers			1					1	
Culture									
event	3		4	6	2	3		4	3
materials	3	3		3	6	1	1	8	7
creators	2	2		1					2
history	3	1		4		1		1	
pop culture	3			3	1			1	2
libraries	1		1	2					3
current events				1		1	2		1
business							1		
people				1					
contest					1				
misc	1						1	1	1
Special day	4		1	2	1	3	1	1	1
Conversation starter	2	3		1			1	2	2
French post			1						
Visuals	23	8	20	29	12	11	16	12	14

	Toronto	Calgary	Ottawa	Edmonton	Mississauga	Winnipeg	Fraser Valley	Vancouver	Brampton
Library Promotion	20	6	21	27	8	17	13	12	5
Culture	16	6	5	21	10	6	5	15	19
Special day	4		1	2	1	3	1	1	1
Conversation starter	2	3		1			1	2	2
French post			1						
Visuals	23	8	20	29	12	11	16	12	14
Total labels	65	23	48	80	31	37	36	42	41

While the next section of the Facebook analysis looks at all 9 libraries combined, and so will not give any insights into individual libraries, it does allow us to see the overall totals relating to content across the board. Below, in Figure 6.1 we can see that library promotional content outweighs culture when the library totals are combined. And we can also see that over a third of all Facebook posts made contain a visual component. French posts are the minority, and we know from Table 6.5 that only one French post was made by all the libraries combined, and it was posted to Ottawa Public Library's Facebook page. Conversation starter posts are sitting below three percent and special day posts are just under three and a half percent. While special day posts revolve around time of year and what specific days or weeks, etc. society has determined to remember, conversation starter posts are made at the discretion of the library posting. Conversation starter posts do not necessarily equate to responses from members, just as library promotion and culture do not equate to a lack of response from members, but conversation starter posts are the most blatant way to invite members to communicate, and at less than three percent, the overall deliberate invitation being made by libraries is slim. This is unfortunate because, with social media being the main source of communication among members, it is important to invite social media users to join and engage.

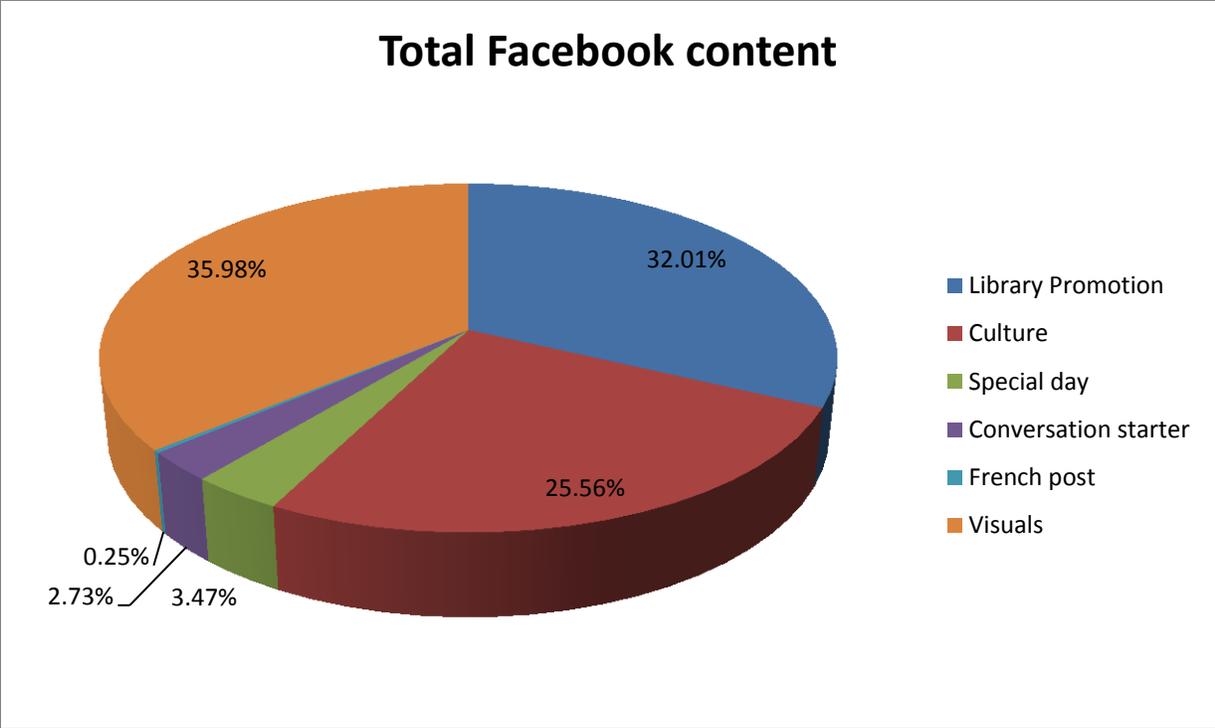


Figure 6.1. Facebook content totals. This graph depicts the post-types that all nine libraries made. Total of 403 content labels.

In Figure 6.2 and 6.3 we can see the breakdowns in the major groupings of library promotion and culture, respectively. These breakdowns account for all library and culture specific posts made by the nine libraries. We can see that, in both cases, events and materials make up over half of the content in both library promotion and in culture. This tells me that, generally speaking, while libraries might be posting about the larger world, those culture posts are still similar to the library specific posts; only the scope or setting has really changed. That’s not necessarily a bad thing, but it does leave the potential for the culture content posts to seem repetitive, even if they have nothing to do with the library itself. On the other hand, it may very well be that members who visit their library’s social media page are looking for library centric content, and that they will be attracted to similar culture content. This is something that would need further research down the line, but it is, for now, an interesting element that appears.

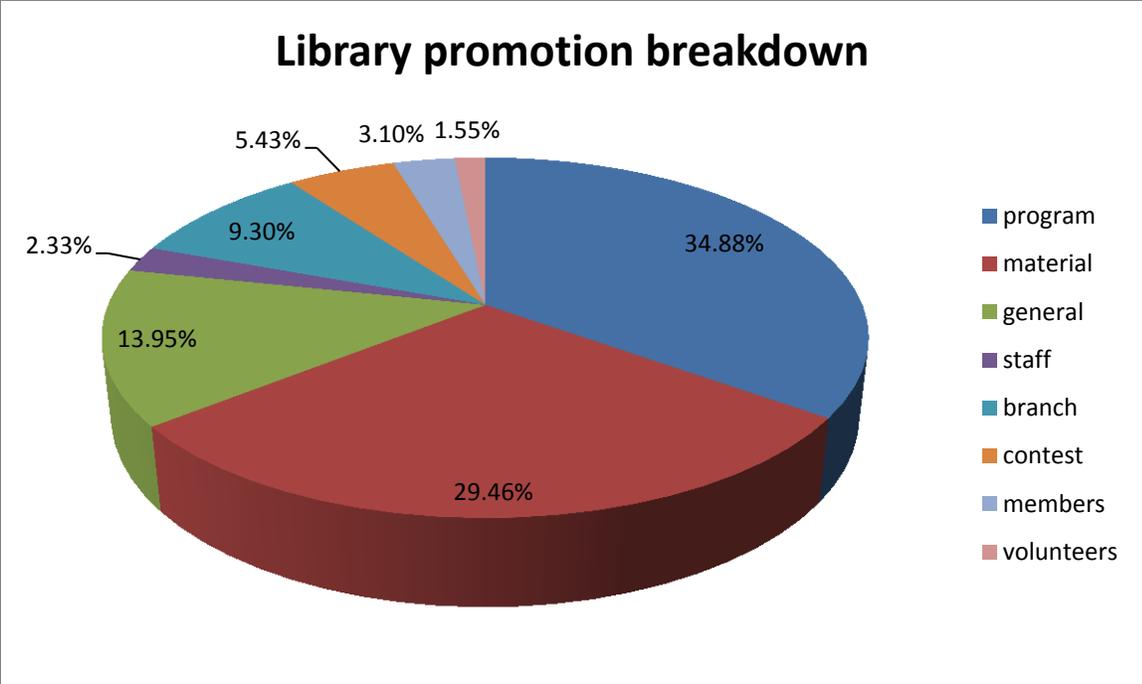


Figure 6.2. Library promotion breakdown. This graph depicts the breakdown of library promotion totals depicted in Figure 6.1. Total of 129 content labels.

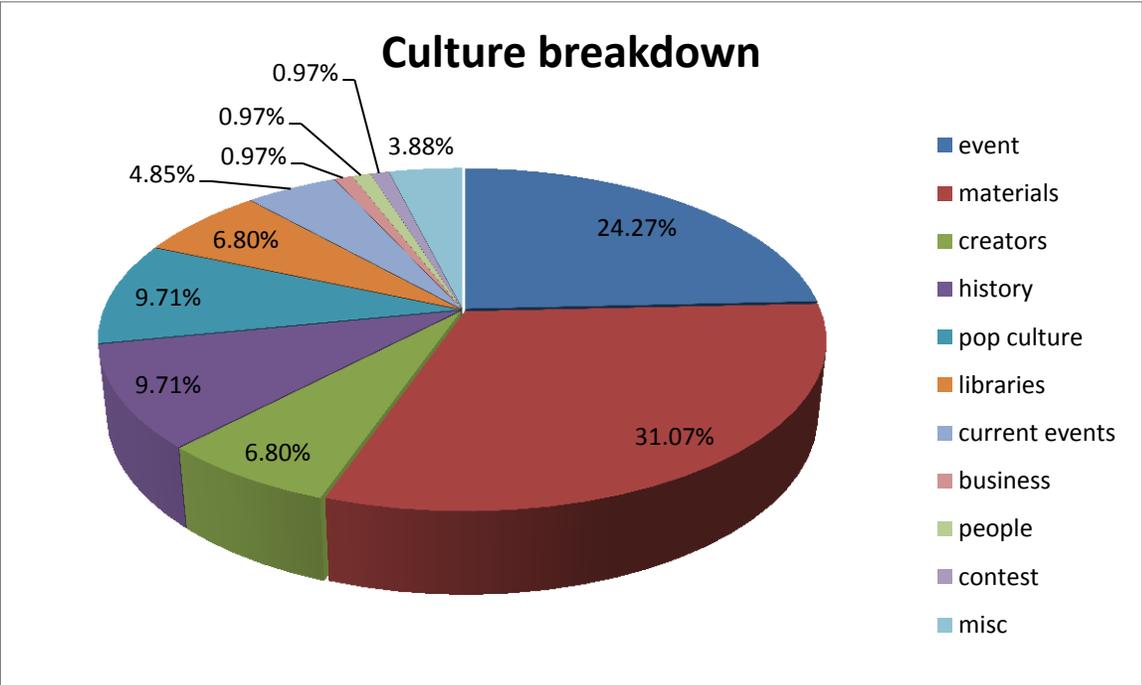


Figure 6.3. Culture breakdown. This graph depicts the breakdown of culture totals depicted in Figure 6.1. Total of 103 content labels.

Because this chapter has, so far, been looking at content totals, there has not been a look at the actual number of posts that each library made. One post was not limited to one type of content if more

than one content type appeared in a post. For this reason, the content numbers can sometimes vary drastically from the actual post number. But the actual number of posts and responses is important in order to see how often a library used their social media pages, in this case, Facebook, during the seven day period of capture. The post numbers let us see how often the library communicates, as well as the type of responses the libraries garner from their postings. Figure 6.4 shows the post and response numbers, while Figure 6.5 shows the return on investment (ROI) for those posts the libraries made to Facebook. Figure 6.4 shows that Edmonton Public Library had the highest number of posts, at 29, while Calgary Public Library had the lowest, at 8. Toronto Public Library enjoyed the highest number of likes and shares, but Calgary Public Library had the highest number of comments.

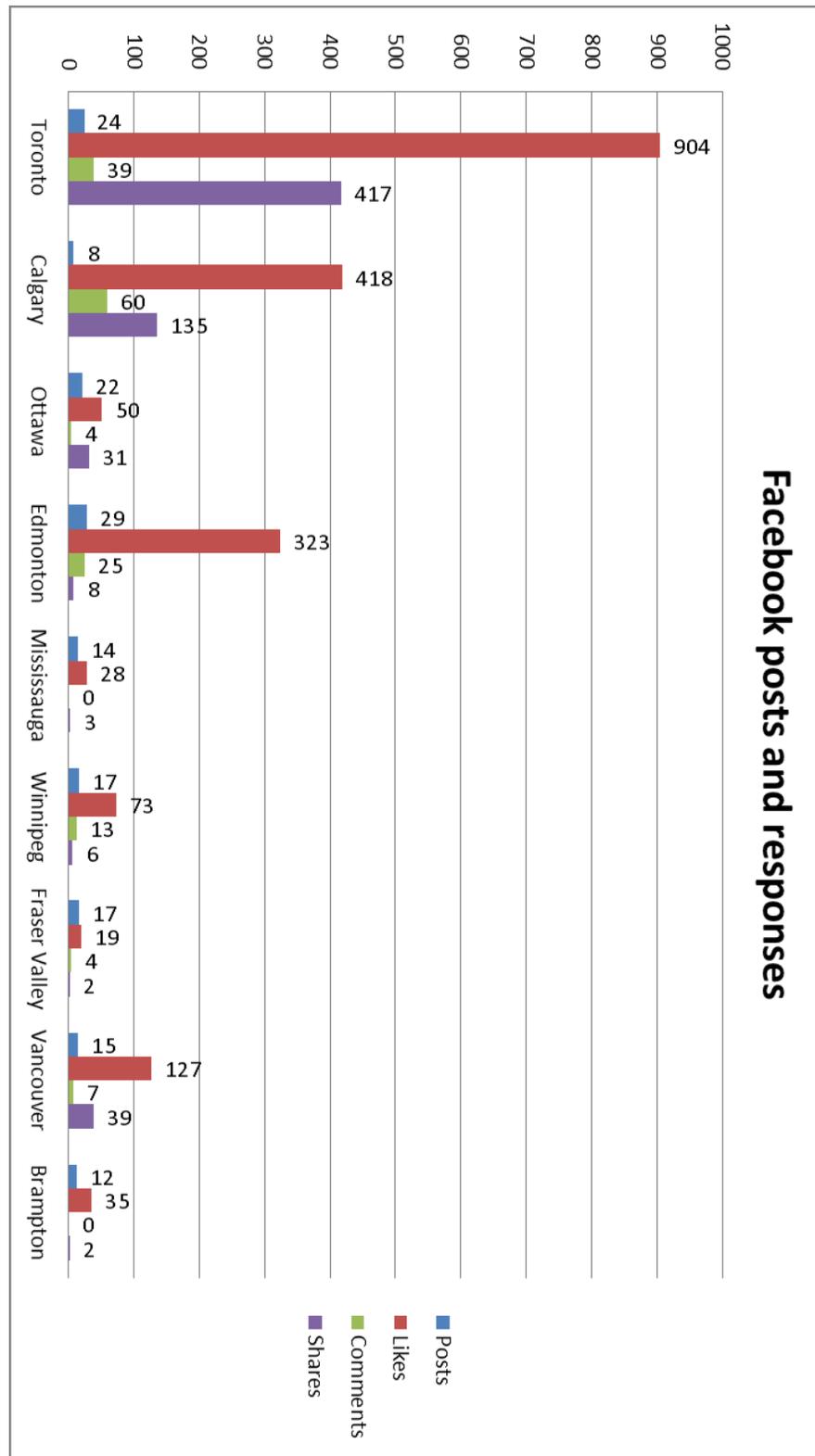


Figure 6.4. Facebook post numbers. This graph shows the total number of posts, likes, comments, and shares that occurred on each library’s Facebook page during the capture period.

Calgary had the highest return on investment (as seen in Figure 6.5). With only 8 posts total, they had an average of just over 76 responses to each post, whether those responses were comments, shares, or likes. Toronto was next in line, with an average total ROI of over 56 per post. The rest of the libraries were much lower (the next closest library had over 40 responses fewer per post). Fraser Valley had the lowest overall responses per post, with less than 1.5 responses per library post. What's interesting is that Calgary Public Library, at just 8 posts, was the lowest number of total posts made to Facebook out of all 9 libraries, but they also had the highest rate of conversation starter posts in total, with 3/8 of the posts containing questions meant to prompt members into responses. It appears that having a responsive following does not necessarily equate to a high volume of posts, and a good mix of both conversation as well as library specific content and culture content (50/50 of culture vs. library content in Calgary Public Library's case) is important for gaining interest/responses from members, at least in Calgary Public Library's case. While the idea of return on investment of posts is an interesting one, it is still important to remember that this is not the main focus of this thesis, and to fully understand the full extent, not only of return on investment but of how members respond to different post content, further research needs to occur, beyond what the scope of this thesis offers. At this moment in time we can infer that the use of conversation starters can create a positive effect, and can create conversation among members, especially in Calgary Public Library's case, where the three conversation starter posts account for 161 of the total likes, 47 of the total comments, and 67 of the total shares. That equates to 39% of Calgary's total likes, 78% of the total comments, and 50% of the total shares. Overall, the conversation starter posts make up a large percent of the total feedback of posts that Calgary Public Library received, which means that, in this Library's case at least, the blatant invitation to communicate did its job. It should be noted that most posts that Ottawa Public Library made to their Facebook page were posts where they added multiple pictures to an album. These posts were counted as a single entity (as that is how they show on the Facebook feed) but, had they been counted differently, with each added photo counting as a post, Ottawa would have had a total of 408 more posts with zero extra responses. This would have severely skewed Ottawa's results, which is why the 14 picture album posts were counted as 14 instead of 422 posts in total. It is important to note, however, that the number of photos added was so drastically high and with no return on individual photos.

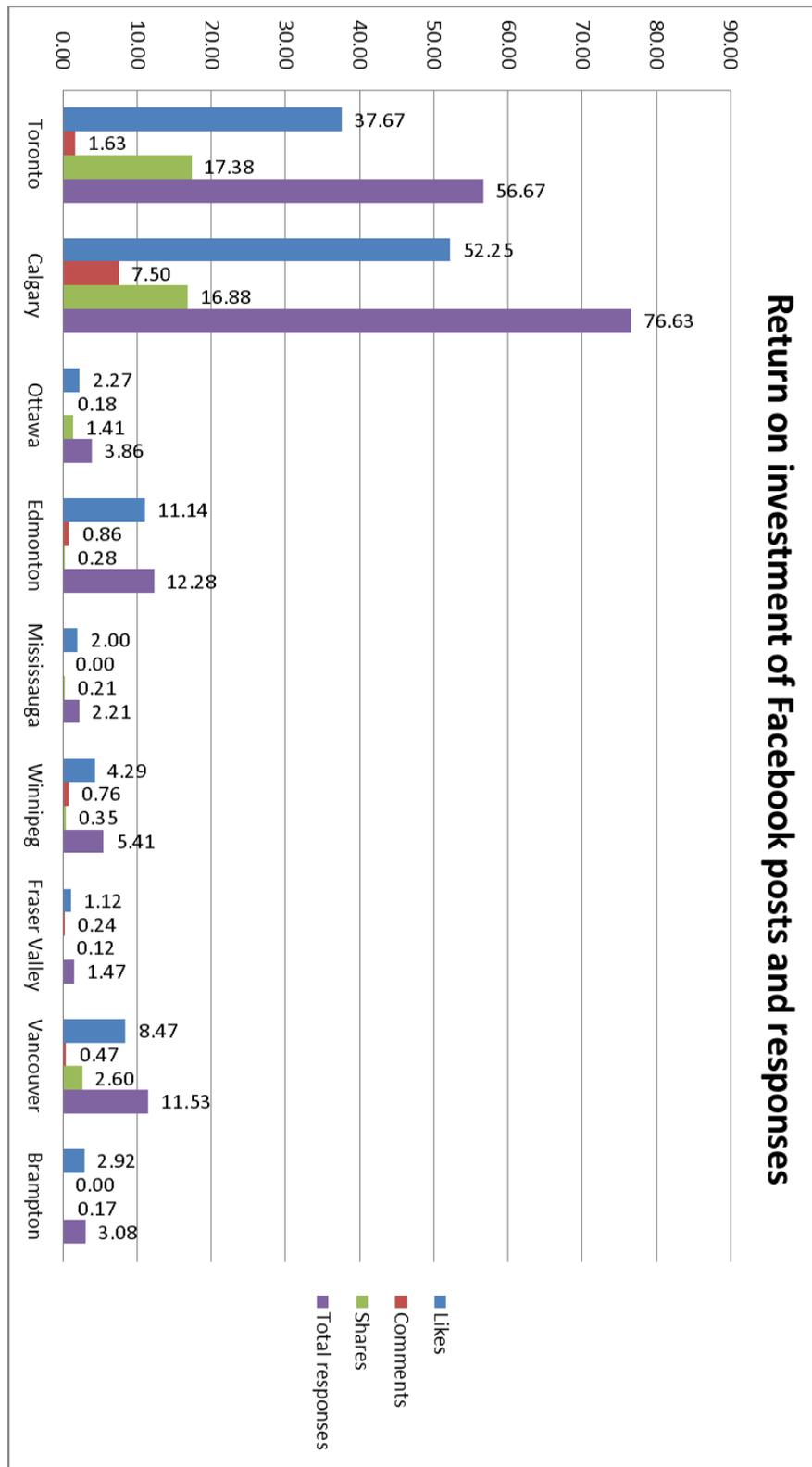


Figure 6.5. Return on investment of posts and responses for Facebook. This graph shows the number of average responses to each library post, both specific and responses overall.

Figures 6.6 to 6.14 show the major content breakdowns of each library, which allows for comparison between the libraries, rather than generalizations made from total library contributions to Facebook. The Winnipeg Public library has the largest percentage of their Facebook posts surrounding library promotion, at 46%, whereas Brampton Public Library has the lowest percentage of library promotional posts, with only 12% of total posts having to do with the library itself. The other libraries tend to settle in with about one third of their post content being about the library. As for cultural content, Brampton Public Library has 46% of their posts falling into the culture category, whereas Ottawa only devotes 10% of post content to culture. Visuals tend to be similar across the board, with a range from 29% (Vancouver Public Library) on the low end to 44% (Fraser Valley Regional Library) on the high end. These are, of course, percentages, meaning that they do not represent post numbers, but rather, the percentage of content out of the whole. For actual numbers regarding post content, Figure 6.15 will be of more use.

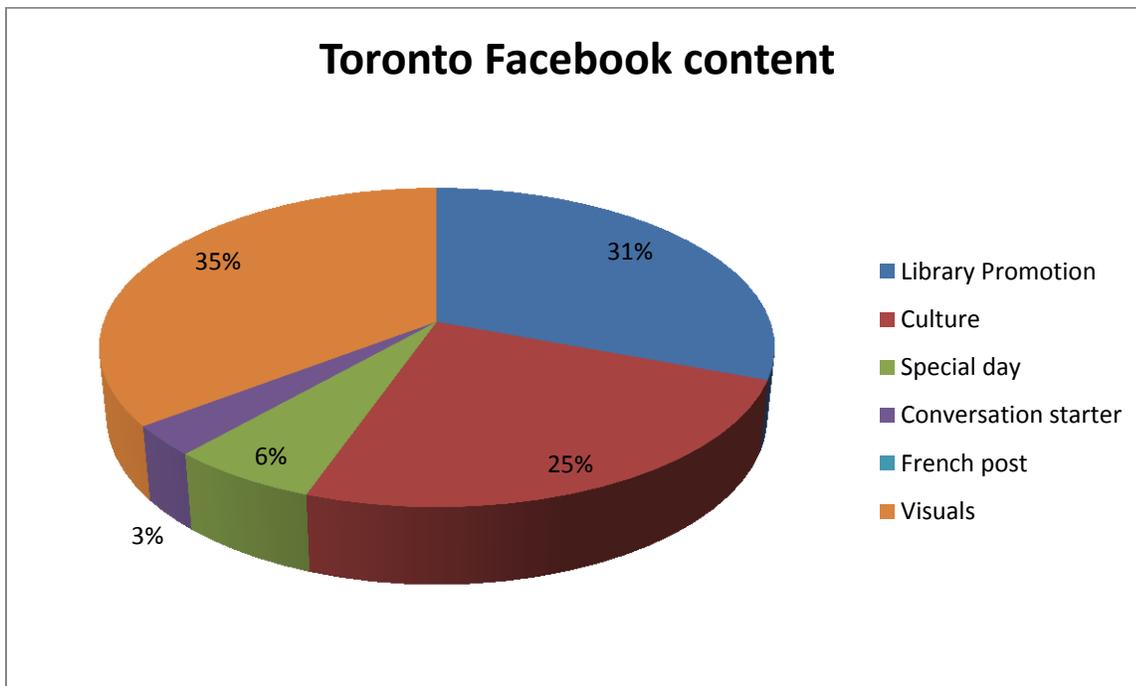


Figure 6.6. Content of Toronto Public Library's Facebook posts. This graph shows the major content breakdowns of total Facebook posts made by the library over the capture period. Total of 65 content labels.

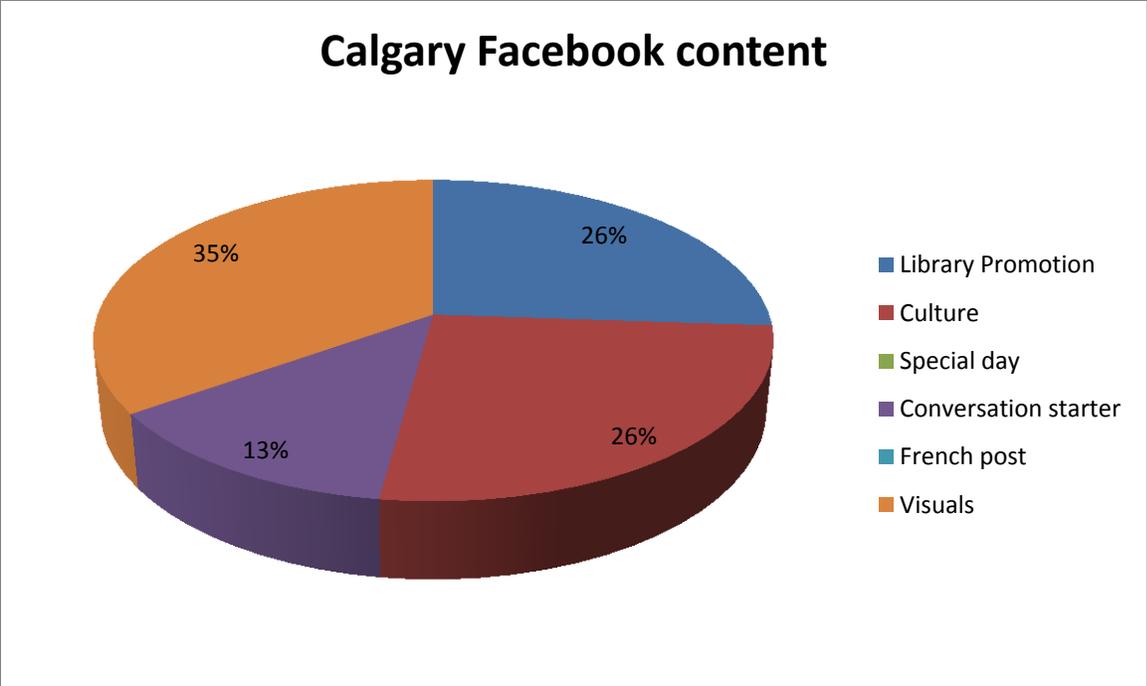


Figure 6.7. Content of Calgary Public Library’s Facebook posts. This graph shows the major content breakdowns of total Facebook posts made by the library over the capture period. Total of 23 content labels.

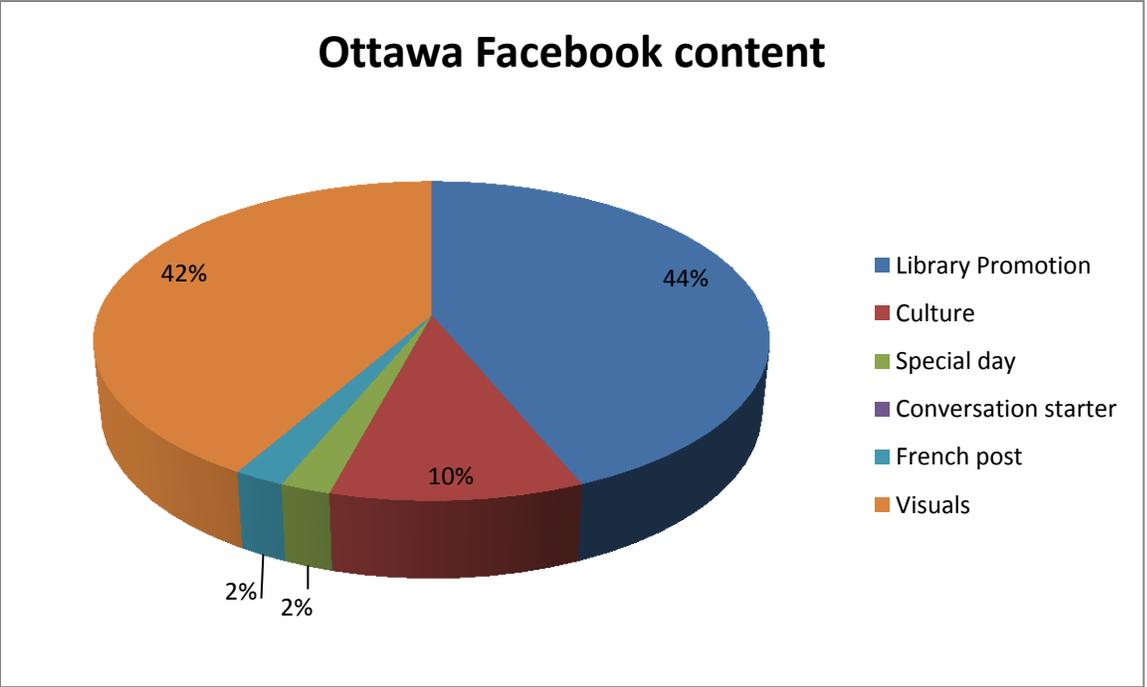


Figure 6.8. Content of Ottawa Public Library’s Facebook posts. This graph shows the major content breakdowns of total Facebook posts made by the library over the capture period. Total of 48 content labels.

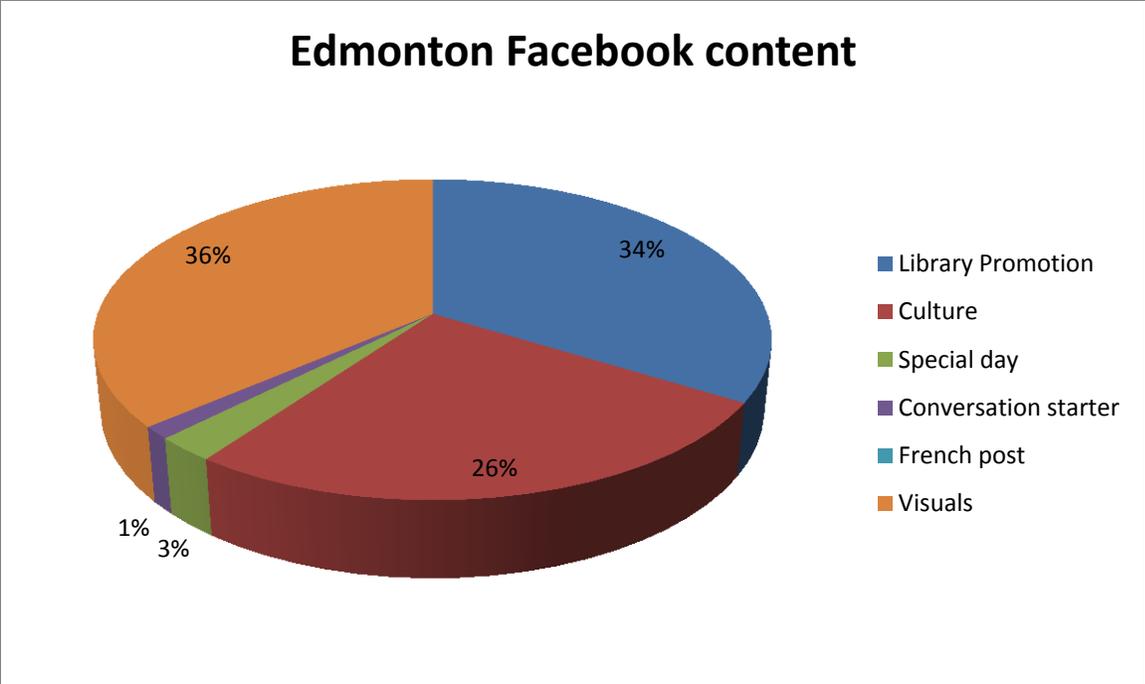


Figure 6.9. Content of Edmonton Public Library’s Facebook posts. This graph shows the major content breakdowns of total Facebook posts made by the library over the capture period. Total of 80 content labels.

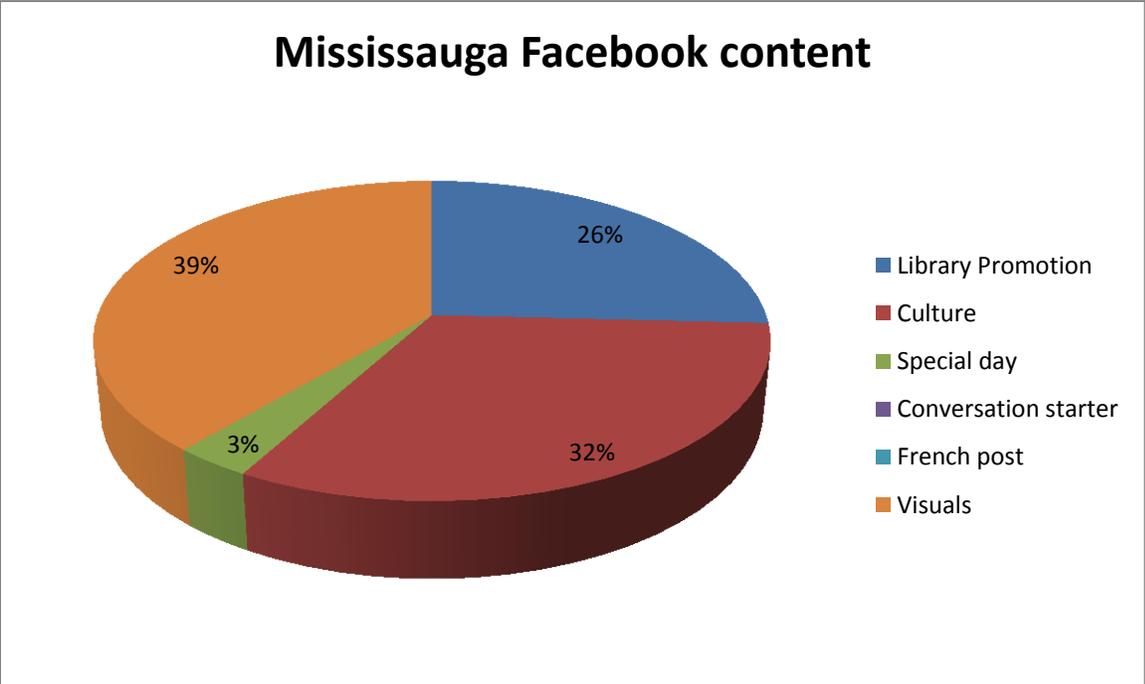


Figure 6.10. Content of Mississauga Public Library’s Facebook posts. This graph shows the major content breakdowns of total Facebook posts made by the library over the capture period. Total of 31 content labels.

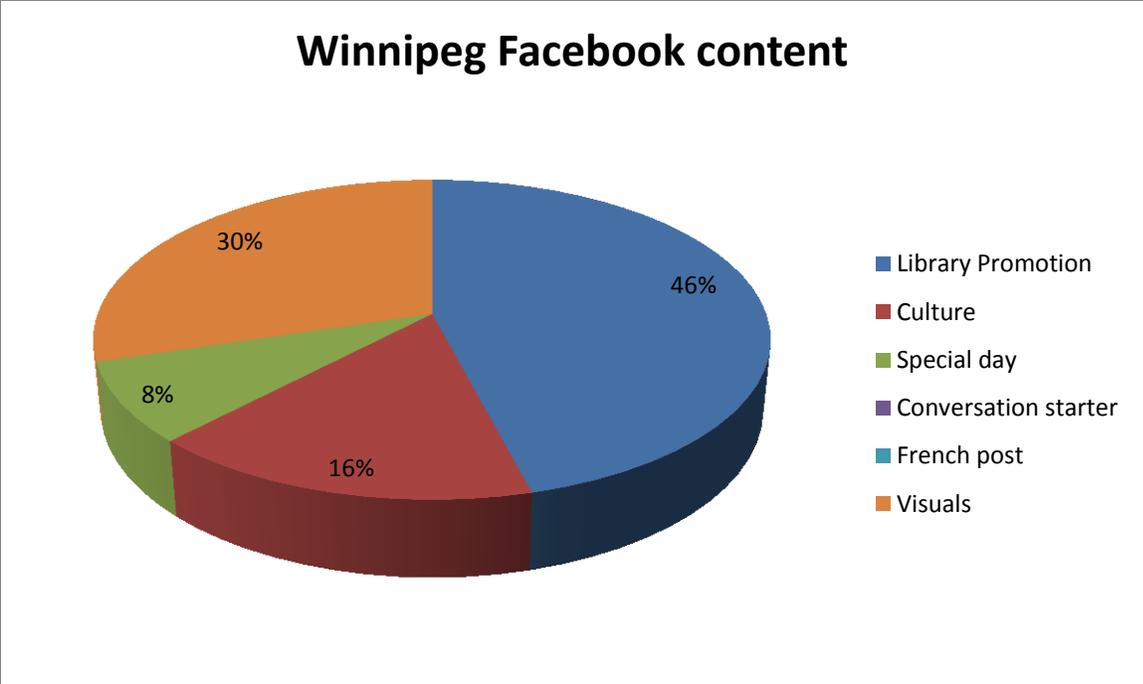


Figure 6.11. Content of Winnipeg Public Library’s Facebook posts. This graph shows the major content breakdowns of total Facebook posts made by the library over the capture period. Total of 37 content labels.

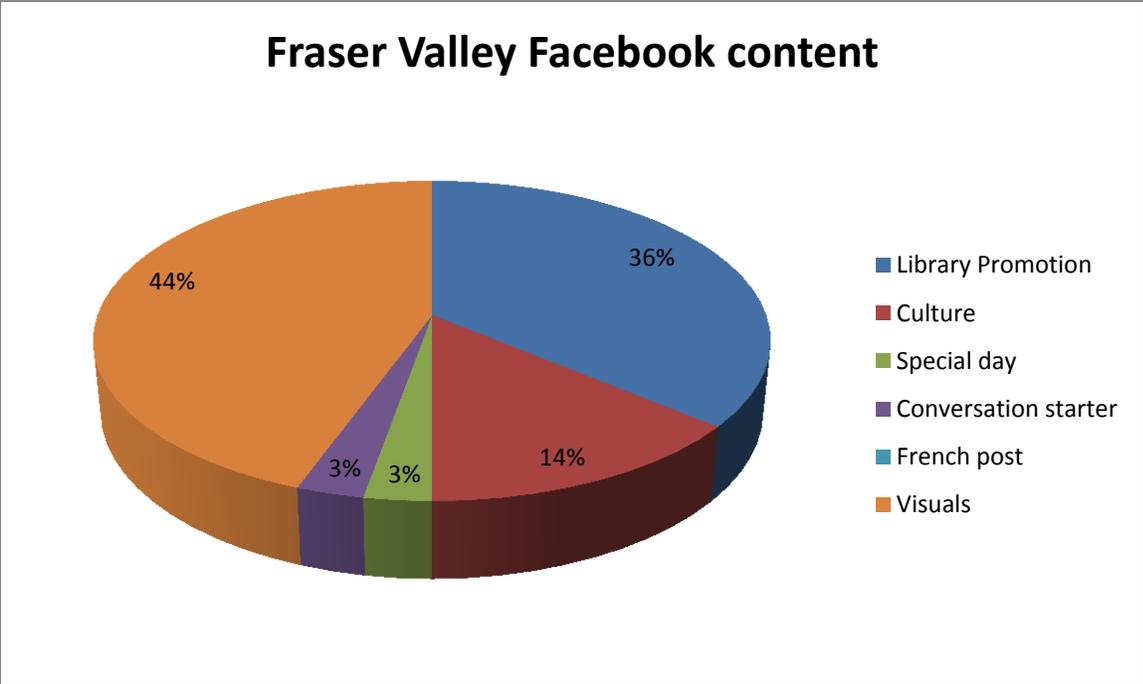


Figure 6.12. Content of Fraser Valley Regional Library’s Facebook posts. This graph shows the major content breakdowns of total Facebook posts made by the library over the capture period. Total of 36 content labels.

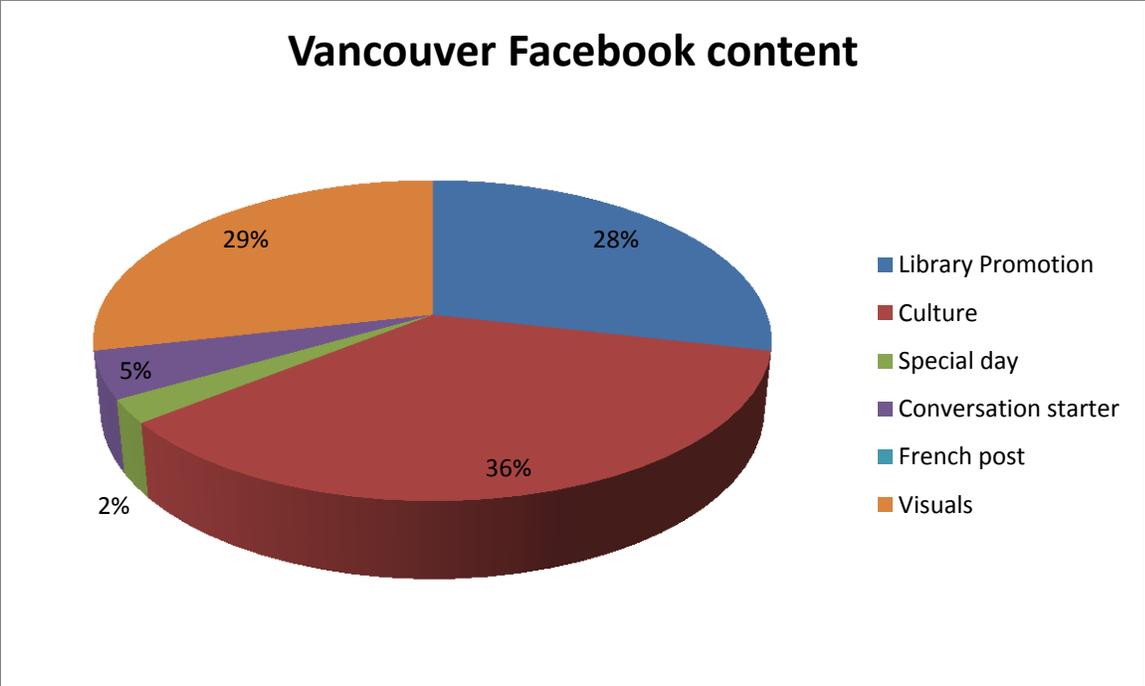


Figure 6.13. Content of Vancouver Public Library’s Facebook posts. This graph shows the major content breakdowns of total Facebook posts made by the library over the capture period. Total of 42 content labels.

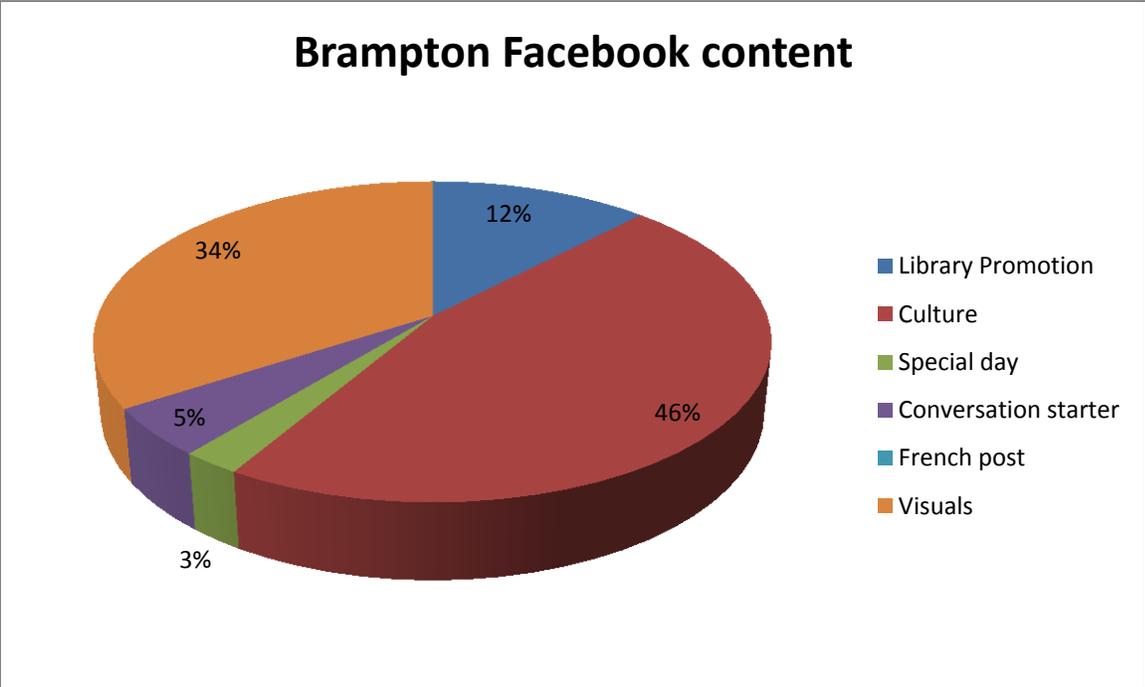


Figure 6.14. Content of Brampton Public Library’s Facebook posts. This graph shows the major content breakdowns of total Facebook posts made by the library over the capture period. Total of 41 content labels.

While the percentages of post content are important, especially for comparison between libraries in order to see what they're posting, numbers also come into play. While some libraries posted more than others did (Edmonton Public Library, for example) the numbers do show some trends, especially in regards to posts about special days, and posts that include conversation starter content. For content labelled 'special day' we can see that most libraries only had one post devoted to a specific day (such as Family day) although some did have two to four posts that included the content. Only Calgary had no post that touched on the content matter. Whereas for conversation starter content, Calgary has the most, with three posts, whereas a third of the libraries had two posts, and the rest either had only one post or none at all. While library specific posts do invite members to see what the library is offering, they do not tend to broach beyond the library into the larger world, which is why I believe they tend to be the least inviting. Cultural posts have more of an invitation because they are an attempt to connect with larger topics and interests. And then conversation starter posts are those posts that hold a true invitation towards members-to respond in some manner. These conversation starters—these questions that ask for members' opinions and thoughts—are important because they open the door to conversation beyond just having the ability to converse, and they give the impression that the library *wants* members to respond and converse, rather than just wanting to inform members about library happenings. Conversation starter posts are not necessarily more important than library specific or cultural posts, and, as seen in Figure 6.15, they are small in numbers, but I believe that they create more of an invitation than the other post content, and invitation is important, especially when trying to invite more members to join an online library community, and when trying to engage current members.

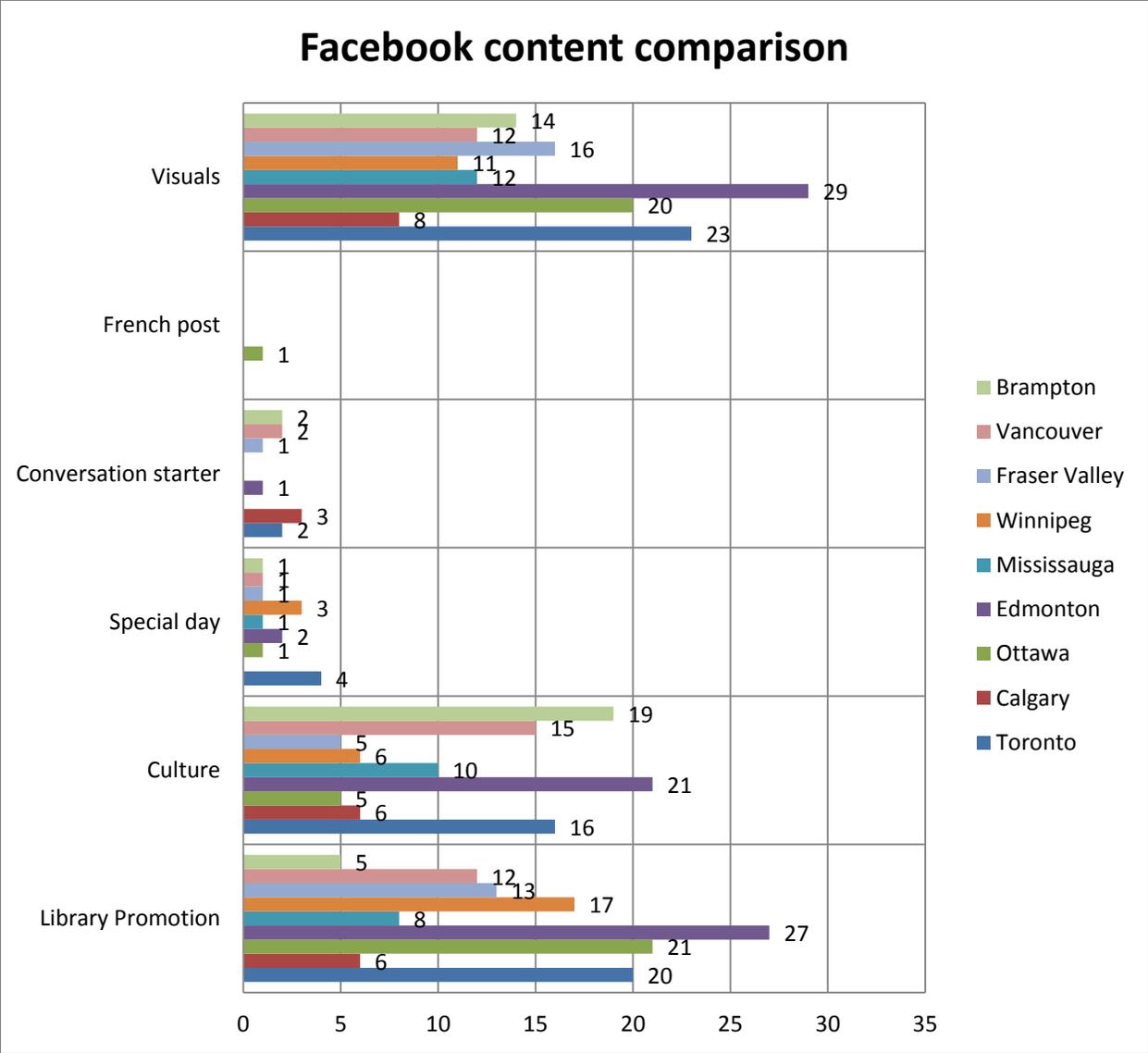


Figure 6.15. Content comparison between all library Facebook posts. This graph shows the major content breakdowns of total Facebook posts made by the libraries over the capture period.

Facebook is the only social media site that all nine out of ten libraries utilize (Bibliothèque de Montréal not qualifying for the social media study) and it is therefore the most pressing for the social media sites being analysed because it can offer the largest pool of comparison. As seen earlier, Facebook is also the most prominent social media site used in Canada, and therefore the most likely place for the library to encounter members. By looking at content we can see that some libraries, such as Calgary Public library offer an equal amount of library content and culture content, while at the same time striving to include conversation starters among members. Other libraries have a larger discrepancy between library and culture content: Brampton Public Library, for example, devotes almost half of its content to culture, whereas Winnipeg devotes almost half of its content to library promotion. And while

further studies will need to be conducted in order to see what content members respond best to, part of this section is involved with looking for invitation towards members and potential members to interact with the community. This is where the conversation starter posts come into play, and while Calgary has an encouraging percentage of them when compared with overall number of posts, the rest of the libraries lag behind, creating a lack of invitation to comment.

Twitter

Twitter is the second most common social media site among the libraries being analyzed. Eight of the libraries subscribe to Twitter, although each library only has one account. Total content breakdowns can be seen in Table 6.6 and 6.7. It should be noted that retweets made by the libraries counted towards content but comments or responses made to those retweeted posts will not be counted, as the content is not the library's and there is no way to know for certain that the responses occurred because the library retweeted the original tweet. Both computerized/automated retweets and manual retweets and modified retweets will fall under this umbrella. The Twitter breakdown will follow the same path and analysis as Facebook did: overall content, post numbers and return on investment, followed by individual library comparisons.

Table 6.6

Total Twitter Content Breakdown by Library

	Toronto	Calgary	Ottawa	Edmonton	Mississauga	Winnipeg	Fraser Valley	Vancouver
Library Promotion								
program	19	8	17	19	6	37	6	4
material	29	6	12	12	1	7	8	3
general	5	7	6	13	1		7	1
staff				2			1	1
branch	4	2	2	2	2	12	2	6
contest	3	1	5	1			1	
members	1	4	1	3				1
volunteers	1					1		1
Culture								
event	2	2	7	13	1	5	1	2
materials	5	5	4	3	4	2	1	11
creators	4	1		2		6		7
history	5	1	2	3		1		1
pop culture	1			2	1	1		2
libraries	1	1	1	1				1
current events	3				1			1
association	3							
people	1			1		2		
contest					1			
misc	4	2	2		2			8
Special day	4		5	3	1	4	5	
Conversation starter	1	1	1			1		
French post			14					
Visuals	25	8	3	16	2	6	1	5

	Toronto	Calgary	Ottawa	Edmonton	Mississauga	Winnipeg	Fraser Valley	Vancouver
Library Promotion	62	28	43	52	10	57	25	17
Culture	29	12	16	25	10	17	2	33
Special day	4		5	3	1	4	5	
Conversation starter	1	1	1			1		
French post			14					
Visuals	25	8	3	16	2	6	1	5
Total labels	121	49	82	96	23	85	33	55

Once all eight libraries have been combined, it is possible to see that library promotion makes up over 50% of total post content, and that conversation starter content is even lower in Twitter than it was in Facebook, with Twitter sitting at 0.74% of posts creating a blatant invitation to respond (see Figure 6.16). In Figure 6.17 we can see that library promotion breaks down into being almost two thirds devoted to programs and material, while the culture breakdown in Figure 6.18 shows a much wider range, with events and materials taking up less than 50% of the total content. While the culture content has a wider variety, culture only makes up just over a quarter of the total post content that the libraries published to Twitter.

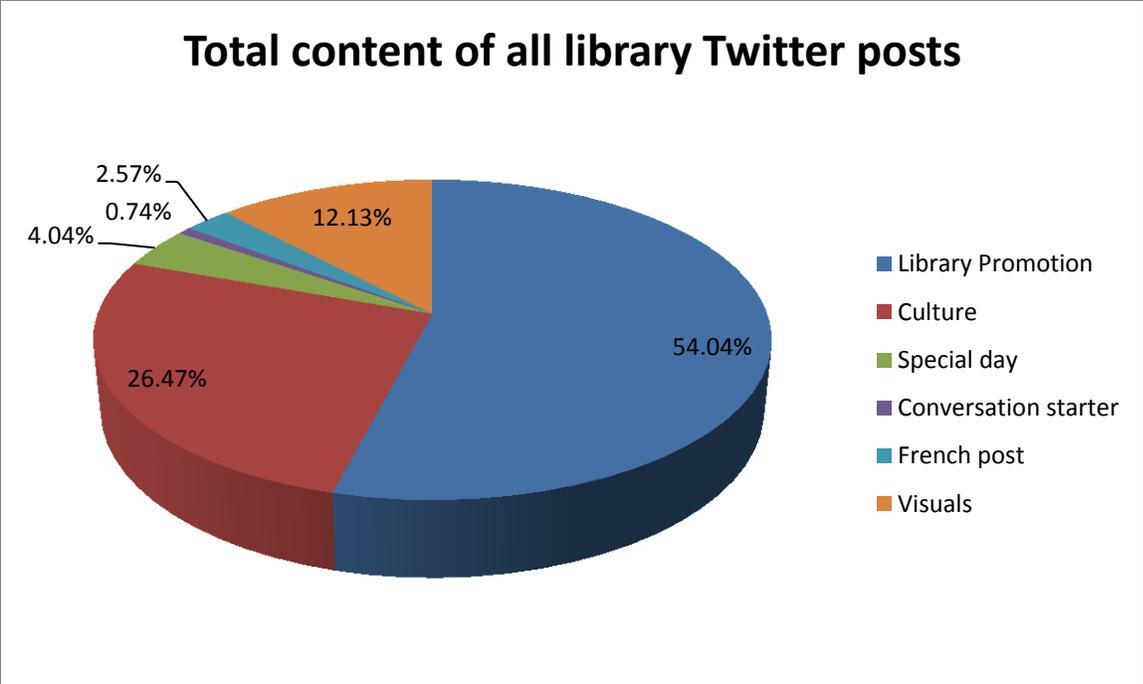


Figure 6.16. Twitter content totals. This graph depicts the major content breakdowns for all Twitter posts made by the libraries. Total of 544 content labels.

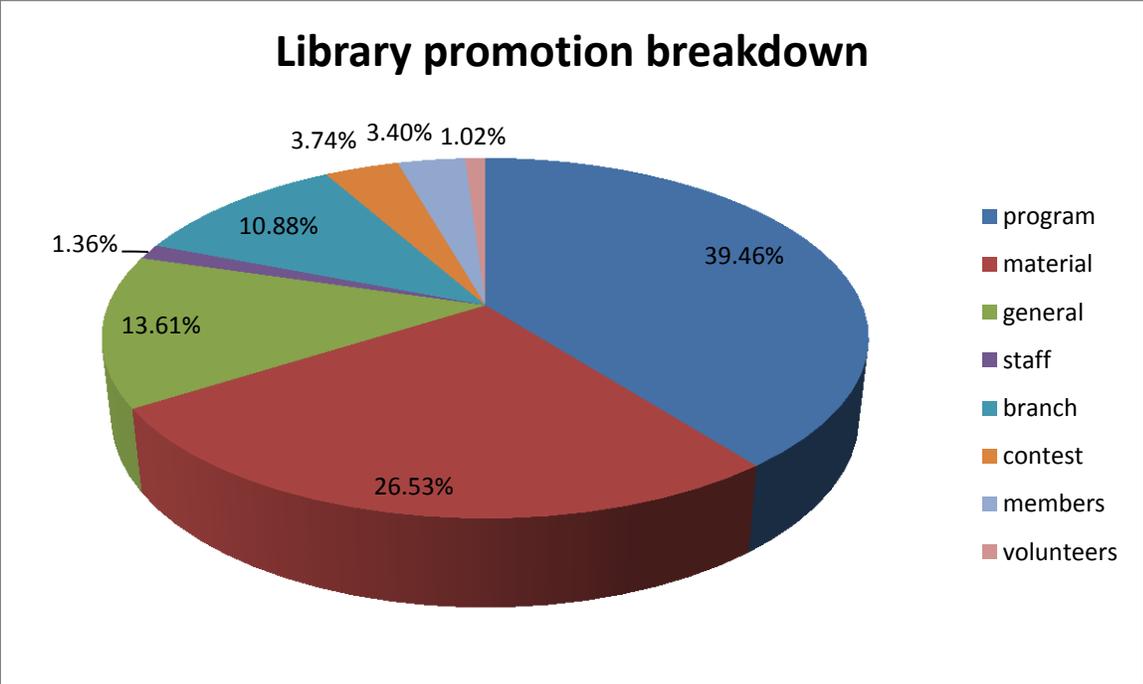


Figure 6.17. Twitter library promotion content breakdown. This graph depicts the breakdown of the library promotion post contents seen in Figure 6.16. Total of 294 content labels.

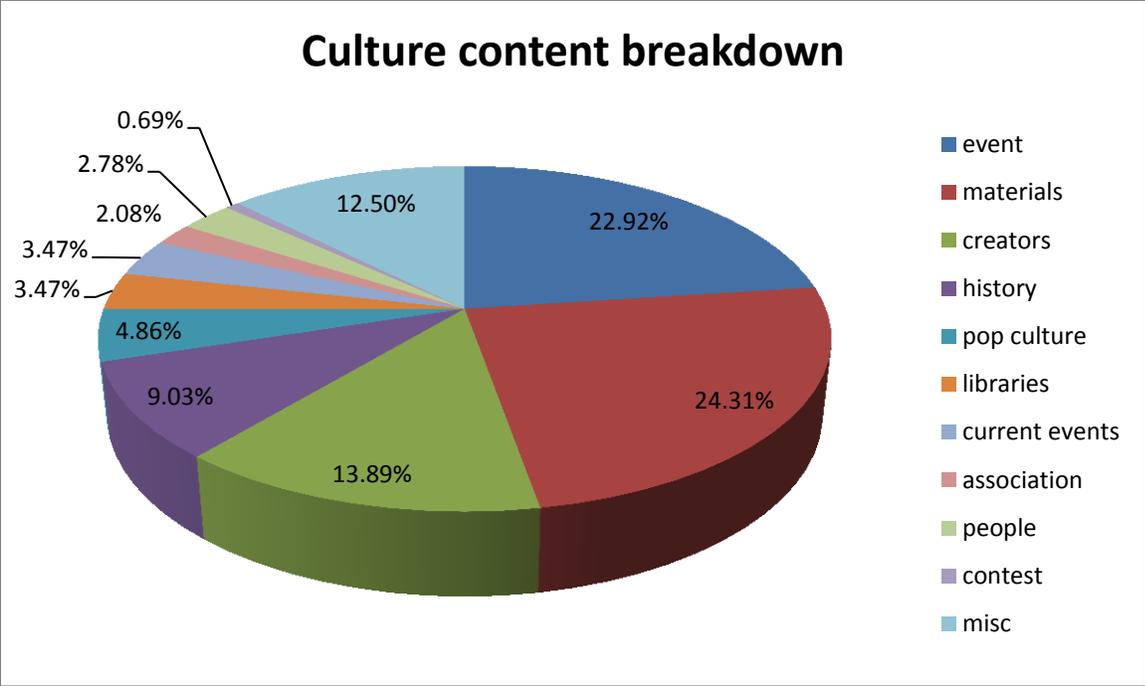


Figure 6.18. Twitter culture content breakdown. This graph depicts the breakdown of the culture post contents seen in Figure 6.16. Total of 144 content labels.

Figure 6.19 depicts the total number of posts and responses made by each library to their Twitter feed. Note that *Retweeted posts are those posts that a library retweeted and such posts were counted for content, but not responses, as discussed at the beginning of the Twitter section. Toronto Public Library once again has the highest number of posts, while Calgary Public Library again has the smallest number. Edmonton Public Library has the highest number of posts that they retweeted, while Toronto Public Library has the highest response rates for both retweets and favourites, but Calgary Public Library once again has the largest number of replies.

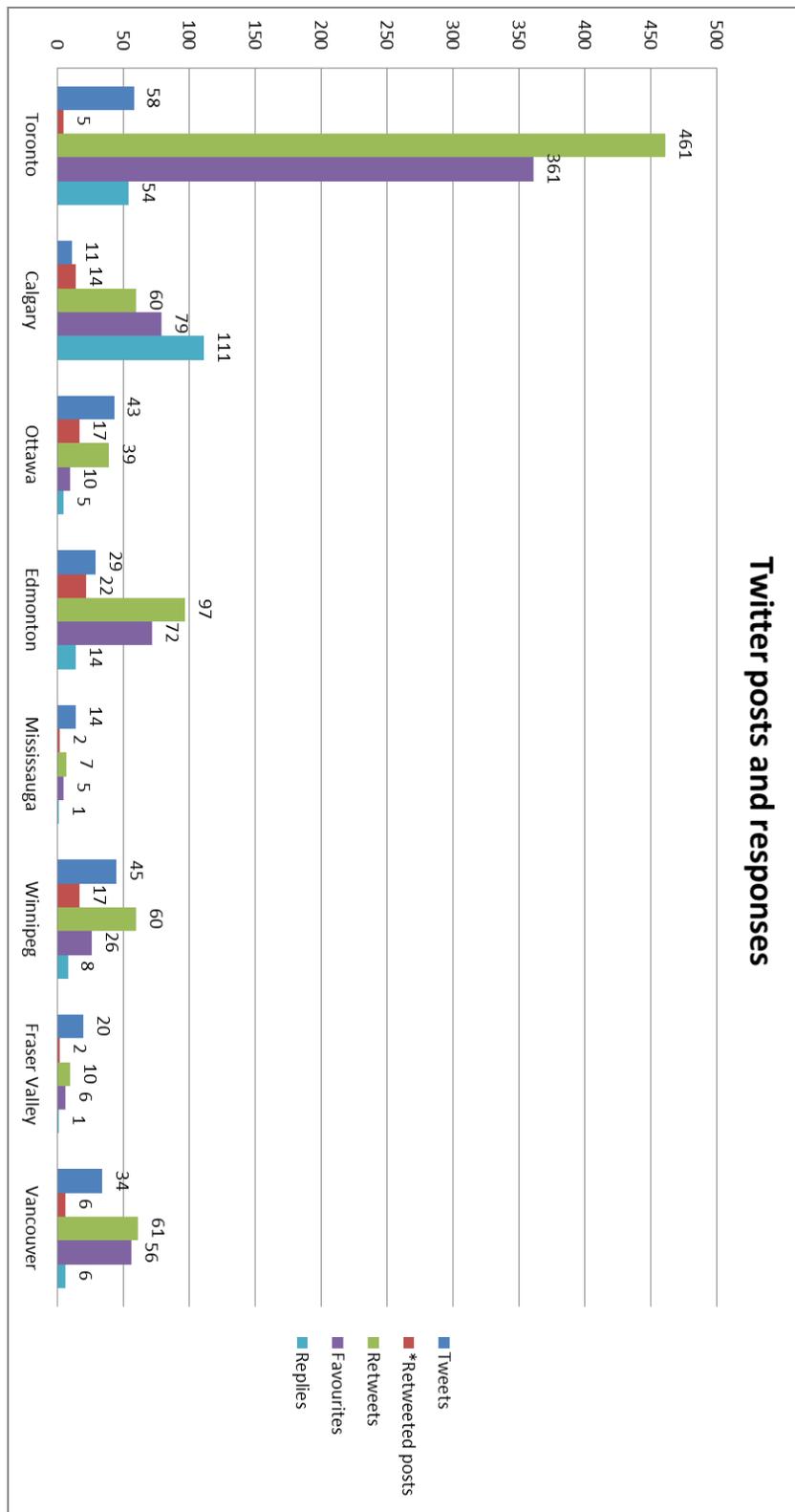


Figure 6.19. Twitter post numbers. This Figure shows the total number of tweets, retweeted posts, retweers, favourites, and replies that occurred on each library’s Twitter page during the capture period.

The return on investment (ROI) graph (Figure 6.20) shows that Calgary Public Library has the highest total response rate for each post, averaging 22.73 responses of some kind per post. Toronto Public Library does have the highest number of average retweets per post, however, which indicates that members found the Toronto Public Library's Twitter posts worth sharing more than any other library's. Calgary Public Library is in the lead for average number of favourites and replies per post, while on the other side of the spectrum, Fraser Valley Regional Library has the lowest rate of return, with an average of less than one response per post made by the library. Some of this could be because of content or a lack of invitation for members to respond, but it could also be a lack of a following, or another reason altogether. Determining the cause behind Fraser Valley Regional Library's low response rates thus far might have everything to do with creating an invitation to communicate and supporting an online library community, or it might be an issue at the library itself, or that members of that library do not use social media, etc; a true understanding of this issue would require another research project, perhaps one conducted by the library itself.

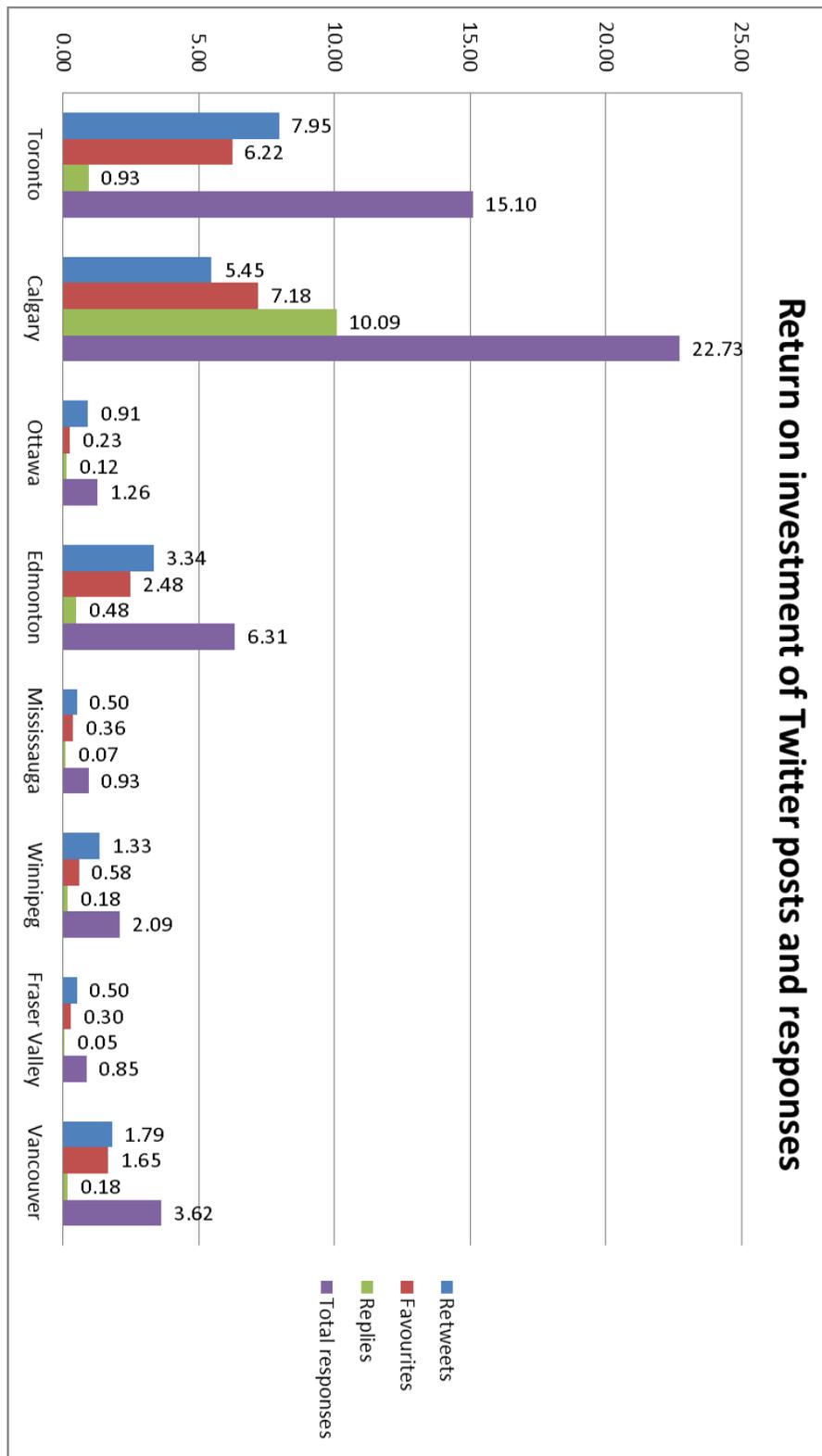


Figure 6.20. Return on investment of posts and responses for Twitter. This graph shows the number of average responses to each library post, both specific and responses overall.

Figures 6.21 to 6.28 show a breakdown of content by library, allowing for a comparison between the libraries based on content posted to Twitter. From these graphs, we can see that almost all of the libraries (barring Mississauga Public Library and Vancouver Public Library) have at least 50% of their content as library promotion. Fraser Valley has the highest percentage of library promotion content, at 76%. Vancouver Public Library has the lowest library promotional content, at just 31% of total content. Culture content generally falls into second place for content totals, with most libraries falling between 20-30% but Fraser Valley Regional Library is on the lowest end at only 6% of total posts being about culture, while Mississauga Public Library and Vancouver Public Library are at the high end with 43% and 60% of their posts being about culture, respectively. Overall, we can tell that most of the libraries use Twitter for primarily library promotion content. We can also tell that only half of the libraries even have conversation starter posts, and of those four that have this content, it equates to 2% or less, which means that direct invitations to engage in the communication side of online library communities are lacking.

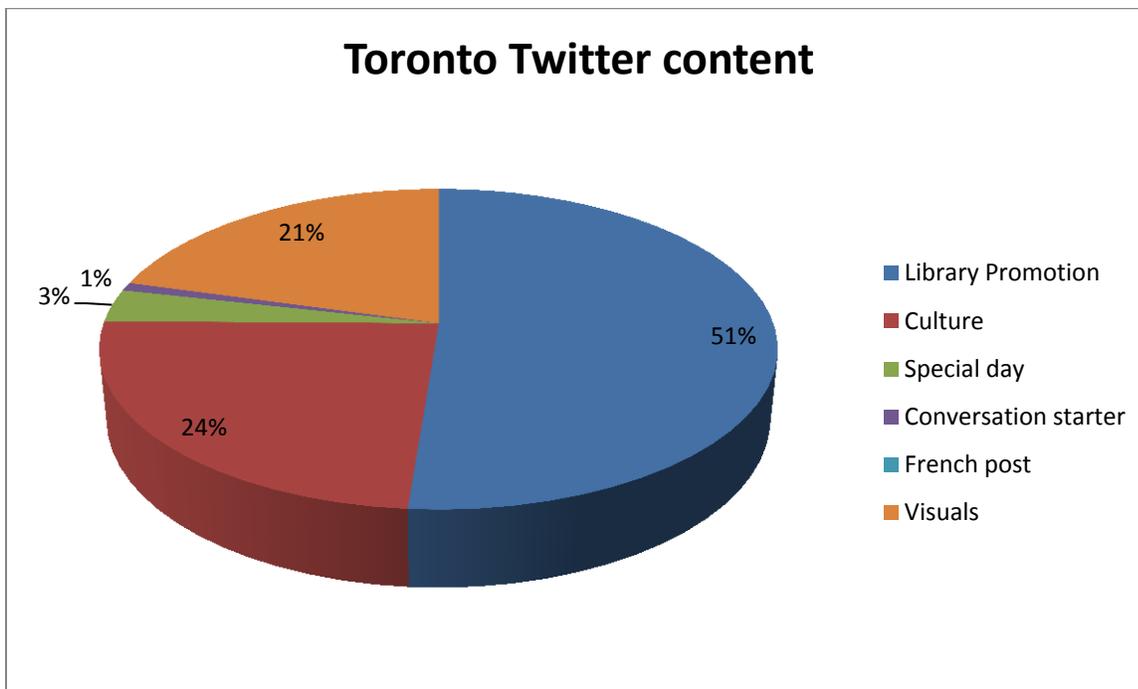


Figure 6.21. Content of Toronto Public Library's Twitter posts. This graph shows the major content breakdowns of total Twitter posts made by the library over the capture period. Total of 121 content labels.

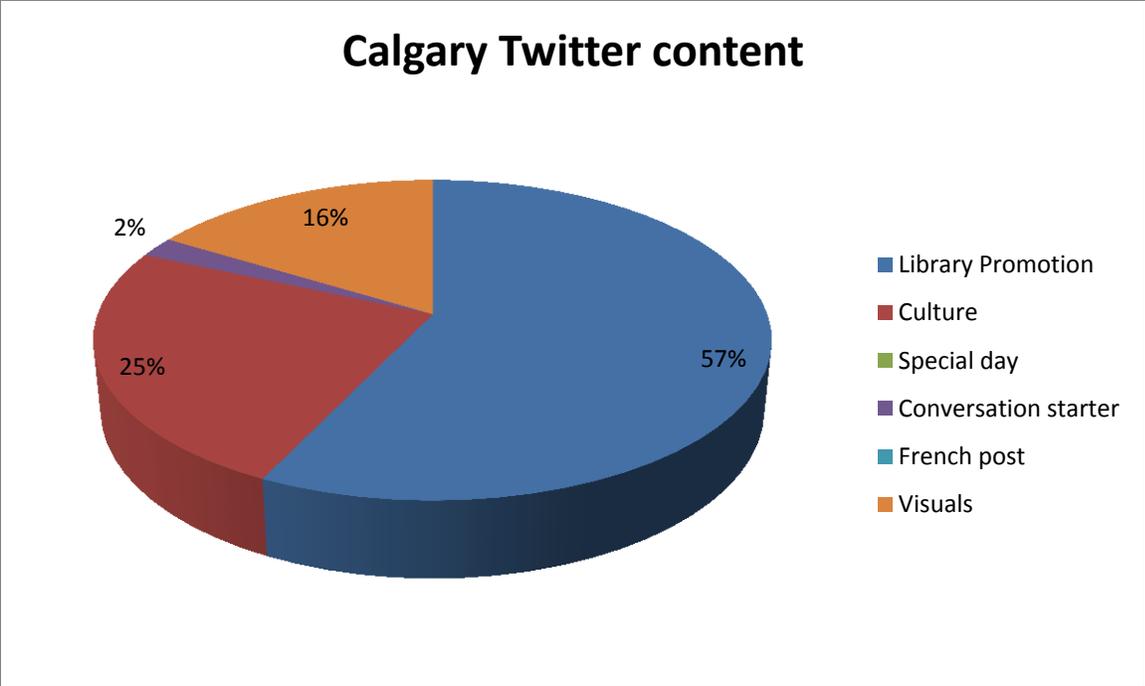


Figure 6.22. Content of Calgary Public Library’s Twitter posts. This graph shows the major content breakdowns of total Twitter posts made by the library over the capture period. Total of 49 content labels.

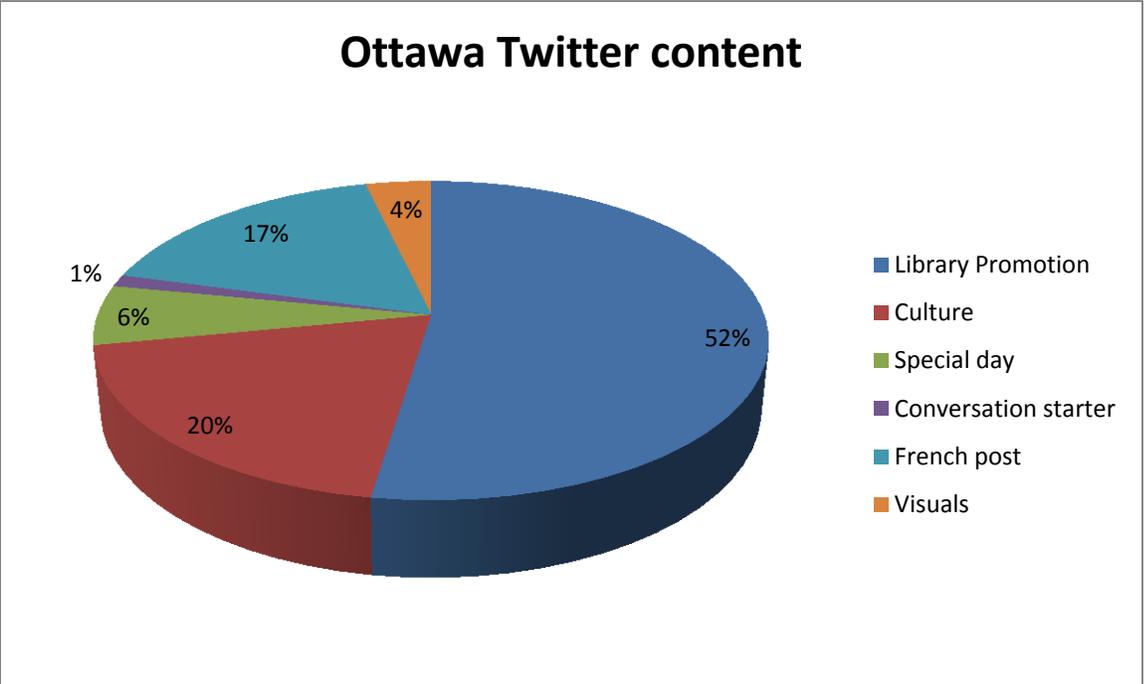


Figure 6.23. Content of Ottawa Public Library’s Twitter posts. This graph shows the major content breakdowns of total Twitter posts made by the library over the capture period. Total of 82 content labels.

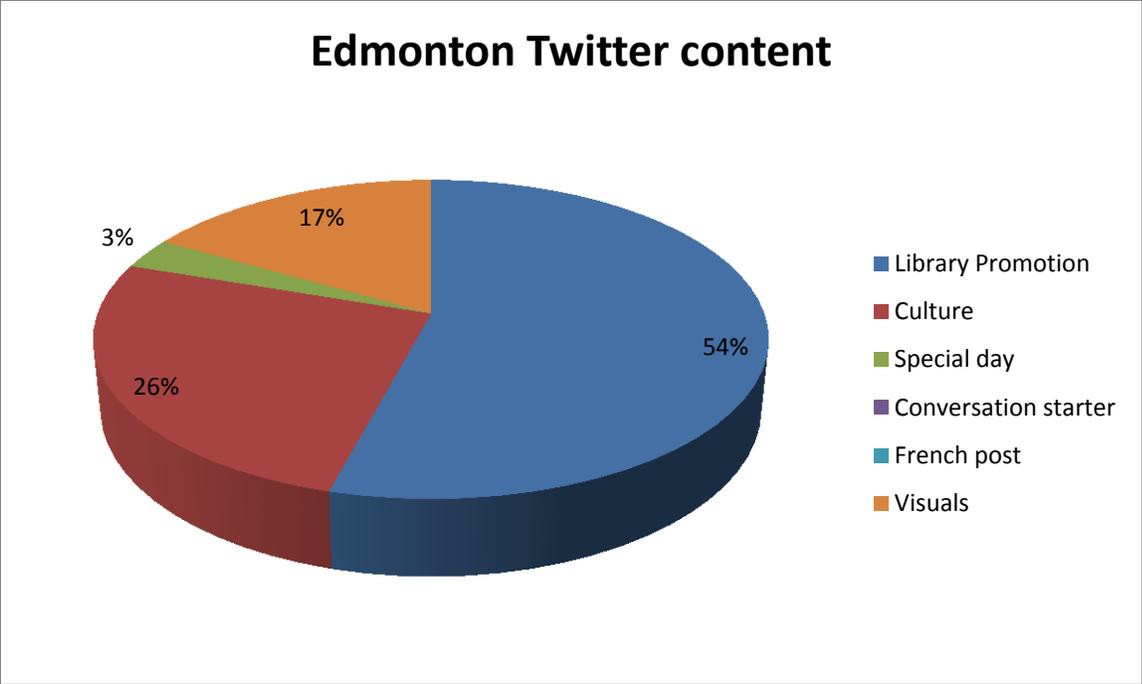


Figure 6.24. Content of Edmonton Public Library’s Twitter posts. This graph shows the major content breakdowns of total Twitter posts made by the library over the capture period. Total of 96 content labels.

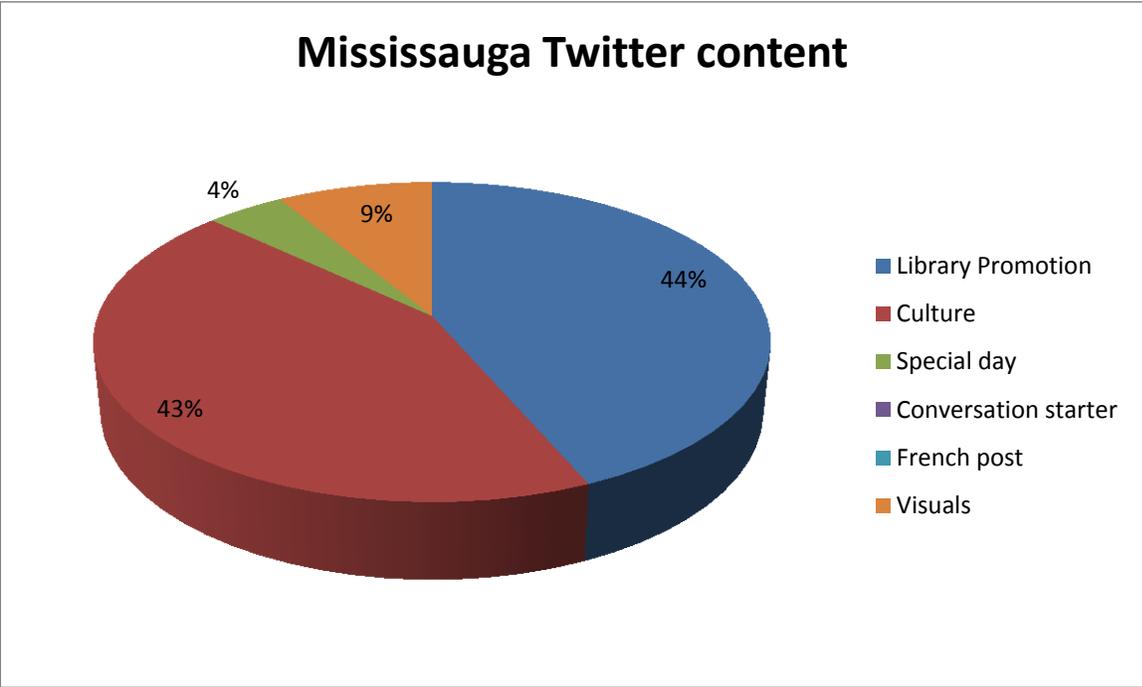


Figure 6.25. Content of Mississauga Public Library’s Twitter posts. This graph shows the major content breakdowns of total Twitter posts made by the library over the capture period. Total of 23 content labels.

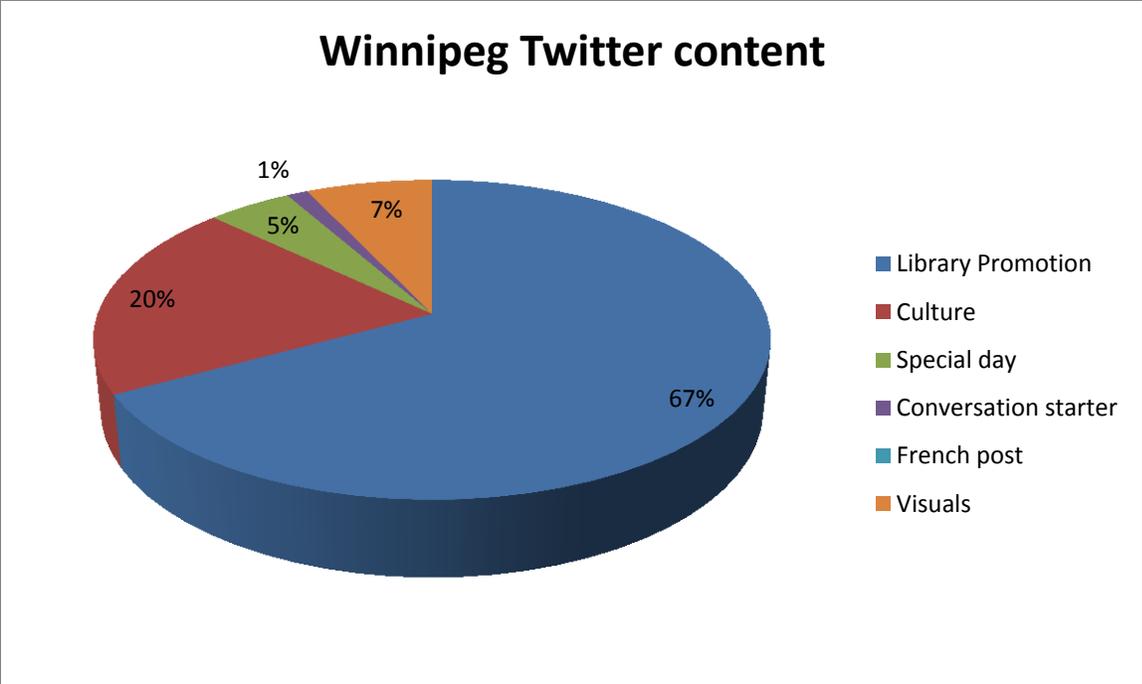


Figure 6.26. Content of Winnipeg Public Library’s Twitter posts. This graph shows the major content breakdowns of total Twitter posts made by the library over the capture period. Total of 85 content labels.

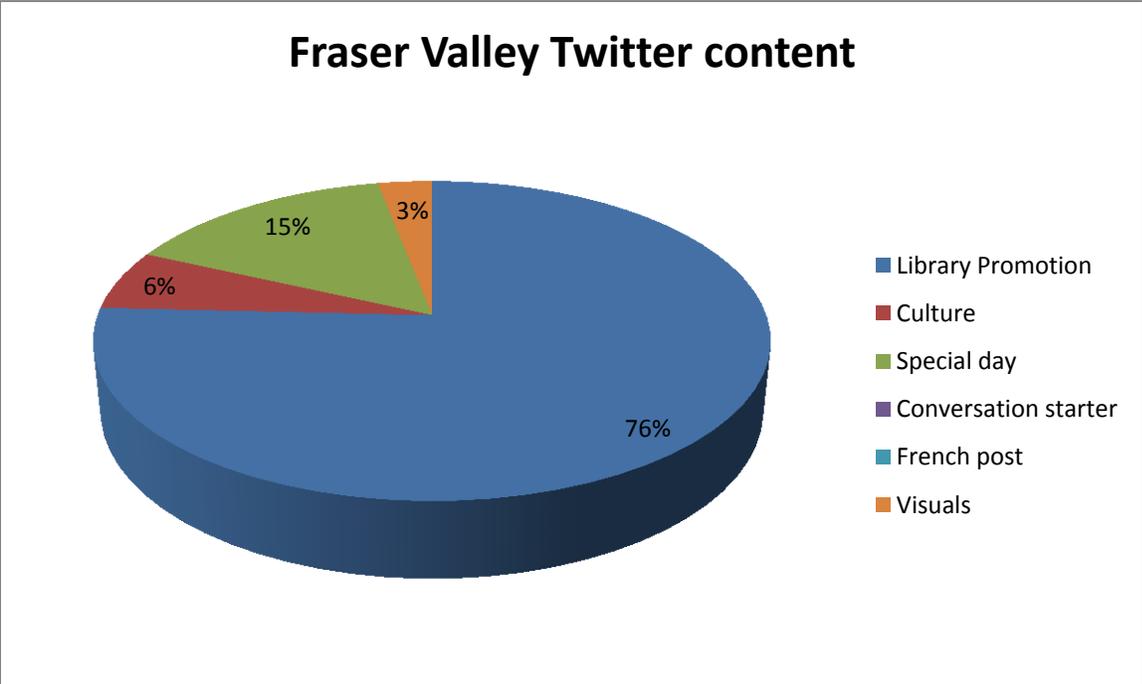


Figure 6.27. Content of Fraser Valley Regional Library’s Twitter posts. This graph shows the major content breakdowns of total Twitter posts made by the library over the capture period. Total of 33 content labels.

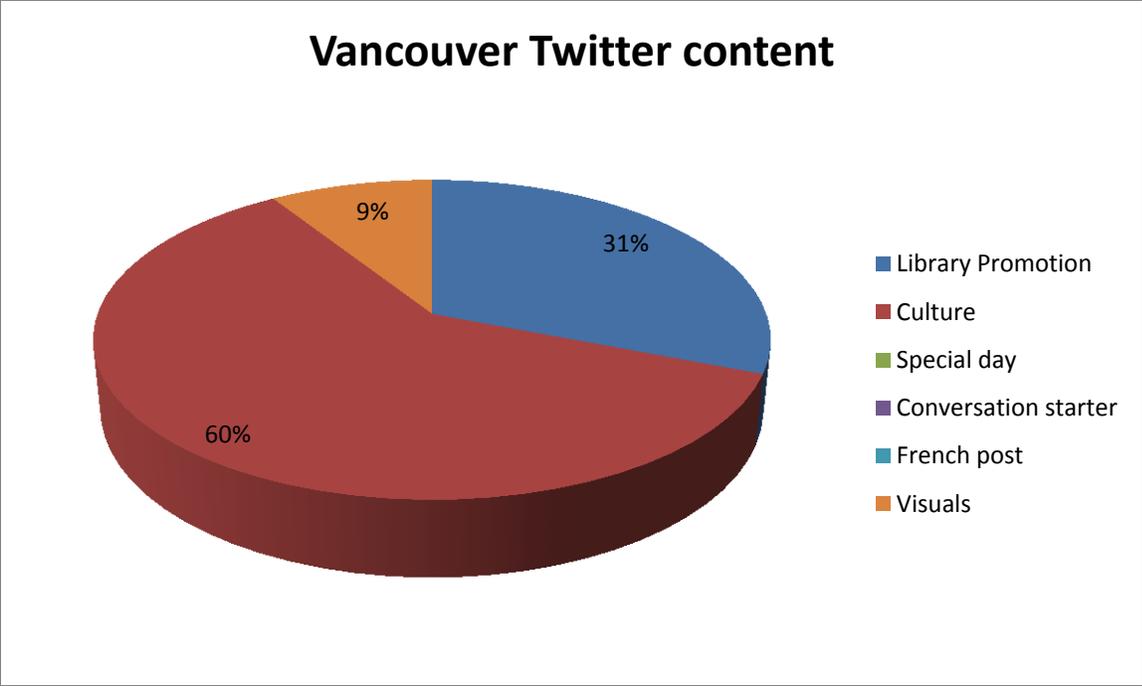


Figure 6.28. Content of Vancouver Public Library’s Twitter posts. This graph shows the major content breakdowns of total Twitter posts made by the library over the capture period. Total of 55 content labels.

Blogs

Only three of the libraries had active blog(s) during the capture phase, which, while limiting the comparison that can be done, does still leave some room for analysis. Tables 6.8 and 6.9 show the breakdown of content as well as major content label totals per library. With these tables, we can see that all three libraries have a wide variety of post content, but Toronto Public Library appears to have the most content labels. Figure 6.29 shows the blog content totals by their percentage out of 100. With this graph we can see that culture has the highest number of posts, at almost 37%, although library promotion is not far behind with just over 29%. There are no posts with conversation starter content in them, and almost 29% of posts have visual content. Figure 6.30 shows the breakdown of library promotion content. Just over 59% of those posts are about material, with the next highest post label being programs as just over 27%. The culture content breakdown seen in Figure 6.31 however, shows a much broader range in content type with the largest grouping of content being misc. at under 22%. The culture content is far more diversified, with 9 sub-labels in appearance, versus library promotion were only 5 sub-labels are in play, and those 5 are far less equally distributed.

Figure 6.32 shows the total number of actual posts made by each library and the subsequent responses. Using Figure 6.32, we can see that Toronto Public Library has the highest number of posts, with 29 posts compared to Ottawa Public Library’s 14 posts and Winnipeg Public Library’s two. Toronto

Public Library also has the most responses, whereas Winnipeg Public Library has no responses. This then leads into the return on investment (ROI) in terms of responses to post (see Figure 6.33). In the ROI graph we can see that Toronto Public Library has the highest average response to blog posts, with an average response rate of 1.69 per post. Based solely on the return of investment, we could conclude that blogs, while good for getting detailed information to people, do not necessarily pay off in terms of user responses; however, this would require deeper research on the topic and a broader range of libraries in order to determine if it has true merit as a generalization.

Looking at the individual library breakdowns via Figures 6.34-6.36 we can see that the number of culture and library promotion content tends to be similar across all three libraries, with Toronto on the higher end of the culture posts. There is only a 6% range between the library promotion posts though, which indicates that most blogs, while spending roughly a third of content of library promotion, tend to move beyond the library for blog content. Visuals also tend to be fairly relevant in blog posts, with a range of 20% to 34% of content being visual. The range of content among the different blogs tends to move beyond just library content and, overall, tends to be fairly varied, which would allow for a greater capture of audience interest.

Table 6.8			
<i>Total Blog Content Breakdown by Library</i>			
	Toronto	Ottawa	Winnipeg
Library Promotion			
program	6	5	1
material	19	5	2
general			
staff	1		
branch			
contest	1	3	
members			
volunteers	1		
Culture			
event	3	3	
materials	10		1
creators	6	1	
history	4		
pop culture	2		
libraries			
current events	4	2	1
association	2	1	
people	2	1	
contest			
misc	9	2	1
Special day	4		2
Conversation starter			
French post		2	
Visuals	28	13	2

Table 6.9			
<i>Total Blog Content Breakdown by Library--Major labels</i>			
	Toronto	Ottawa	Winnipeg
Library Promotion	28	13	3
Culture	42	10	3
Special day	4		2
Conversation starter			
French post		2	
Visuals	28	13	2
Total labels	102	38	10

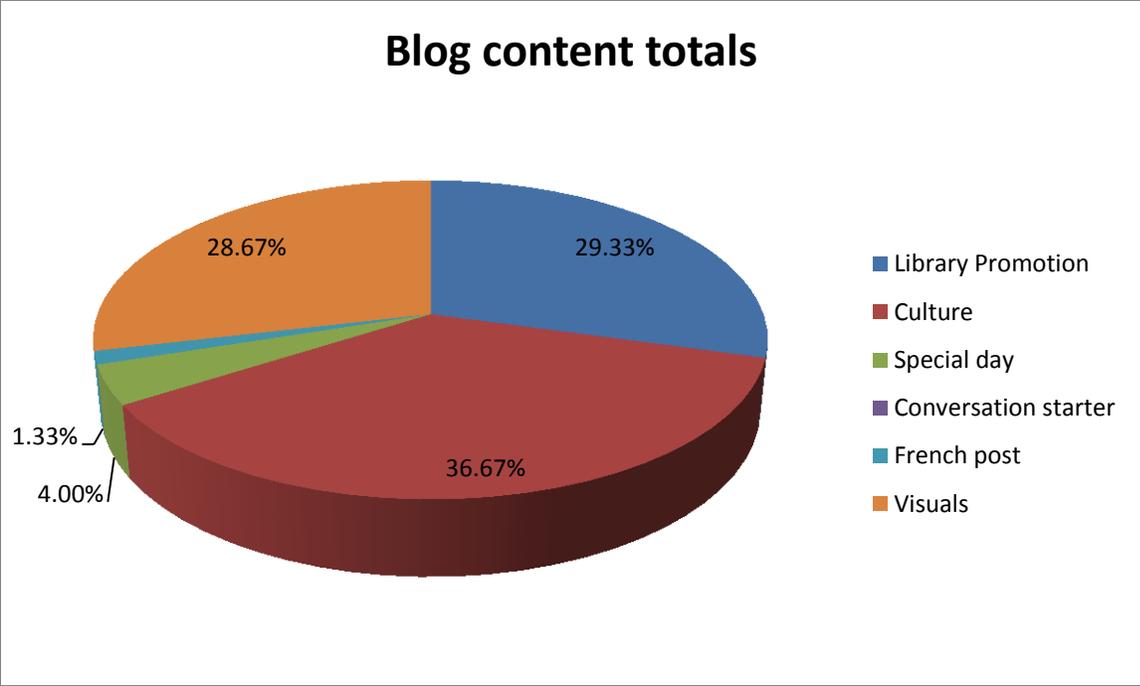


Figure 6.29. Blog content totals. This graph depicts the major content breakdowns for all blog posts made by the libraries. Total of 150 content labels.

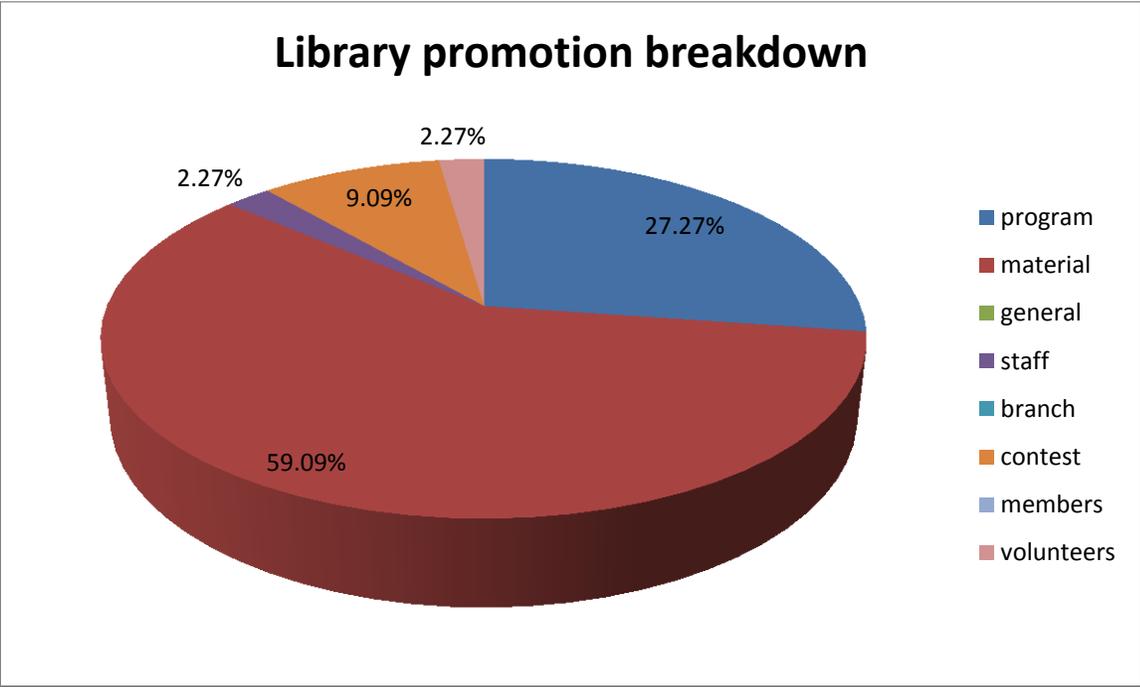


Figure 6.30. Blog library promotion content breakdown. This graph depicts the breakdown of the library promotion post contents seen in Figure 6.29. Total of 44 content labels.

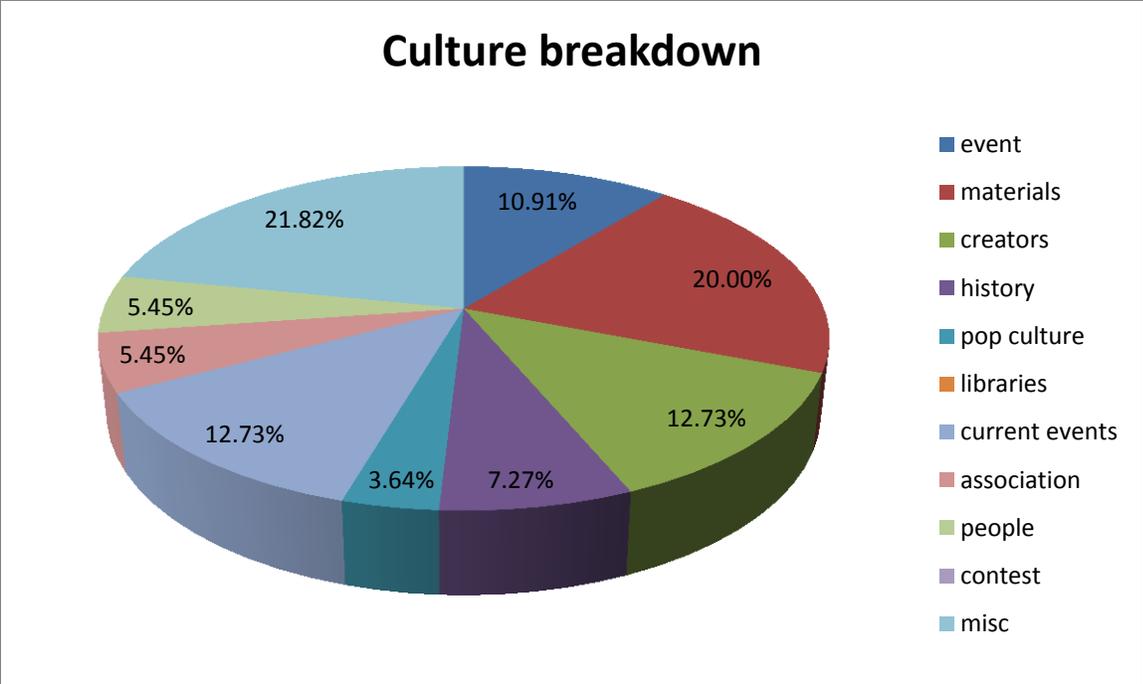


Figure 6.31. Blog culture content breakdown. This graph depicts the breakdown of the culture post contents seen in Figure 6.29. Total of 55 content labels.

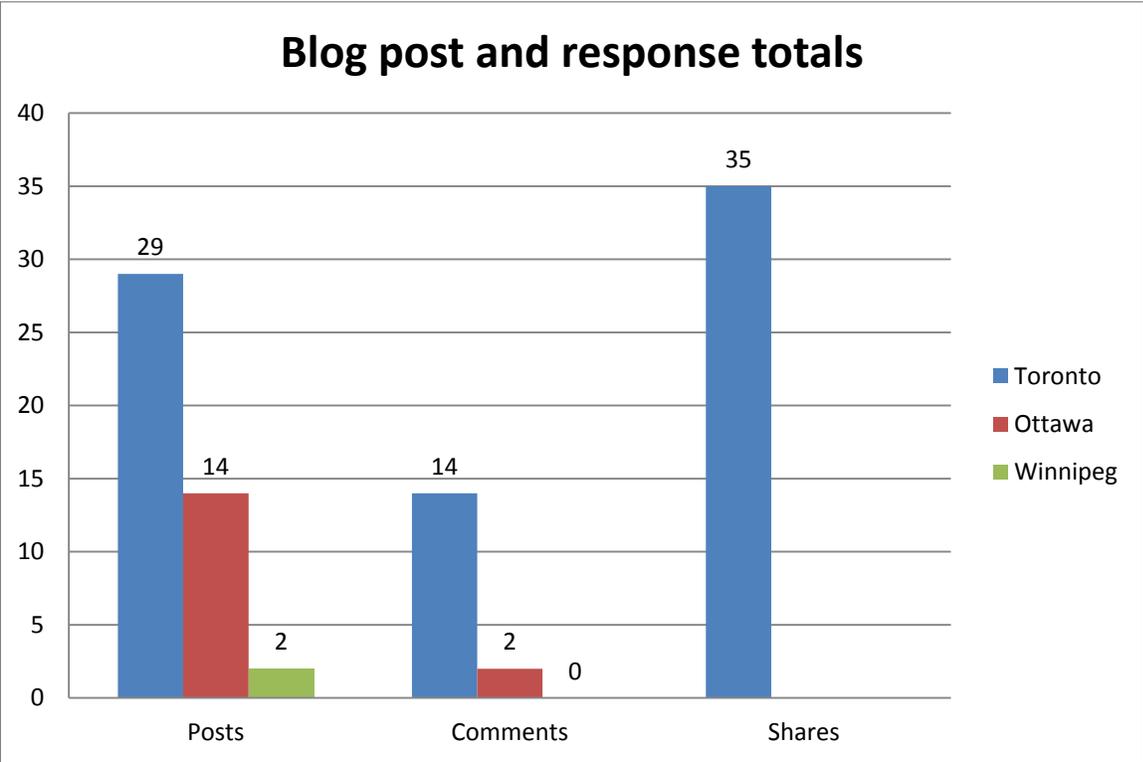


Figure 6.32. Blog post numbers. This graph shows the total number of post, comments, and shares that occurred on each library's blog(s) during the capture period.

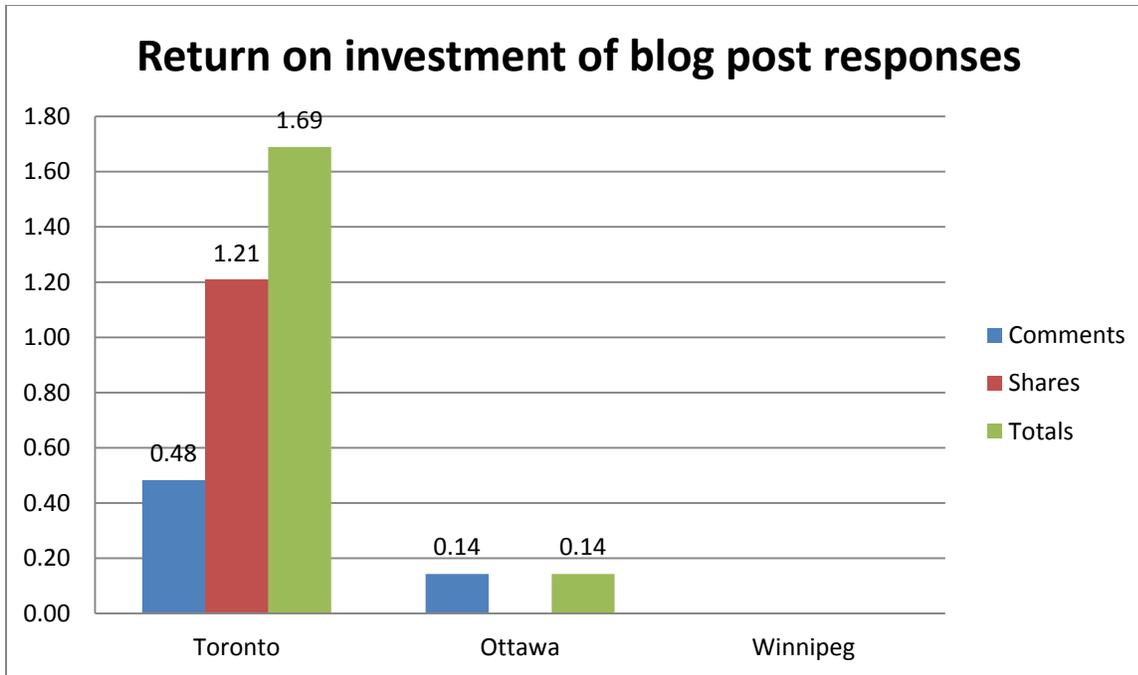


Figure 6.33. Return on investment of posts and responses for library blogs. This graph shows the number of average responses to each library post, both specific and responses overall.

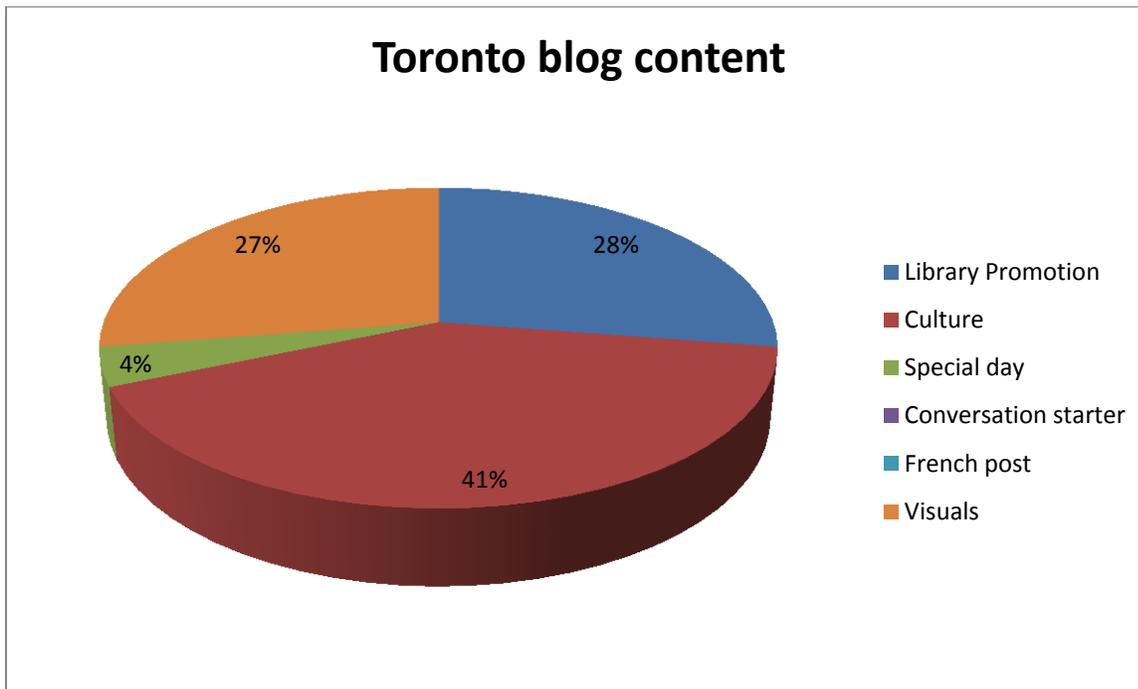


Figure 6.34. Content of Toronto Public Library's blog posts. This graph shows the major content breakdowns of total blog posts made by the library over the capture period. Total of 102 content labels.

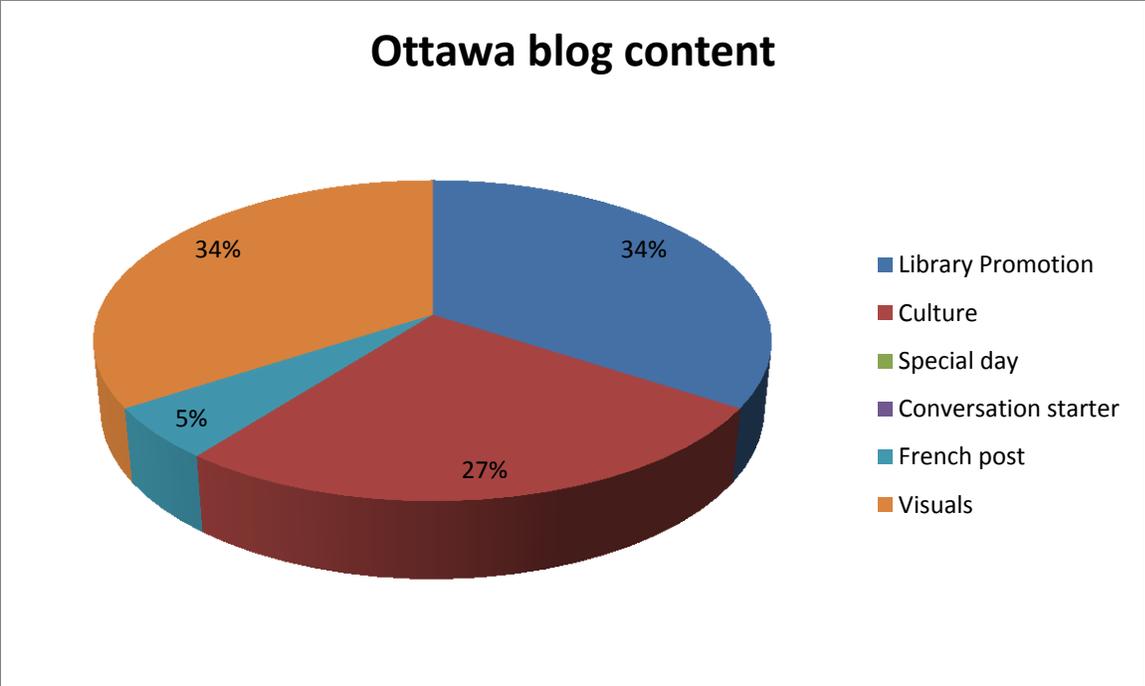


Figure 6.35. Content of Ottawa Public Library’s blog posts. This graph shows the major content breakdowns of total blog posts made by the library over the capture period. Total of 38 content labels.

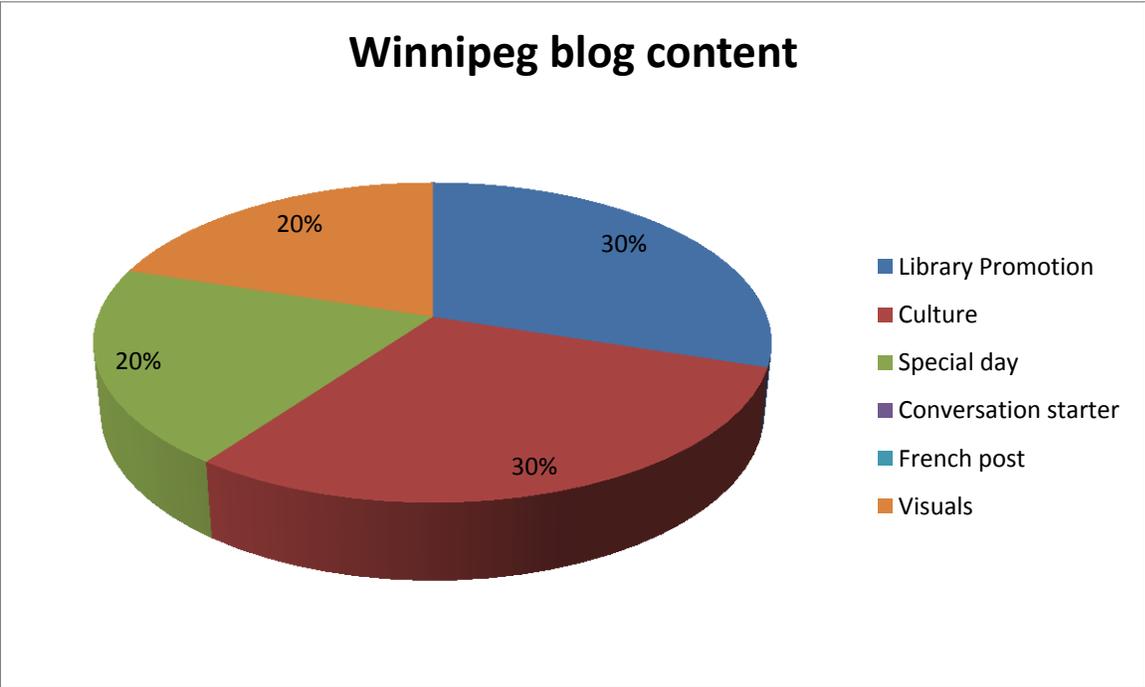


Figure 6.36. Content of Winnipeg Public Library’s blog posts. This graph shows the major content breakdowns of total blog posts made by the library over the capture period. Total of 10 content labels.

Instagram

Only two of the libraries subscribed to Instagram had active accounts during the capture phase: Fraser Valley Regional Library and Vancouver Public Library (their Instagram page is a Teen-specific one).

Because only two of the libraries used Instagram the analysis being done in this section will be smaller, and while some analysis can be done, because the field is so narrow, findings may not be conclusive.

Because Instagram is a photo sharing site, all posts the libraries made also have the tag of visuals. Tables 6.10 and 6.11 show the full content breakdowns and the major content labels, respectively. We can see from the tables that there is a relatively small pool of posts to analyze, but of those posts, there is a fair spread within the library promotion content breakdown. This section will follow the same general analysis ladder as the other social media sections: total post content, post numbers and return on investments, and then individual library breakdowns.

Table 6.10

Total Instagram Content Breakdown by Library

	Fraser Valley	Vancouver
Library Promotion		
program	1	3
material	1	4
general		2
staff		
branch		1
contest	1	
members		
volunteers		1
Culture		
event		
materials		
creators		
history		
pop culture		
libraries		
current events		
association		
people		
contest		
misc		
Special day	1	3
Conversation starter		
French post		
Visuals	3	6

Table 6.11		
<i>Total Instagram Content Breakdown by Library-- Major Labels</i>		
	Fraser Valley	Vancouver
Library Promotion	3	11
Culture		
Special day	1	3
Conversation starter		
French post		
Visuals	3	6
Total labels	7	20

There were only three major content labels associated with the two Instagram accounts that were active during the capture phase, as seen in Figure 6.37. Of these three, library promotion was the largest, with over 50% of the content, and then visuals, followed by special day content. Figure 6.38 shows the breakdown of library promotion content, and it is material that has the largest showing, at over 35% of the library promotional posts. Program content follows at over 28% and then general library promotion brings up the third largest showing at just over 14%. There are no conversation starter posts in the Instagram posts made by libraries, which means that a blatant invitation for members to become involved and communicate is lacking. This, combined with the fact that there are no culture posts, means that the scope of the Instagram posts is fairly limited.

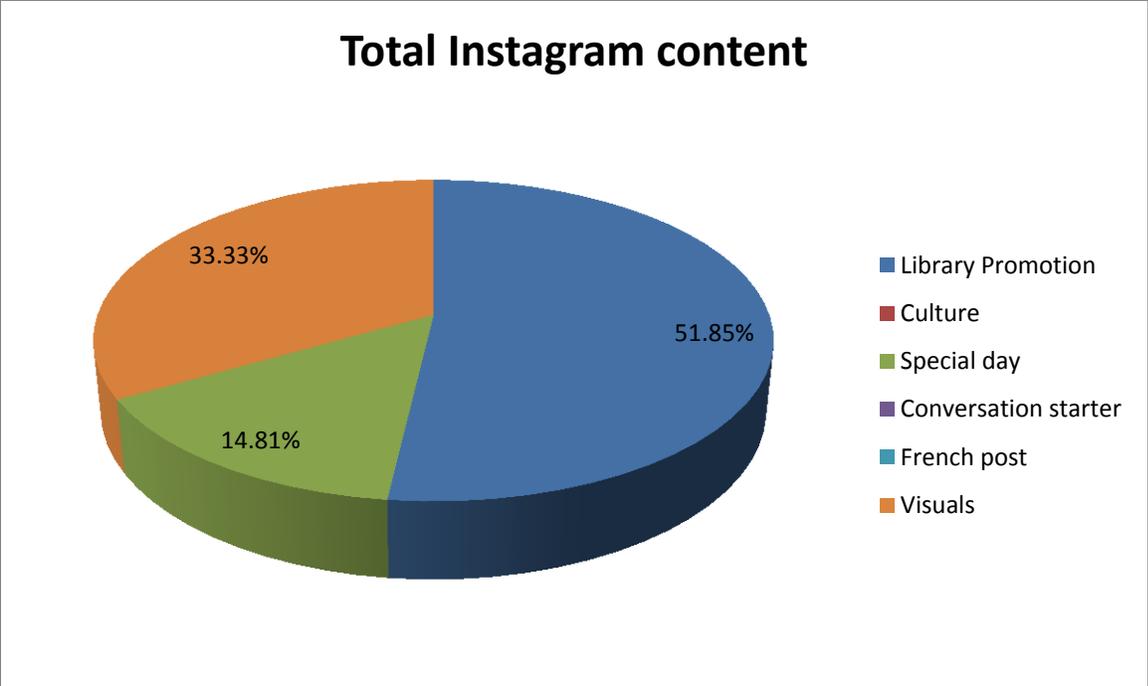


Figure 6.37. Instagram content totals. This graph depicts the major content breakdowns for all Instagram posts made by the libraries. Total of 27 content labels.

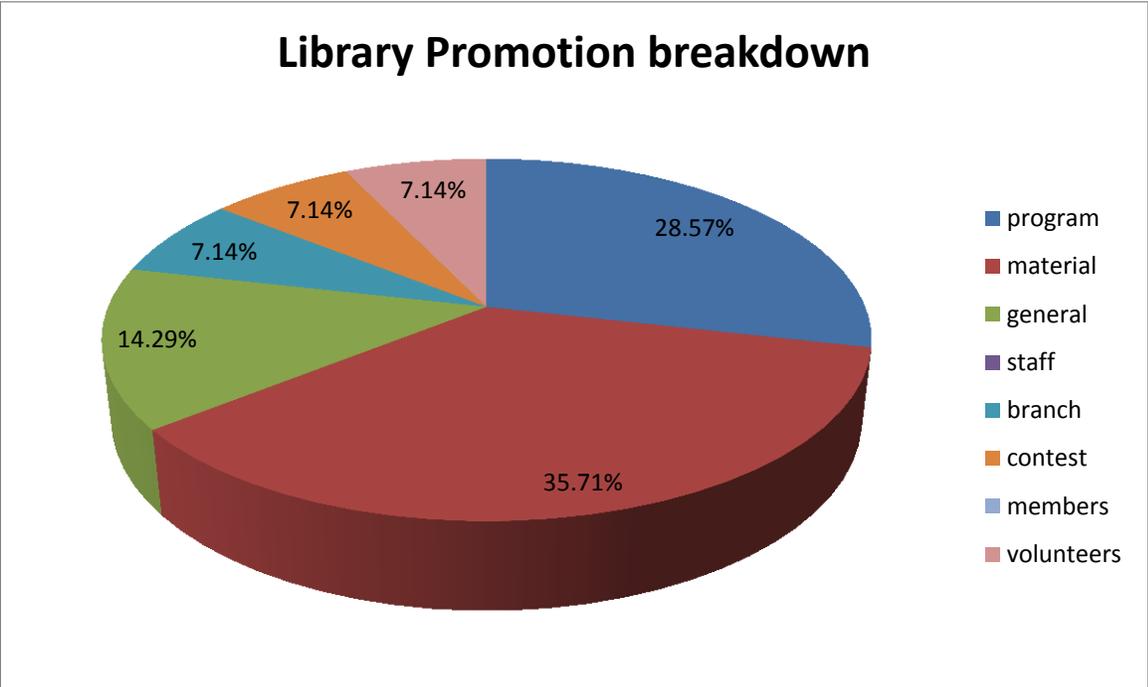


Figure 6.38. Instagram library promotion content breakdown. This graph depicts the breakdown of the library promotion post contents seen in Figure 6.37. Total of 14 content labels.

Instagram allows for both comments and likes of any photo posted to the site, and judging by the responses each library received, likes are far more likely to occur than comments (as seen in Figure

6.39). Vancouver Public Library has the most posts and the largest number of both comments and likes. Both libraries had a larger number of likes than they did comments, although Vancouver Public Library's likes far outstripped Fraser Valley Regional Library's. Comments fall behind actual post numbers, which may be a reflection on the social media type—where admiring the photos is more common than commenting on them—or it may be a reflection on the content types, or perhaps just a matter of what members like to do with Instagram posts.

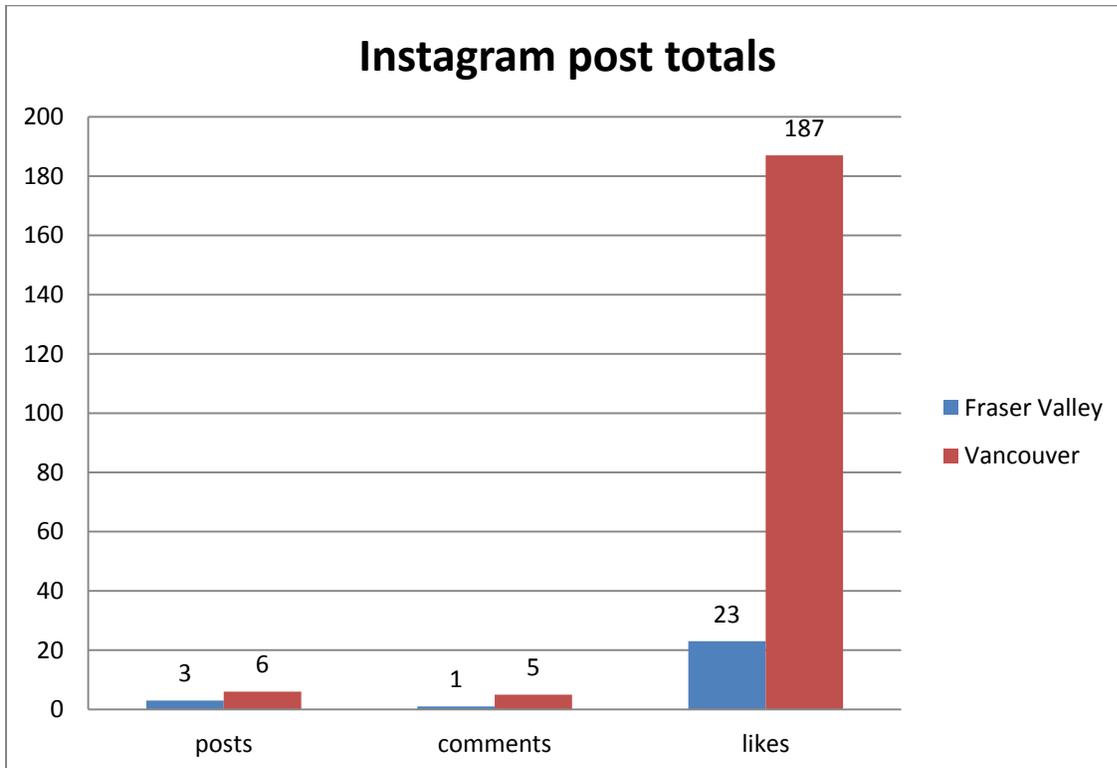


Figure 6.39. Instagram post numbers. This graph shows the total number of posts, comments and likes that occurred on each library's Twitter page during the capture period.

Vancouver Public Library has a larger ROI across the board (See Figure 6.40). Because both libraries tended to have similar content type, it may very well be a matter of a larger following vs. a smaller one. Or it might be that Instagram appeals more to a younger crowd, and because Vancouver Public Library's Instagram page is a teen specific one, it has a more loyal following. Whether it is one of these reasons or another, there is not denying that Vancouver Public Library has a much larger return on investment in terms of feedback per post made. That being said there were some similarities: likes were far more common than comments, and, in both cases, there was less than one comment made for each photo posted.

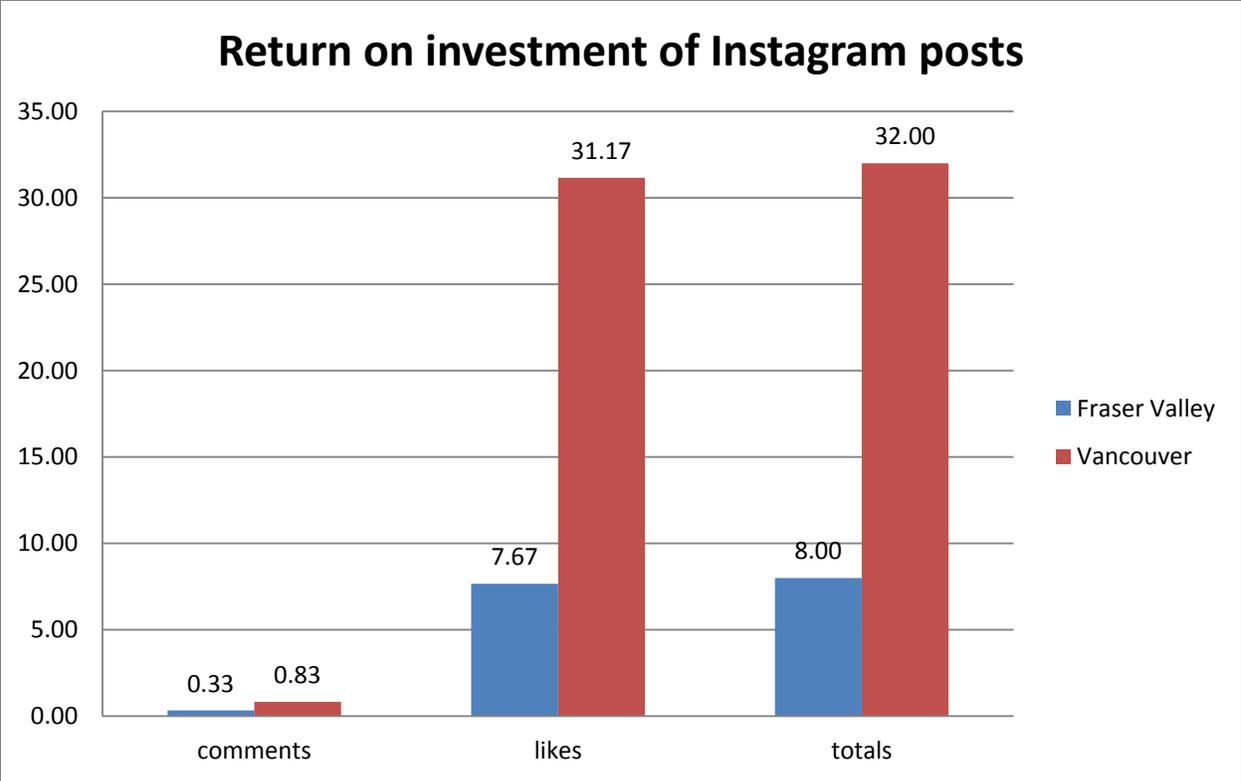


Figure 6.40. Return on investment of posts and responses for Instagram. This graph shows the average number of responses to each library post, both specific and responses overall.

It is interesting to note that neither library posted anything with cultural content—only library promotional, as seen in Figure 6.41 and 6.42. This might be because the photos are ones that the libraries took themselves, and therefore are about various library centric content, or it may just be that these two libraries only chose to post library promotional material, either out of ease, community wants, or another reason. We can also tell from Figure 6.41 that Fraser Valley Regional Library’s Instagram posts only had one content type, aside from one post which had two labels aside from visual, whereas Vancouver Public Library’s Instagram posts tended to have multiple content types. In both cases, library promotion occurred the most often, and, because Instagram is a photo based social media site, every post was visual in nature.

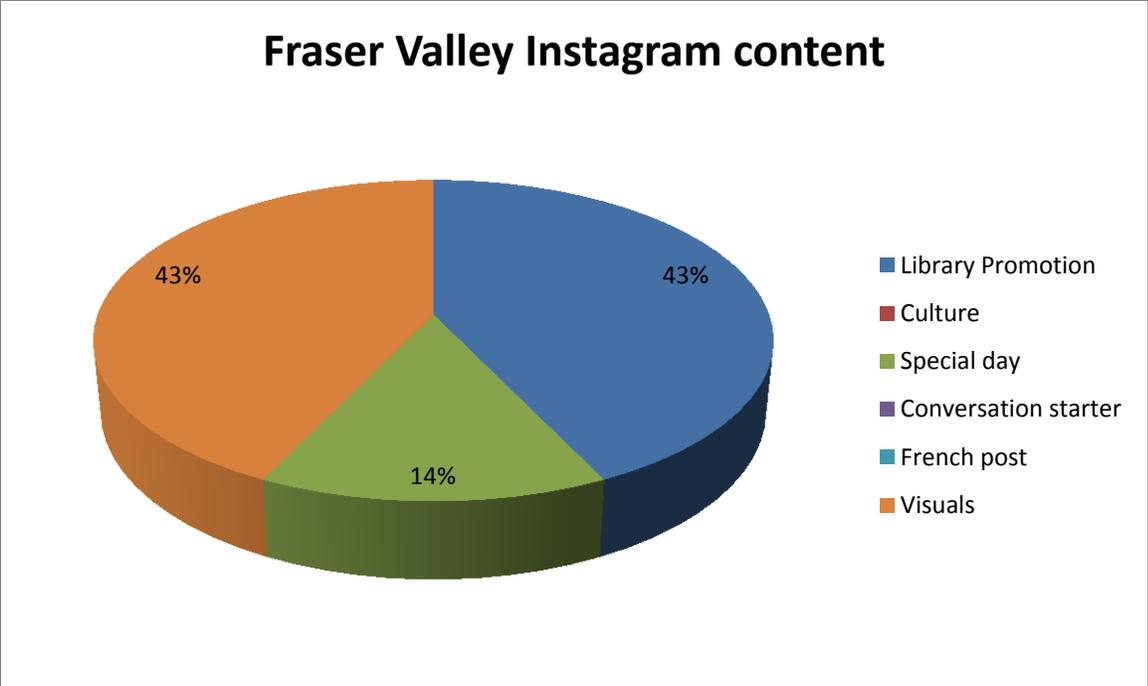


Figure 6.41. Content of Fraser Valley Regional Library’s Instagram posts. This graph shows the major content breakdowns of total Instagram posts made by the library over the capture period. Total of 7 content labels.

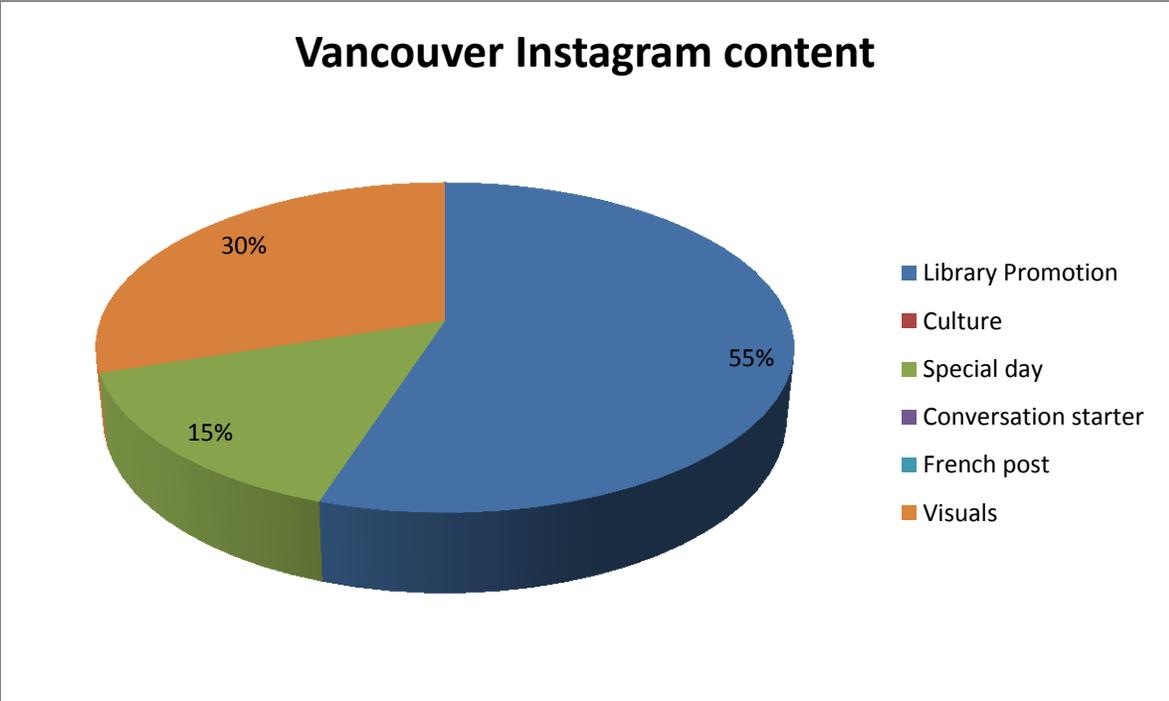


Figure 6.42. Content of Vancouver Public Library’s Instagram posts. This graph shows the major content breakdowns of total Instagram posts made by the library over the capture period. Total of 20 content labels.

Single library social media sites

Several of the social media sites have only one active library using them. They will all be discussed in this section. Any analysis or conclusions drawn from this section will be about a singular library and generalizations cannot be made because there is nothing to compare against. That being said, this section will flesh out how the libraries use all of their remaining social media.

Flickr

Only one library had an active Flickr account during the capture phase (Winnipeg Public Library). Because Flickr is a photo social media, all posts were given the label of visual content. It should also be noted that all 47 photos posted to the library's Flickr account were of a grand opening of a new branch. Because of this, all photos were also labeled with a branch content tag. Table 6.12 and 6.13 show the content breakdowns and main content type totals. These tables show that almost all of the content labels fall within the library promotion category, while only two content labels are attributed to culture. Figure 6.43 shows the percentages of the main content types, and library promotion makes up almost 70% of total content, whereas culture makes up 1.25%. Figure 6.44 shows the breakdown within library promotion, and branch content makes up about 42% of total library promotion content. Material is the next largest library promotion sub-label, at almost 30%, but members is not far behind at about 25%. Figure 6.46 shows post numbers and responses: there were 47 posts, and while none of them received a comment, there was a total of 41377 views, which equal to a return on investment of just over an average of 880 views per post. While comments on posts were lacking, the high level of views is promising for Winnipeg Public Library and hints at a large pool of viewers. Because all photos posted were from the same branch opening, there was a limit in variance, which is something that could be fixed as the library moves forward.

Table 6.12	
<i>Total Flickr Content Breakdown by Library</i>	
	Winnipeg
Library Promotion	
program	
material	33
general	
staff	3
branch	47
contest	
members	28
volunteers	
Culture	
event	
materials	
creators	
history	
pop culture	
libraries	
current events	
association	
people	2
contest	
misc	
Special day	
Conversation starter	
French post	
Visuals	47

Table 6.13	
<i>Total Flickr Content Breakdown by Library – Major Labels</i>	
	Winnipeg
Library Promotion	111
Culture	2
Special day	
Conversation starter	
French post	
Visuals	47
Total labels	160

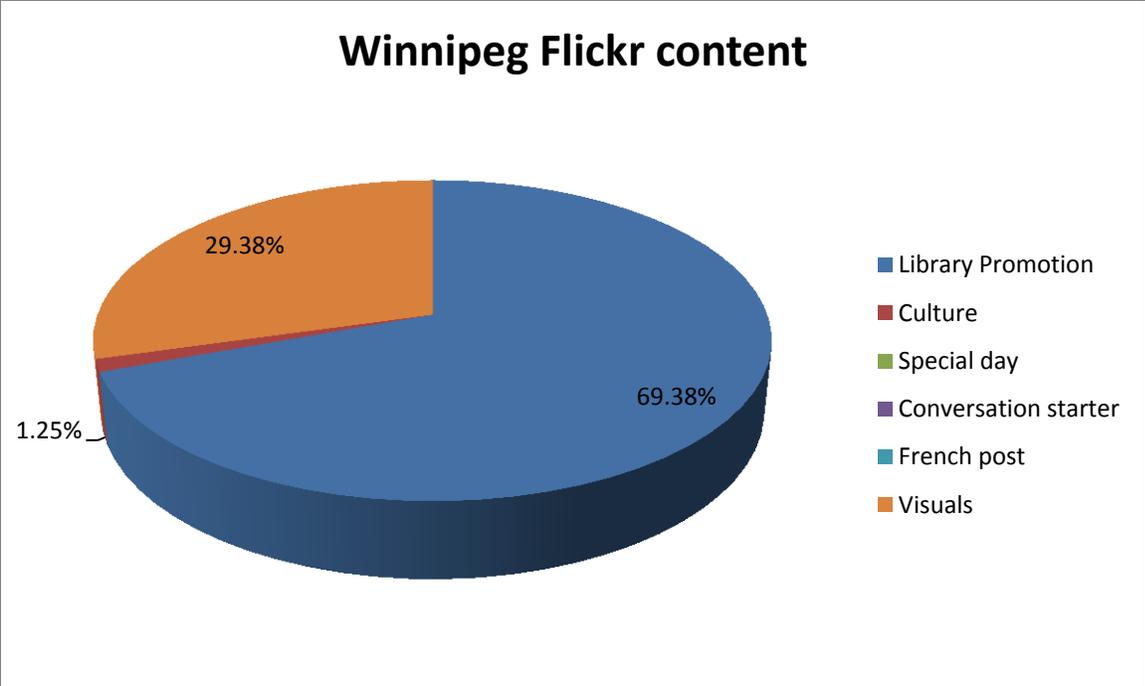


Figure 6.43. Content of Winnipeg Public Library’s Flickr posts. This graph shows the major content breakdowns of total Flickr posts made by the library over the capture period. Total of 160 content labels.

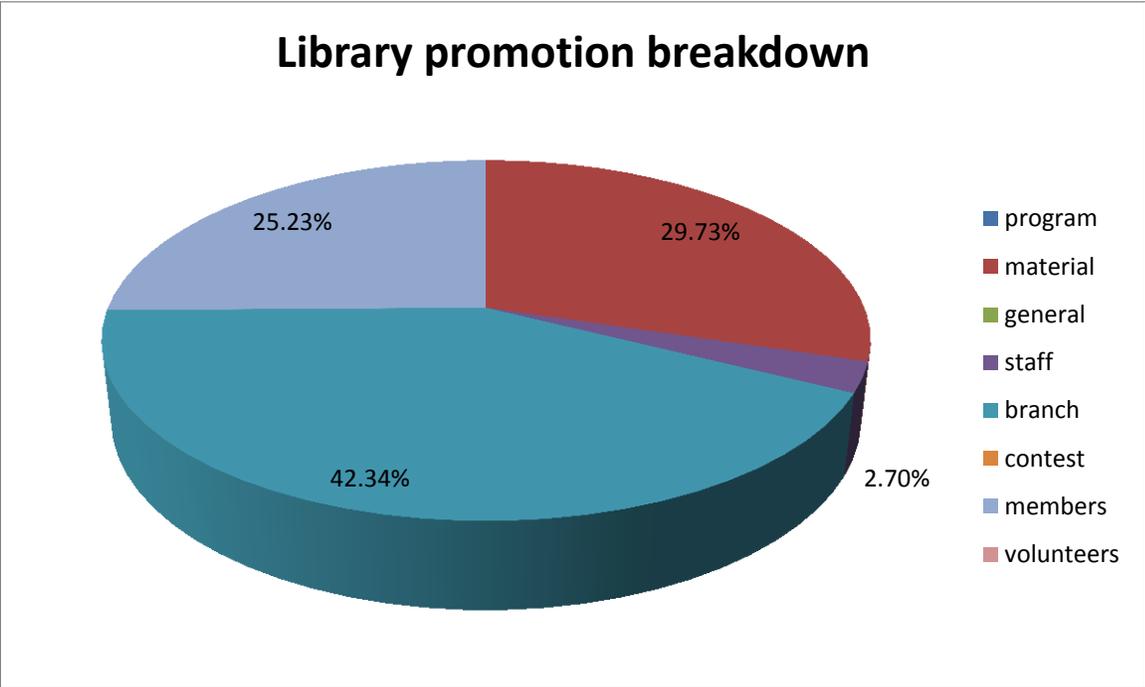


Figure 6.44. Flickr library promotion content breakdown. This graph depicts the breakdown of the library promotion post contents seen in Figure 6.43. Total of 111 content labels.

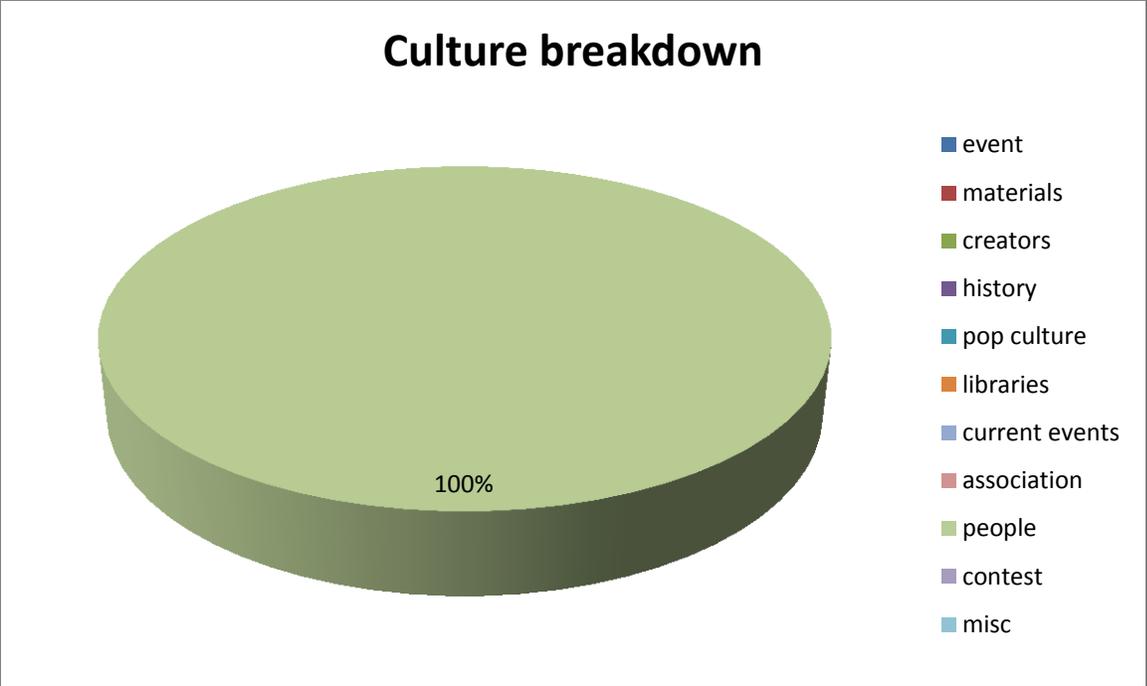


Figure 6.45. Flickr culture content breakdown. This graph depicts the breakdown of culture post contents seen in Figure 6.43. Total of 2 content labels.

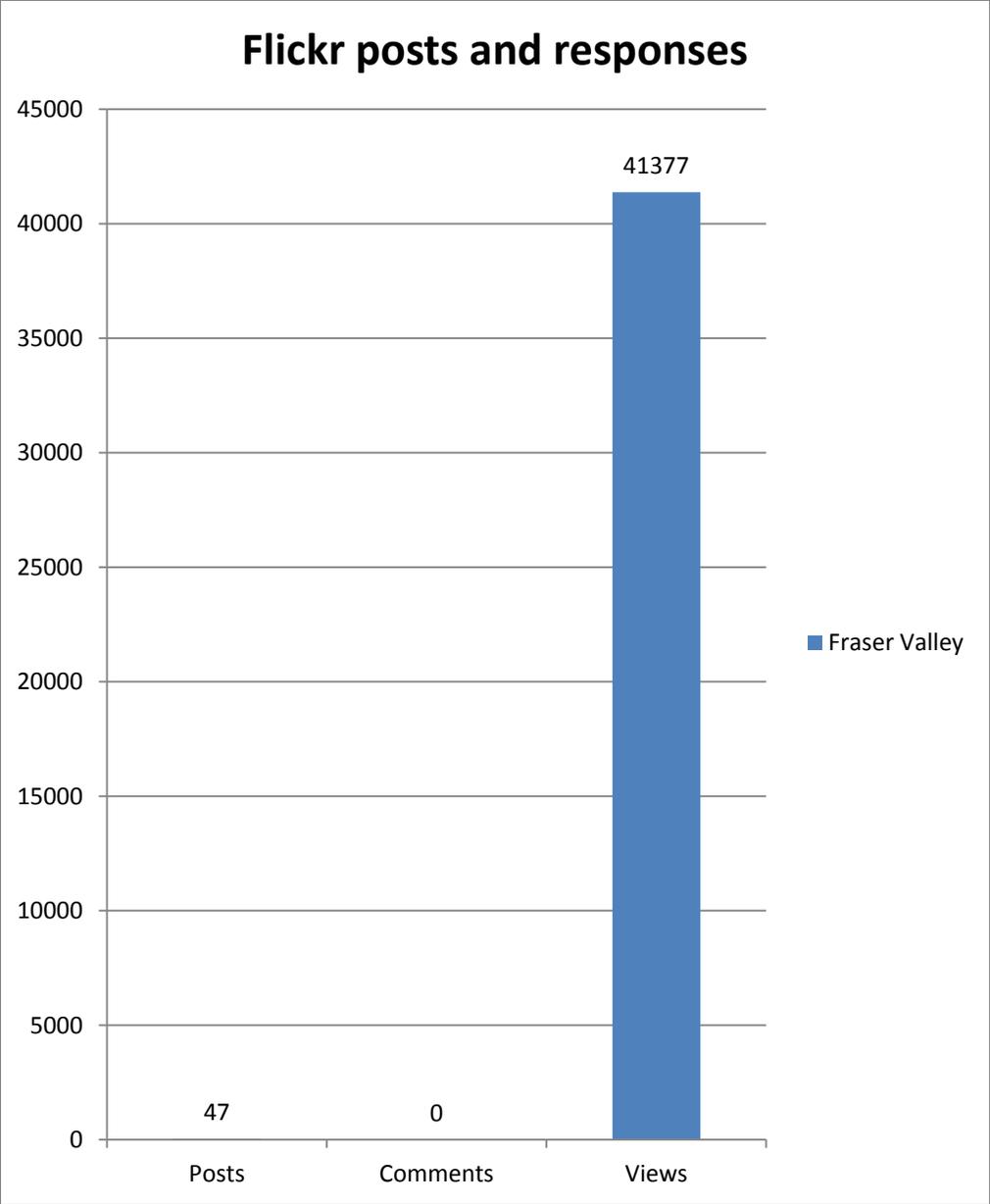


Figure 6.46. Flickr post numbers. This graph shows the total number of posts, comments, and views that occurred on each library’s Flickr page during the capture period.

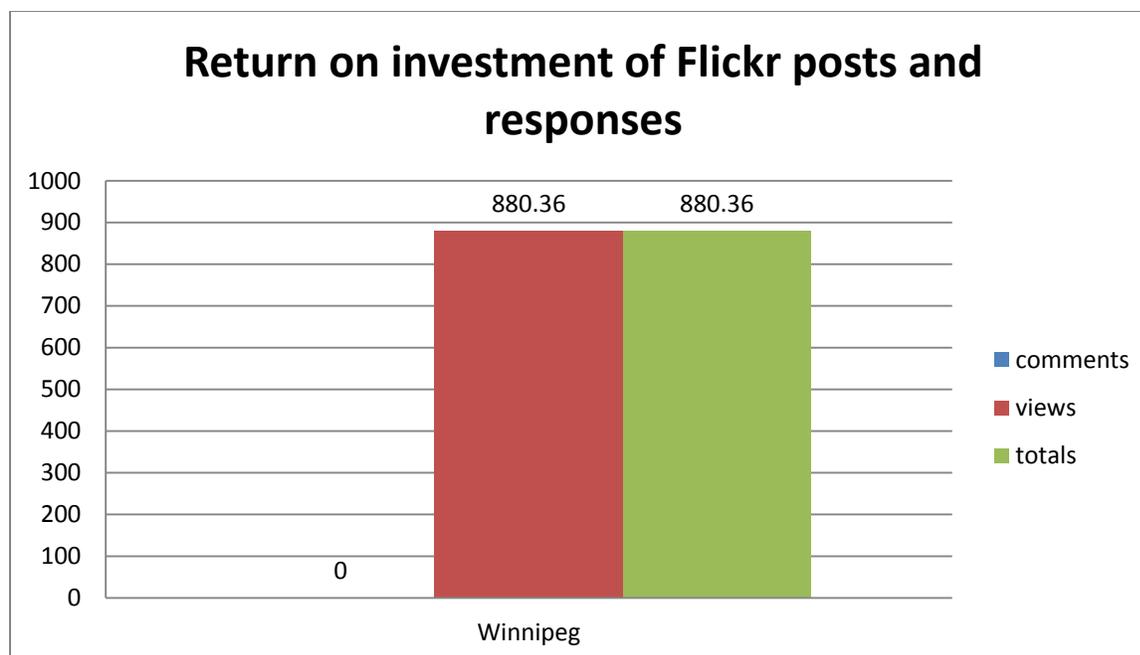


Figure 6.47. Return on investment of posts and responses for Flickr. This graph shows the number of average responses to each library post, both specific and responses overall.

YouTube

Only Toronto Public Library had an active YouTube account during the capture phase. Table 6.14 and 6.15 show the content labels—the full breakdown followed by just the major labels. Because YouTube is a video social media site, all posts were given a visual tag. These tables show that, while there is a range in content, the totals for each content type do not exceed one—this is because there is only one YouTube post. Figure 6.48 shows the major labels associated with that post. Culture content occurred more than 50% of the time while library promotion occurred less than 30% of the time. Figure 6.49 shows the breakdown of library promotion, with half of the content devoted to members, and the other half to programs. Figure 6.50 shows that the four culture content types each form 25% of the total culture content: material, creators, history, and misc. Figure 6.51 shows the post numbers and response counts. There was only one YouTube post, but it had a large number of views (59) along with one comment and two likes. The return on investment is easily calculated, because there is only one post, but the total responses for the one post was 62. This is a good ROI, but it is modified by the fact that there was only one post. This limits what people can access and does not give much in the way of comparison, even within the library, but it does give the sense that Toronto’s YouTube channel has a good base of members who, if they do not comment, do watch the posted videos.

Table 6.14	
<i>Total YouTube Content Breakdown by Library</i>	
	Toronto
Library Promotion	
program	1
material	
general	
staff	
branch	
contest	
members	1
volunteers	
Culture	
event	
materials	1
creators	1
history	1
pop culture	
libraries	
current events	
association	
people	
contest	
misc	1
Special day	
Conversation starter	
French post	
Visuals	1

Table 6.15	
<i>Total YouTube Content Breakdown by Library – Major Labels</i>	
	Toronto
Library Promotion	2
Culture	4
Special day	
Conversation starter	
French post	
Visuals	1
Total labels	7

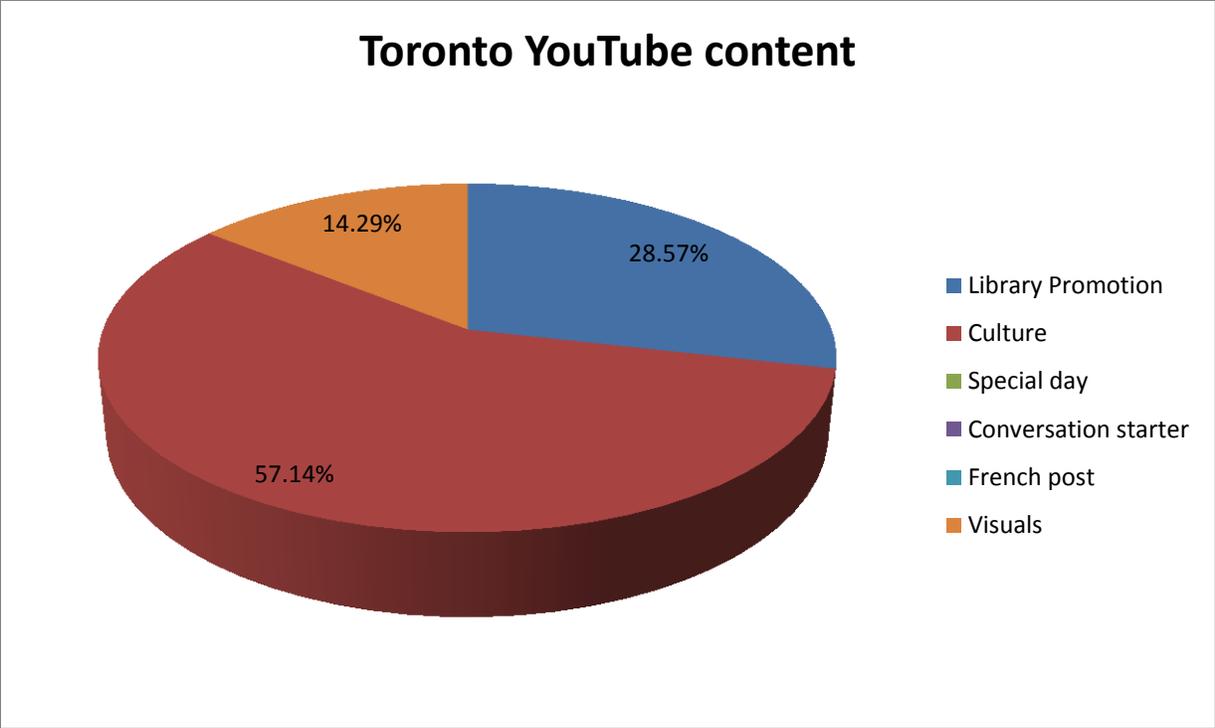


Figure 6.48. Content of Toronto Public Library’s YouTube posts. This graph shows the major content breakdowns of total YouTube posts made by the library over the capture period. Total of 7 content labels.

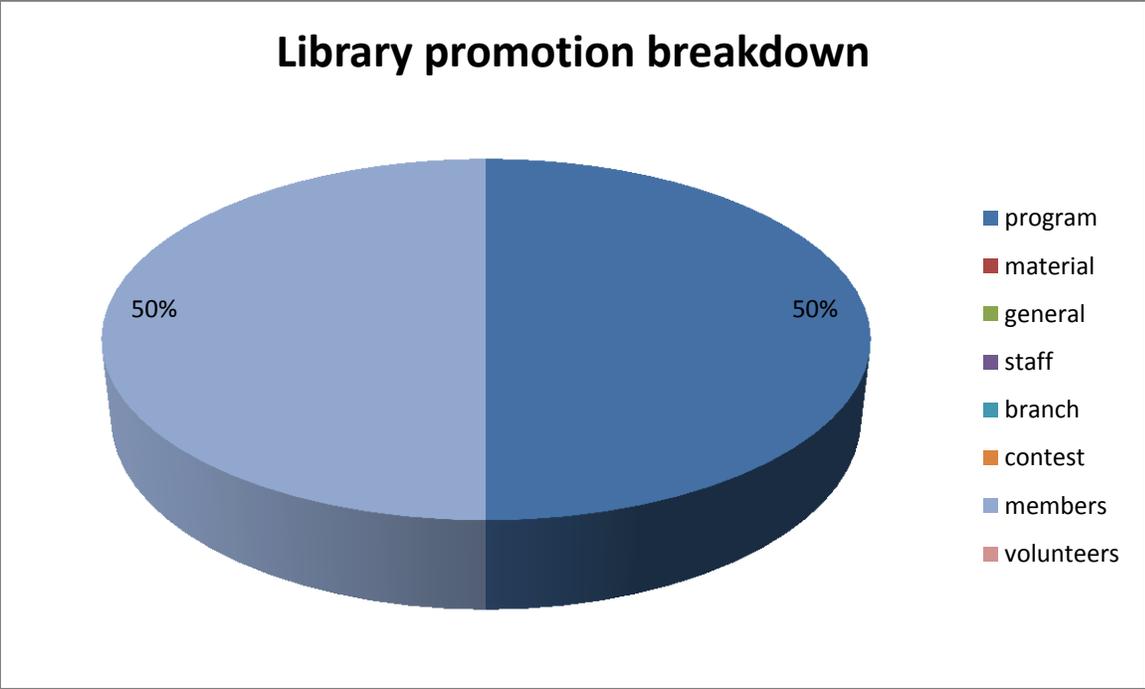


Figure 6.49. YouTube library promotion content breakdown. This graph depicts the breakdown of the library promotion post contents seen in Figure 6.48. Total of 2 content labels.

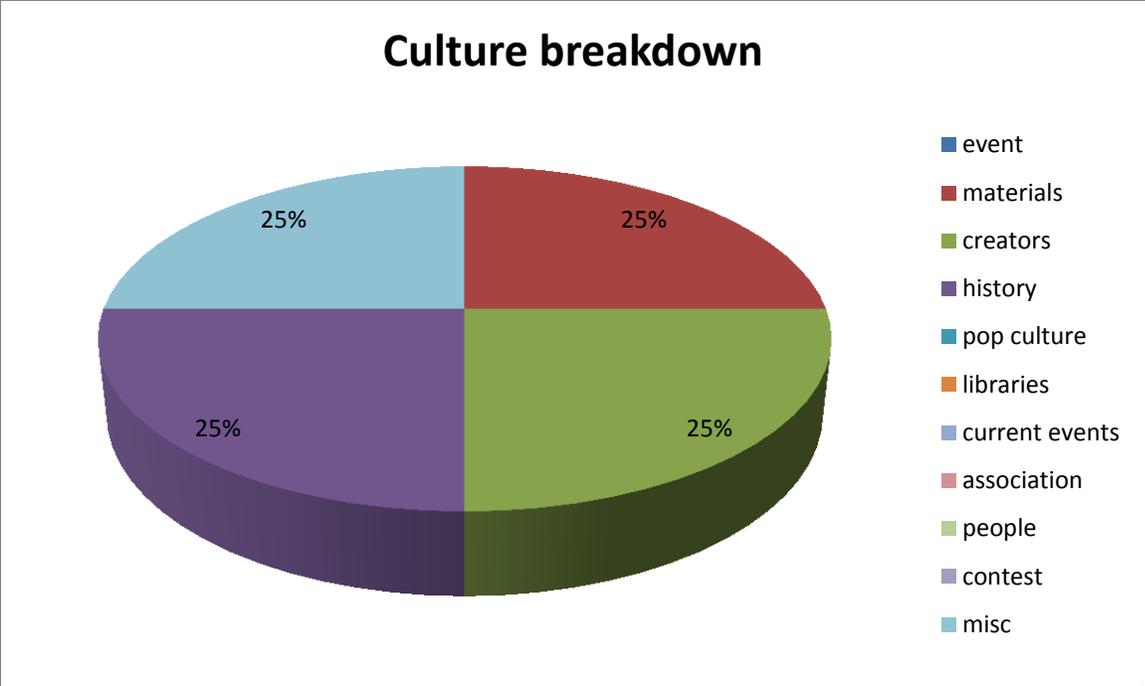


Figure 6.50. YouTube culture content breakdown. This graph depicts the breakdown of the culture post contents seen in Figure 6.48. Total of 4 content labels.

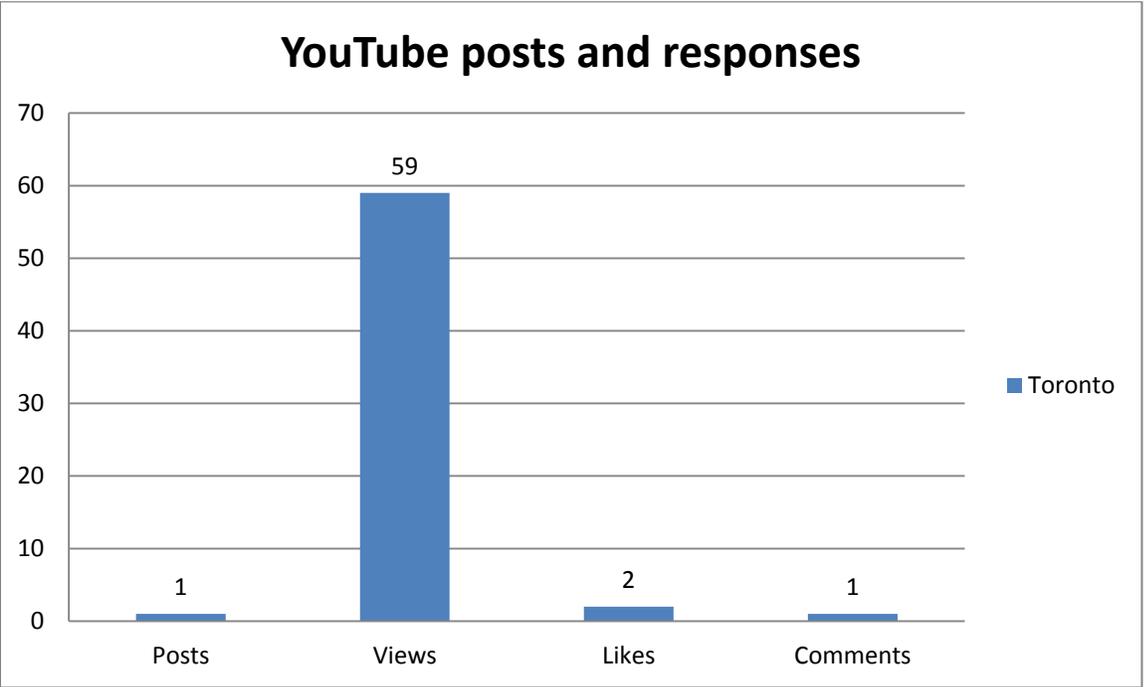


Figure 6.51. YouTube post numbers. This graph shows the total number of posts, views, likes, and comments that occurred on each library's YouTube page during the capture period.

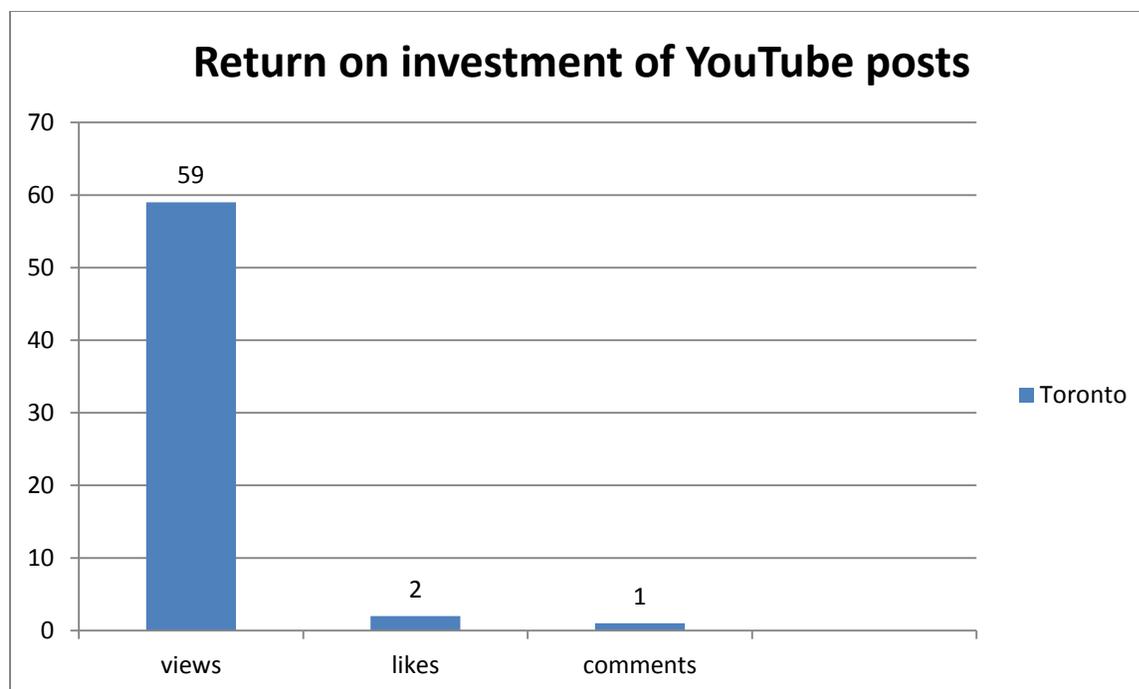


Figure 6.52. Return on investment of posts and responses for YouTube. This graph shows the number of average responses to each library post, both specific and responses overall.

Google+

Only Fraser Valley Regional Library had an active Google+ account during the capture phase. Table 6.16 and 6.17 show the breakdown of content and the major content labels, subsequently. Using these tables, we can see that there are no culture posts, and that the only content the posts contained was library promotional and visual. Figure 6.53 shows the total percentages of the two main content labels, and we can see that library promotion occurs almost 60% of the time in posts. Figure 6.54 shows the breakdown of library promotion content, and posts about material make up 70% of the total library promotional content, with branch posts taking up only 20% and staff content the remaining 10%. This is a narrow swath of content and creates the possibility that members may not find anything to connect to because there is a lack of variety in the posts. There are also no communication starter posts, which means that a direct invitation is not being issued to people who visit Fraser Valley Regional Library's Google+ site. Figure 6.55 shows the posts and responses; we can see that while there were 10 posts made by the library, there were no responses. This could again, be the result of a lack of variety in posts, or people may not have found anything to respond to. It could also be a simple matter of a lack of Google+ users in the community, or a preference for one of the other social media sites the library uses over Google+, etc. The lack of responses means that there is no need to examine the return on investment of the posts, as there is none, at least in terms of responses.

Table 6.16	
<i>Total Google+ Content Breakdown by Library</i>	
	Fraser Valley
Library Promotion	
program	
material	7
general	
staff	1
branch	2
contest	
members	
volunteers	
Culture	
event	
materials	
creators	
history	
pop culture	
libraries	
current events	
association	
people	
contest	
misc	
Special day	
Conversation starter	
French post	
Visuals	7

Table 6.17	
<i>Total Google+ Content Breakdown by Library--Major Labels</i>	
	Fraser Valley
Library Promotion	10
Culture	
Special day	
Conversation starter	
French post	
Visuals	7
Total labels	17

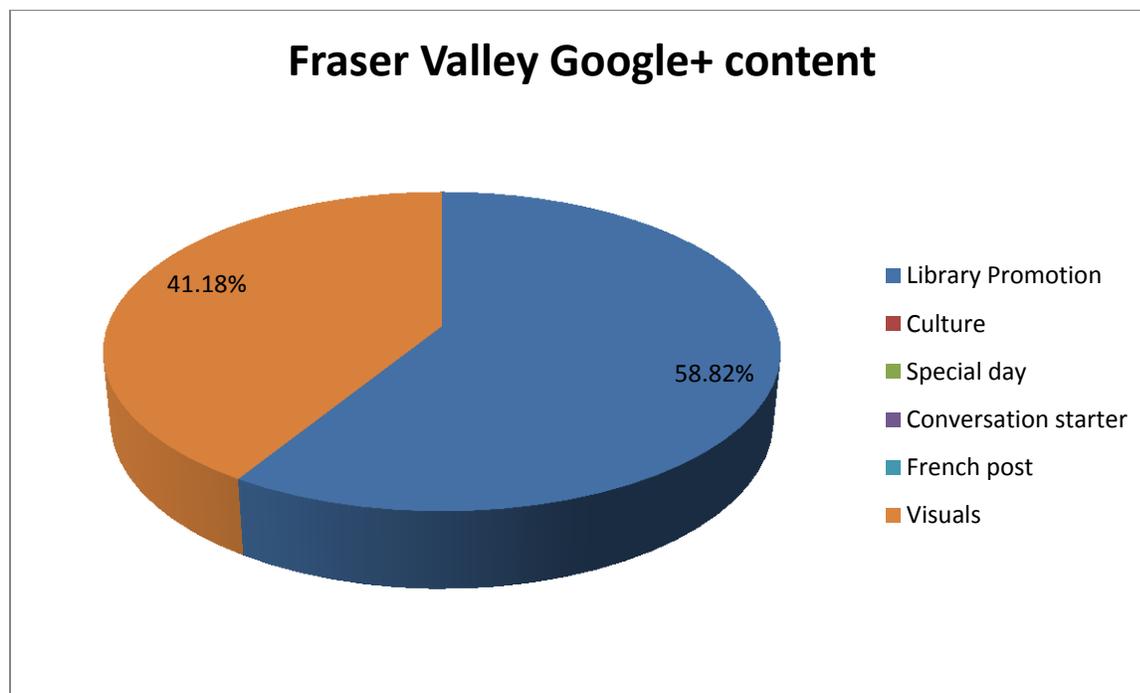


Figure 6.53. Content of Fraser Valley Regional Library’s Google+ posts. This graph shows the major content breakdowns of total Google+ posts made by the library over the capture period. Total of 17 content labels.

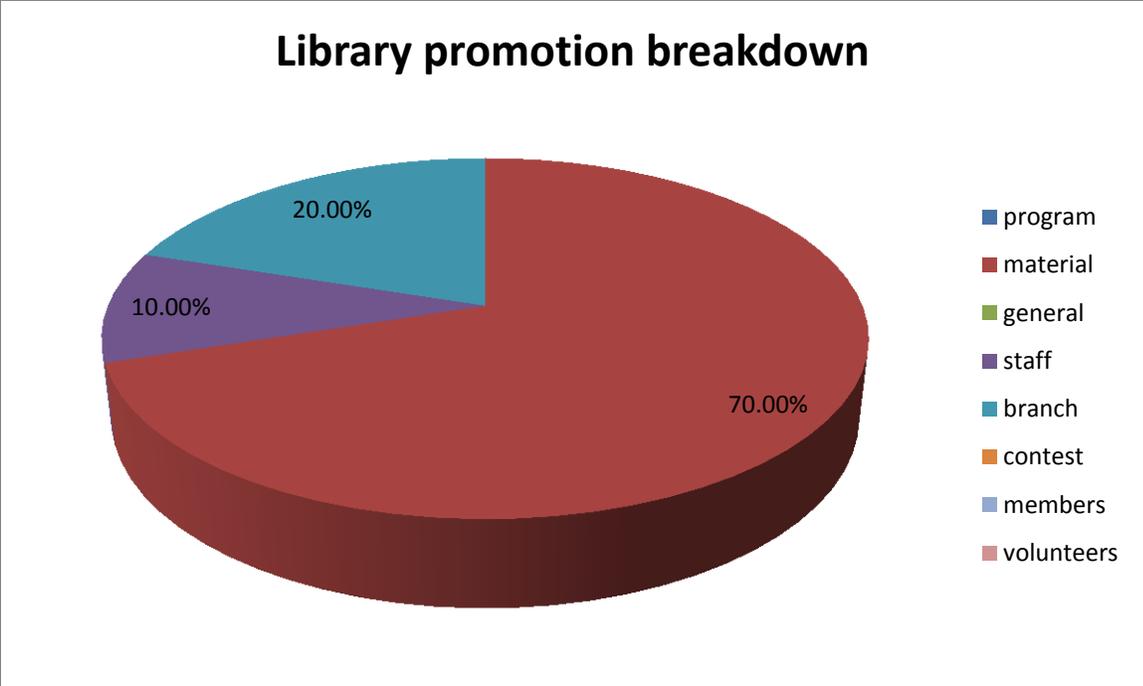


Figure 6.54. Google+ library promotion content breakdown. This graph depicts the breakdown of the library promotion post contents seen in Figure 6.47. Total of 10 content labels.

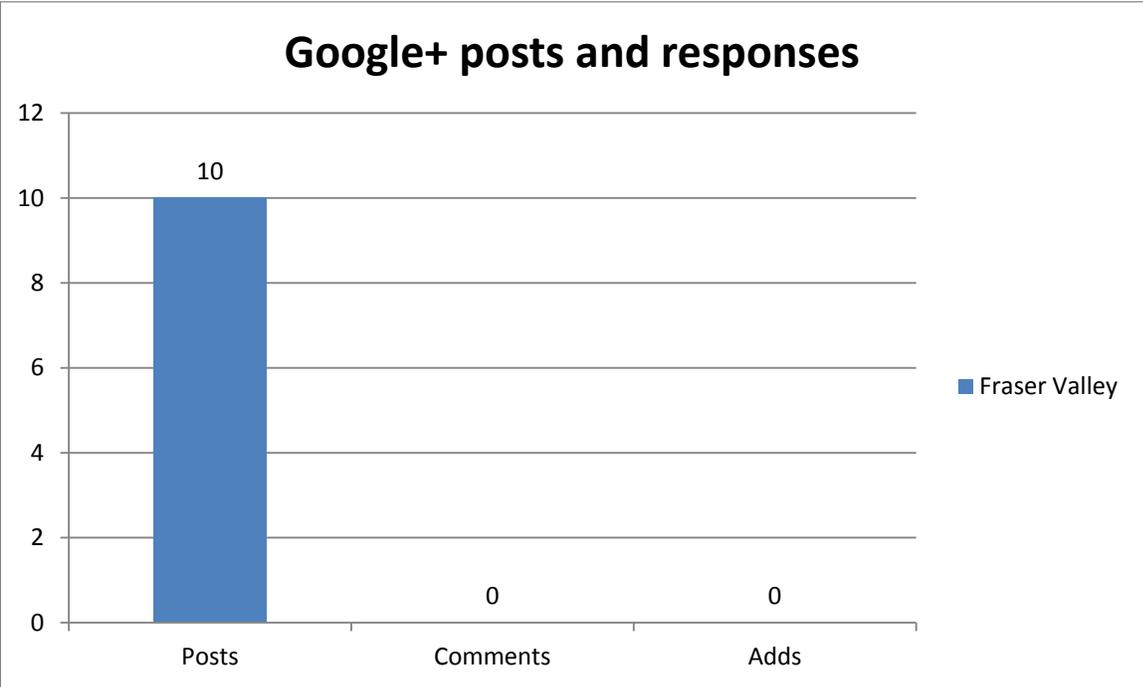


Figure 6.55. Google+ post numbers. This graph shows the total number of posts, comments, and adds (+1's) that occurred on each library's Google+ page during the capture period.

Pinterest

Only Toronto Public Library had an active Pinterest account in the capture period. Because Pinterest is a visual based social media, all pins made by the library were given a visual label. Table 6.18 and 6.19 show the breakdown of content and major content labels respectively. From these tables and Figure 6.56 it is possible to see that every pin made by the library was given three labels: library material, misc (under culture), and visual. All of the active pins were of pictures/drawings of birds that the library had for members to view, so the variety in the pins was very narrow and the content was limited.

Table 6.18	
<i>Total Pinterest Content Breakdown by Library</i>	
	Toronto
Library Promotion	
program	
material	29
general	
staff	
branch	
contest	
members	
volunteers	
Culture	
event	
materials	
creators	
history	
pop culture	
libraries	
current events	
association	
people	
contest	
misc	29
Special day	
Conversation starter	
French post	
Visuals	29

Table 6.19	
<i>Total Pinterest Content Breakdown by Library--Major Labels</i>	
	Toronto
Library Promotion	29
Culture	29
Special day	
Conversation starter	
French post	
Visuals	29
Total labels	87

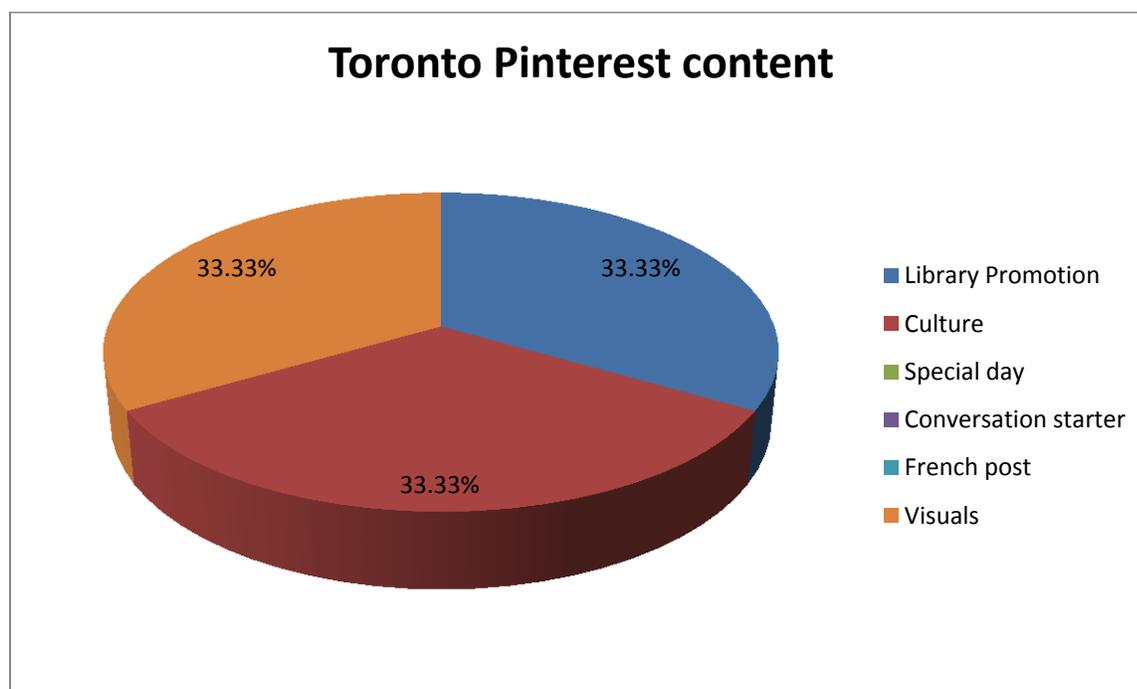


Figure 6.56. Content of Toronto Public Library’s Pinterest posts. This graph shows the major content breakdowns of total Pinterest posts made by the library over the capture period. Total of 87 content labels.

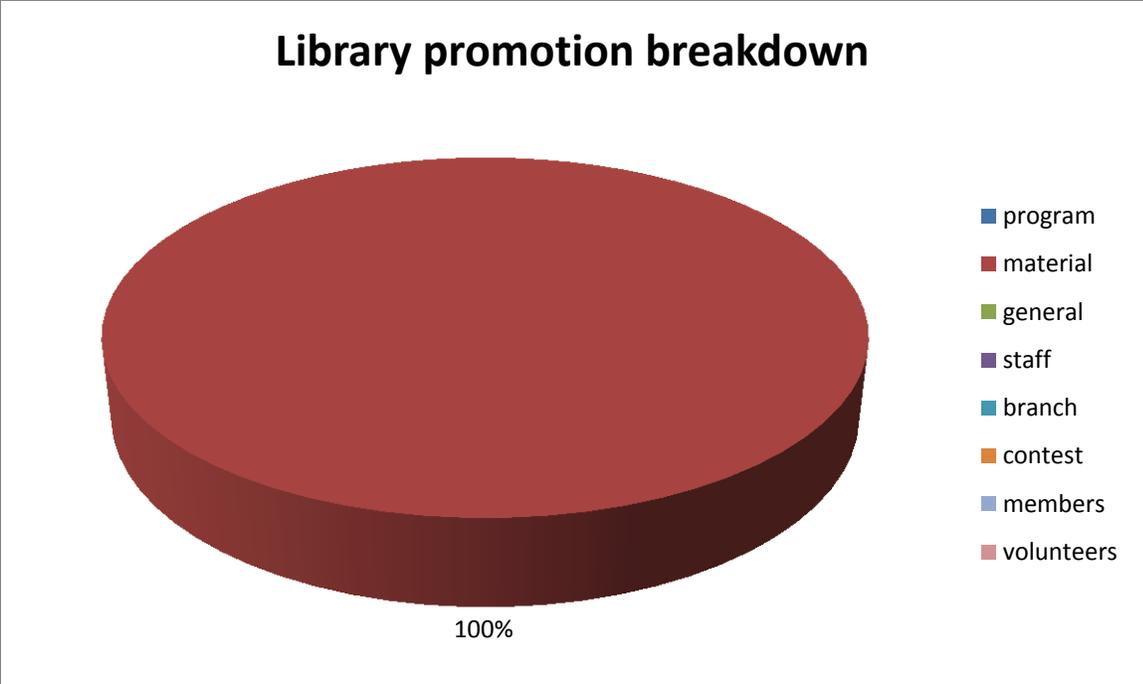


Figure 6.57. Pinterest library promotion content breakdown. This graph depicts the breakdown of the library promotion post contents seen in Figure 6.50. Total of 29 content labels.

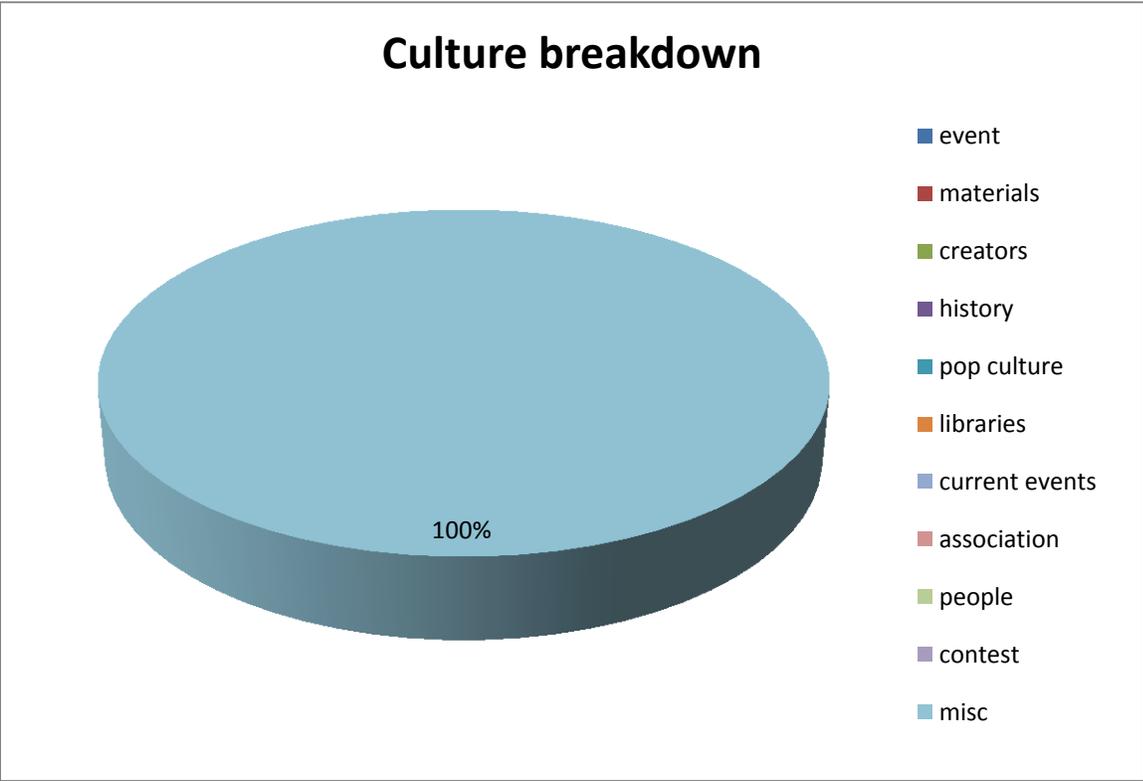


Figure 6.58. Pinterest culture content breakdown. This graph depicts the breakdown of the culture post contents seen in Figure 6.50. Total of 29 content labels.

Figure 6.59 shows the number of pins made by the Toronto Public Library and the subsequent re-pins and likes. We can see that the number of pins outweighs the number of responses by a fair margin; this is further supported by Figure 6.60, which depicts the return on investment (ROI) of each pin. Even with the total responses, each pin receives less than half a response which, while there is nothing to compare with, is not a very good return. This low rate of response per pin might be because of the subject matter and the fact that all of the pins were on the same topic and subsequent content—there was no variety. Or it might just be that the library has a low Pinterest following, or that members do not often respond to pins, etc. Either way, more variety in the content of the pins could not hurt and the lack of conversation starter content means that there is no direct invitation for members to respond to the social media posts.

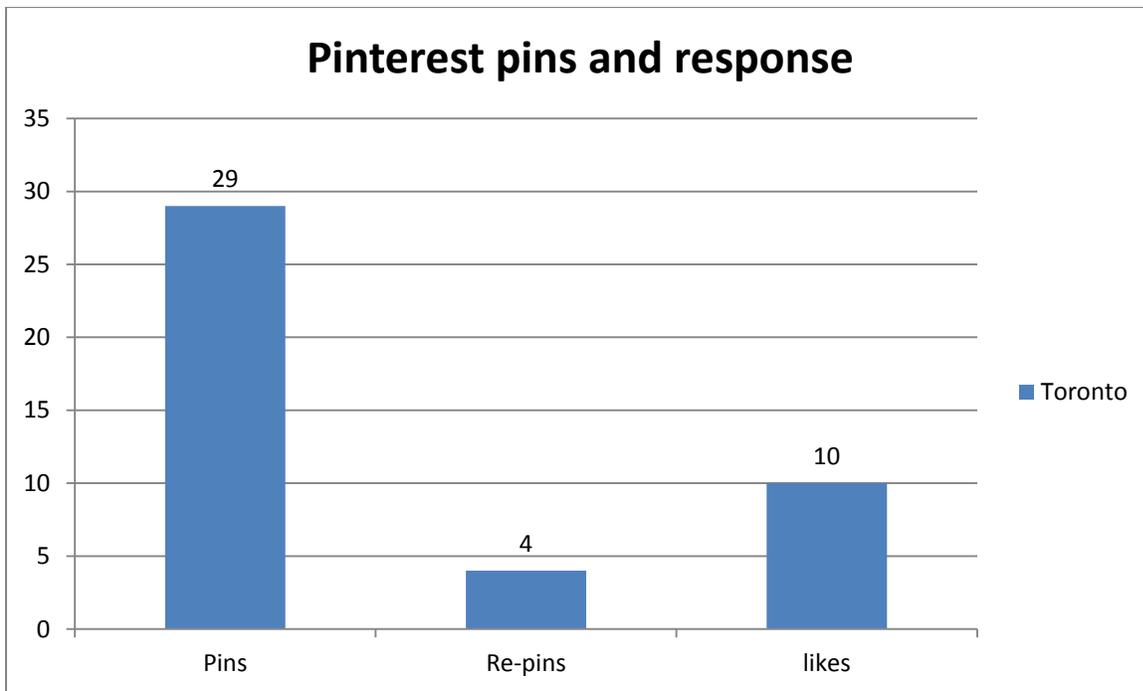


Figure 6.59. Pinterest post numbers. This graph shows the total number of pins, re-pins, and likes that occurred on each library's Pinterest page during the capture period.

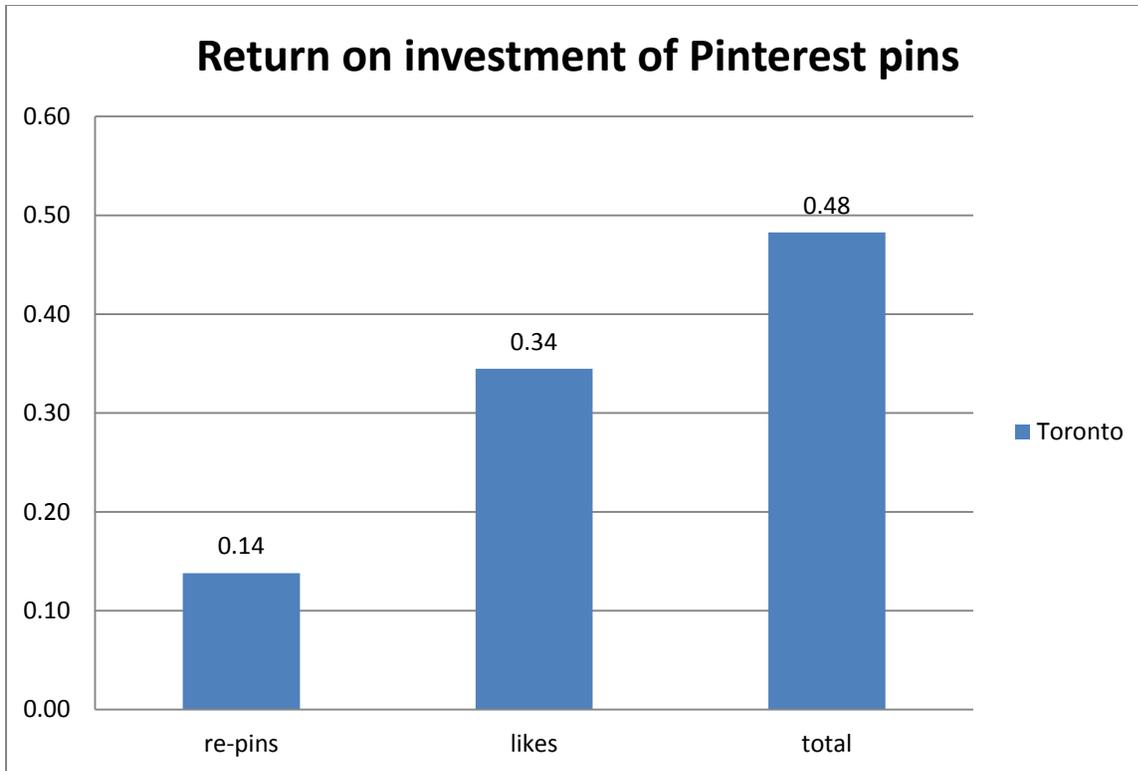


Figure 6.60. Return on investment of posts and responses for Pinterest. This graph shows the number of average responses to each library post, both specific and responses overall.

Persona Sampling

In this section the personas will be sent through three different social media types belonging to three different libraries. This will give a sense of how the personas would react to the social media and give an inkling as to what posts these user-types might respond best to. This is not meant to take the place of a user-centric study, nor is it meant to draw any concrete conclusions, it is merely meant to give an idea about how users might react to the various content types. Note that the order of persona responses is inverted when compared to the order of posts in each Figure.

Calgary Public Library
January 25 at 9:10pm · 🌐

Virginia Woolf was born on this day in 1882. What kind of sunk treasures have you found at your library lately?

“I ransack public libraries, and find them full of sunk treasure.”

~ Virginia Woolf



Like · Comment · Share · 👍 30 🗨️ 4 ➦ 1

👍 30 people like this. Top Comments ▾

➦ 1 share

Write a comment...

 Sadly, much of the sunk treasure has been removed in recent days. 300,000 books were deemed unworthy.
Like · Reply · 👍 1 · January 25 at 9:31pm

 my closest library has got rid of most of the paperbacks! I like them for reading in bed! Paid a visit to another branch today and stocked up!
Like · Reply · 👍 1 · January 25 at 9:12pm

 Over the years I've lost count of all the little gems school, and public libraries have given up to me.
Like · Reply · January 25 at 11:09pm

 I had to do an experiment for Biology 30 and I found an experiment I could do and it really saved me...
Like · Reply · January 25 at 9:20pm

Write a comment...

Calgary Public Library
January 24 at 3:55pm · 🌐

What are the greatest novels of the 21st century? The BBC polled book critics recently, who came up with a list of 156 novels. These are their top 12. <http://ow.ly/HQSqf>



The 21st Century's 12 greatest novels

Which works of fiction since 2000 will stand the test of time? BBC Culture polled several dozen critics to select the greatest.

BBC.COM

Like · Comment · Share · 👍 33 🗨️ 3 ➦ 29

👍 33 people like this. Top Comments ▾

➦ 29 shares

Write a comment...

 The Book of Negroes by Lawrence Hill - one of the best books I have ever read.
Like · Reply · 👍 1 · January 24 at 6:49pm

 I agree with you!
Like · January 24 at 10:24pm

Write a reply...

 Awesome. Our next book club pick?
Like · Reply · January 24 at 5:12pm

 Like · Reply · January 24 at 4:50pm

Write a comment...

Calgary Public Library
January 24 at 3:55pm · 🌐

What are the greatest novels of the 21st century? The BBC polled book critics recently, who came up with a list of 156 novels. These are their top 12. <http://ow.ly/HQSqf>



Calgary Public Library
January 23 at 11:00am · 🌐

Since January 2, over 10,500 people have signed up for a Calgary Public Library card. That just makes our day! A big, warm welcome to all our new members.



Calgary Public Library sees January members double

Since rebranding itself and launching a new campaign at the beginning of 2015 centred around free library cards, the Calgary Public Library is gaining new members at twice the rate of last year. More than 10,500 new members have...

METRONEWS.CA

Like · Comment · Share · 👍 109 🗨️ 4 ➦ 19

Figure 6.61. Calgary Public Library Facebook posts part 1. This figure shows the library's Facebook posts from January 19-25 and the responses they garnered until February 4. Retrieved on: February 4, 2015.



Calgary Public Library sees January members double

Since rebranding itself and launching a new campaign at the beginning of 2015 centred around free library cards, the Calgary Public Library is gaining new members at twice the rate of last year. More than 10,500 new members have...

METRONEWS.CA

Like · Comment · Share · 109 likes · 4 replies · 19 shares

109 people like this.

Top Comments

19 shares

- Write a comment...
- Great seeing this family on the Children and Families floor today - I had no idea they were new - they owned it! Welcome!
Like · Reply · 1 · January 23 at 3:19pm
- warms my heart!!!
Like · Reply · 1 · January 23 at 12:24pm
- More power to You YYC Library !!
Like · Reply · January 25 at 7:24pm
- Great initiative!
Like · Reply · January 27 at 6:22pm

Write a comment...

Calgary Public Library January 22 at 9:25pm

Just browsing the stacks, 1970s style... #throwbackthursday



Like · Comment · Share · 66 likes · 1 reply

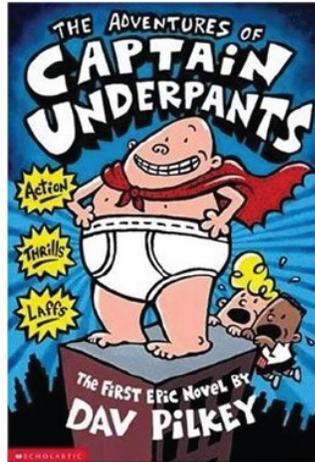
66 people like this.

- Write a comment...
- The card catalogs...it worked but I'm so grateful for computers!
Like · Reply · January 26 at 9:04am

Calgary Public Library

Calgary Public Library January 22 at 4:58pm

Captain Underpants is coming to Calgary! (In the form of author Dav Pilkey, that is). Hear Dav's entertaining take on his ever-popular books, Sunday, February 8th, at the Central Library. Register right here: <http://ow.ly/HNgrl>



Like · Comment · Share · 29 likes · 1 reply · 20 shares

29 people like this.

20 shares

- Write a comment...
- Like · Reply · January 22 at 11:01pm

Calgary Public Library January 21 at 12:40pm · Edited

Here's a test to find out who our die-hard fans are: How many of these 10 things did you already know? (And thanks Avenue Magazine — Calgary !)



What You Can Get With Your (Free) Calgary Public Library Card

Get up to 12 movies a month, learn something new by taking an instructor-led online course or read your favourite e-book.

AVENUECALGARY.COM

Like · Comment · Share · 50 likes · 5 replies · 30 shares

50 people like this.

Top Comments

30 shares

- Write a comment...

Figure 6.62. Calgary Public Library Facebook posts part 2. This figure shows the library's Facebook posts from January 19-25 and the responses they garnered until February 4. Retrieved on: February 4, 2015.



What You Can Get With Your (Free) Calgary Public Library Card

Get up to 12 movies a month, learn something new by taking an instructor-led online course or read your favourite e-book.

AVENUECALGARY.COM

Like · Comment · Share · 50 5 30

50 people like this. Top Comments

30 shares

Write a comment...

██████████ I recommend Gale Courses. It is a great way to learn minus the cost with much to gain. And you'll get a certificate if you pass the exam. And it's also free.
Like · Reply · 1 · January 21 at 7:52pm

██████████ I never doubted the value of the library, but it's just gotten more value and less cost!! Thank you for giving us all so much (for so little cost)!!!!
Like · Reply · 1 · January 21 at 7:30pm

██████████ Also language courses!
Like · Reply · 3 · January 21 at 12:45pm

██████████ Now that is something to celebrate!
Like · Reply · 1 · January 21 at 7:24pm

██████████ You can stream from the NFB? Pretty awesome.
Like · Reply · January 24 at 5:50pm

Write a comment...

Calgary Public Library
January 20 at 11:15am · 4

Students like print over e-books, and after years of growth, e-book sales are stagnating. Your thoughts?



92 Percent of College Students Prefer Reading Print Books to E-readers

92 percent of students in the U.S., Japan, Germany, and Slovakia believe they concentrate better on text in print than on screen.

NEWREPUBLIC.COM

Like · Comment · Share · 81 37 36

81 people like this. Top Comments

36 shares

Write a comment...

██████████ You can download them FREE @ The Calgary Public Library with a Free membership.)
Like · Reply · 1 · January 20 at 12:01pm

██████████ I just had this conversation with my kids. We came to the conclusion that to us, a book is much more than just print. It's an experience that can't be duplicated on a tablet or reader. We love the senses involved, the smell of paper and ink, the texture of the pages under our fingertips, the rustling of those pages turning. We also love little things, like picking up the book, seeing where the bookmark is and knowing how far you have left to read. We like looking at how many pages the book has, then halving to know when we are exactly halfway through. We like the look of stacks of books on our nightstands. An e-book is just text. A real book is an adventure.
Like · Reply · 15 · January 20 at 11:59am · Edited

██████████ E books are a convenience, and I like the idea of them if I'm travelling and want more than one to read. But at home, it's paper all the way.
Like · Reply · 5 · January 20 at 1:29pm

██████████ I read a LOT of e-books, mainly fiction - for reference, I prefer hardcopy, because it is easier to physically page back and orient to the part of the page with the information or idea that I need. The limitation arises out of the current display technologies for e-books, I believe, and is not necessarily inherent to the e-book concept as such.
Like · Reply · 4 · January 20 at 11:30am

██████████ It doesn't have to be an either/or situation. Some books are nice to have in paperback or hardcover, and some are fine to have as an ebook. For textbooks I would prefer to read a hardcover, but with lower cost and quicker updates, I can understand why ebooks are useful.
Like · Reply · 3 · January 20 at 2:06pm

██████████ Quite sad that the link is posted AFTER the shelves in the library became half-empty 😞
Like · Reply · 3 · January 20 at 12:03pm

██████████ Nothing compares to the real thing
Like · Reply · 3 · January 20 at 11:23am

██████████ "Free books" over ebooks!
Like · Reply · 2 · January 20 at 5:33pm

██████████ I could definitely see preferring print over ebooks for school, but in everyday reading for fun, I much prefer an ebook. Especially with the increased selection from the library. It's just nice to always have a book with you and not actually be carrying anything extra.
Like · Reply · 2 · January 20 at 11:57am

██████████ I prefer real books. I liked the convenience of ebooks but reading on my ereader gives me a headache even after 10 minutes. I only read 2 books and gave up. Not sure what I would do if hard copy books went away!
Like · Reply · 2 · January 20 at 11:41am · Edited

██████████ My thoughts are that you should bring the paperback sections of the libraries instead of putting all of the budget into e-books.
Like · Reply · 1 · January 22 at 6:00pm

██████████ Agreed - I love cracking a new book - and that new book smell... I don't think I can give that up
Like · Reply · 1 · January 21 at 10:04am



92 Percent of College Students Prefer Reading Print Books to E-readers

92 percent of students in the U.S., Japan, Germany, and Slovakia believe they concentrate better on text in print than on screen.

NEWREPUBLIC.COM

Like · Comment · Share · 81 37 36

81 people like this. Top Comments

36 shares

Write a comment...

██████████ You can download them FREE @ The Calgary Public Library with a Free membership.)
Like · Reply · 1 · January 20 at 12:01pm

██████████ I just had this conversation with my kids. We came to the conclusion that to us, a book is much more than just print. It's an experience that can't be duplicated on a tablet or reader. We love the senses involved, the smell of paper and ink, the texture of the pages under our fingertips, the rustling of those pages turning. We also love little things, like picking up the book, seeing where the bookmark is and knowing how far you have left to read. We like looking at how many pages the book has, then halving to know when we are exactly halfway through. We like the look of stacks of books on our nightstands. An e-book is just text. A real book is an adventure.
Like · Reply · 15 · January 20 at 11:59am · Edited

██████████ E books are a convenience, and I like the idea of them if I'm travelling and want more than one to read. But at home, it's paper all the way.
Like · Reply · 5 · January 20 at 1:29pm

██████████ I read a LOT of e-books, mainly fiction - for reference, I prefer hardcopy, because it is easier to physically page back and orient to the part of the page with the information or idea that I need. The limitation arises out of the current display technologies for e-books, I believe, and is not necessarily inherent to the e-book concept as such.
Like · Reply · 4 · January 20 at 11:30am

██████████ It doesn't have to be an either/or situation. Some books are nice to have in paperback or hardcover, and some are fine to have as an ebook. For textbooks I would prefer to read a hardcover, but with lower cost and quicker updates, I can understand why ebooks are useful.
Like · Reply · 3 · January 20 at 2:06pm

██████████ Quite sad that the link is posted AFTER the shelves in the library became half-empty 😞
Like · Reply · 3 · January 20 at 12:03pm

██████████ Nothing compares to the real thing
Like · Reply · 3 · January 20 at 11:23am

██████████ "Free books" over ebooks!
Like · Reply · 2 · January 20 at 5:33pm

██████████ I could definitely see preferring print over ebooks for school, but in everyday reading for fun, I much prefer an ebook. Especially with the increased selection from the library. It's just nice to always have a book with you and not actually be carrying anything extra.
Like · Reply · 2 · January 20 at 11:57am

██████████ I prefer real books. I liked the convenience of ebooks but reading on my ereader gives me a headache even after 10 minutes. I only read 2 books and gave up. Not sure what I would do if hard copy books went away!
Like · Reply · 2 · January 20 at 11:41am · Edited

██████████ My thoughts are that you should bring the paperback sections of the libraries instead of putting all of the budget into e-books.
Like · Reply · 1 · January 22 at 6:00pm

██████████ Agreed - I love cracking a new book - and that new book smell... I don't think I can give that up
Like · Reply · 1 · January 21 at 10:04am

Figure 6.63. Calgary Public Library Facebook posts part 3. This figure shows the library's Facebook posts from January 19-25 and the responses they garnered until February 4. Retrieved on: February 4, 2015.

My thoughts are that you should bring the paperback sections of the libraries instead of putting all of the budget into e-books.
Like · Reply · January 22 at 6:00pm

Agreed - I love cracking a new book - and that new book smell... I don't think I can give that up
Like · Reply · January 21 at 10:04am

Totally agree
Like · Reply · January 20 at 9:25pm

As a continuing education student, I'd rather fork over \$140 for a book than \$80 for an e-book. Its so much easier to flip back and forth and mark pages and visualize what I've read on a paper page than an electronic one.
Like · Reply · January 20 at 4:43pm

I love my Kindle when I am travelling (because really, shoving 10 or so books into luggage is just heavy) but there is nothing like holding a paper book...nothing.
Like · Reply · January 20 at 1:33pm

I still like print books
Like · Reply · January 20 at 1:23pm

Well, it could be a cost thing. My textbook (\$125 in print) was much cheaper as an e book (\$67 after tax).
Like · Reply · January 20 at 12:08pm

I like real books, but like ebooks for convenience (train reading)
Like · Reply · January 20 at 11:53am

There something great about turning a page.
Like · Reply · January 20 at 1:27pm

I think it's all nonsense! One medium over another does not make a great story any less or better. No matter how tactile the experience, touch or smell, nothing takes away from a well crafted story. I myself have no preference, as the message is more important than the delivery method.
Like · Reply · January 20 at 12:48pm

I love e-books, and find it hard to get around to reading paper books. They aren't conveniently at hand when I have a few minutes, and you need an external source of light. Also, people in the bus like to talk about what you are reading. They can't tell what it is if it's an e-book!
Like · Reply · January 21 at 5:35pm

I have purchased many e-texts for university and it has not been a good experience. CourseSmart has a bad reader and printing from it to hand in labs is useless, the pages print out too small, the tech support isn't helpful, and you only get access to the text for six months. \$80 to rent pixels for six months? I wouldn't get e-books for school ever again nor would I recommend them. Not convenient at all.
Like · Reply · January 21 at 9:19am

Me too!
Like · Reply · January 20 at 9:18pm

I find that my powers of comprehension and remembrance are hindered by the E-reader. I prefer a true book
Like · Reply · January 20 at 7:53pm

Ask your eye doctor what they think of Ebooks and computers. So dangerous to the eyes
Like · Reply · January 20 at 6:31pm

Same reason I don't use the online version of the newspaper. Holding a tangible thing in my hands is so much more satisfying.
Like · Reply · January 20 at 6:27pm

Print books are wonderful durable treasures. I have to admit I've not yet read an ebook, but have a Flavia de Luce on hold... Can't wait!
Like · Reply · January 20 at 5:40pm

nothing like a 'real' book!
Like · Reply · January 20 at 4:40pm

I much prefer to read print books! Plus, I've also found that a lot of what I like to read isn't available on e-books anyway. The only time I use my Kindle for reading, is when I'm travelling & reading more popular fiction/non-fiction, which are available as e-books.
Like · Reply · January 20 at 3:23pm

I love reading novels on my e-reader as it saves me lots of space and I can read in bed without disturbing my hubby, but when studying it is FAR superior to have a print book. I highlighted the shit out of my books, dogeared pages, and put tabs and post-its all over the place.
Like · Reply · January 20 at 2:39pm

True print books more fun to read
Like · Reply · January 20 at 2:36pm

I love paper for the feel, the highlighting (not nearly the same without a ruler, my side notes ect in a kindle) and actually having to choose

True print books more fun to read
Like · Reply · January 20 at 2:36pm

I love paper for the feel, the highlighting (not nearly the same without a ruler, my side notes ect in a kindle) and actually having to choose what books are worth my time to bring on vacation.
Like · Reply · January 20 at 2:14pm

E-books are too expensive. You can usually get the real thing for only a couple dollars more.
Like · Reply · January 20 at 11:42am

I like my kindle but there is nothing like the feel and smell of a paper book
Like · Reply · January 20 at 8:59pm

yep i'd rather have an actual book myself n e-readers do not get along well
Like · Reply · January 20 at 1:36pm

I love books; all kinds, eprint just doesn't do it for me. I like to feel the book as I read; the smell of the paper, the weight, the whole experience!! That can never be replicated on a machine.
Like · Reply · January 23 at 11:08am · Edited

Write a comment...

Calgary Public Library
January 19 at 8:55pm · Edited ·

February 7 is Writers' and Readers' Day at the Central Library!
<http://ow.ly/HDXgt>

Have you always wanted to write for magazines? Do you have a great idea for a YA novel? Wondering whether to self publish or finding a publisher? Or do you just want to hobnob with other writers?

One day. Four workshops. Lots of writerly inspiration!



Like · Comment · Share · January 20 at 12:48pm

20 people like this. Top Comments

Write a comment...

Do you have to register for the programs?? Or is it a drop in??
Like · Reply · January 19 at 9:11pm

Calgary Public Library Hi you can register here:
<http://events.calgarypubliclibrary.com/?ad=s&dt=s&lc=s...>

CPL: Events
From Baby Storytimes to 50+ Coffee Times, we have programs for everything you're into...
EVENTS.CALGARYPUBLICLIBRARY.COM

Like · Reply · January 20 at 10:45am

Write a reply...

signing up now!
Like · Reply · January 20 at 7:27am

Figure 6.64. Calgary Public Library Facebook posts part 4. This figure shows the library's Facebook posts from January 19-25 and the responses they garnered until February 4. Retrieved on: February 4, 2015.

Facebook (Calgary Public Library)

Figures 6.61-6.64 show the capture of Calgary Public Library's Facebook page, with the posts which the personas will run-through and react to. Note that names have been blacked out and profile picture blurred both for some level of privacy as well as the fact that it is the posts themselves, rather than who comments, which are important.

Harold

Jan. 19: Harold is thrilled by the post and is glad someone else already asked about registering. He likes the post and shares it to his wall.

Jan. 20: Harold reads the article and likes the post. While he does not comment himself, he does like several other users' posts.

Jan. 21: Harold is interested to see what the article has to say and likes the post.

Jan. 22 – 1: Harold is not interested.

Jan 22 – 2: He likes the post.

Jan. 23: He likes the post and shows his wife.

Jan. 24: Harold prints the list off for his wife.

Jan. 25: Harold is not interested, but his wife may wish to comment.

Kim

Jan. 19: Kim makes a note of it, and decides to call the library and see if the program is open to teens.

Jan. 20: Kim looks at the article and reads all of the comments but does not comment as she likes ebooks but almost all of the comments are negative towards ereaders and ebooks.

Jan. 21: Kim is curious and reads the article; she also likes and shares the post.

Jan. 22 – 1: Kim likes the post and makes a note of it; her daughters might enjoy going.

Jan 22 – 2: Kim likes the photo and makes a note to show her daughters what libraries looked like forty years ago.

Jan. 23: Kim likes the post and writes 'That's awesome!' in the comments

Jan. 24: Kim shares the post to her wall so she can find it again.

Jan. 25: Kim likes the post.

Aarav a)

Jan. 19: Aarav does not have time.

Jan. 20: Aarav finds the article interesting and enjoys reading all of the comments; he likes and shares the post.

Jan. 21: He reads the article and likes the post.

Jan. 22 – 1: Aarav likes the post, because he remembers reading those books, but he will not have time to go.

Jan 22 – 2: Aarav does not care.

Jan. 23: He does not really care.

Jan. 24: He does not have time to read books.

Jan. 25: He does not care.

Aarav b)

*only those posts that differ from Aarav a) are shown; the rest are the same as Aarav a) and are not shown to reduce redundancy.

Jan. 23: He likes that there are lots of new members, just like him. He likes the post and comments 'I'm one of the 10, 500 people!'

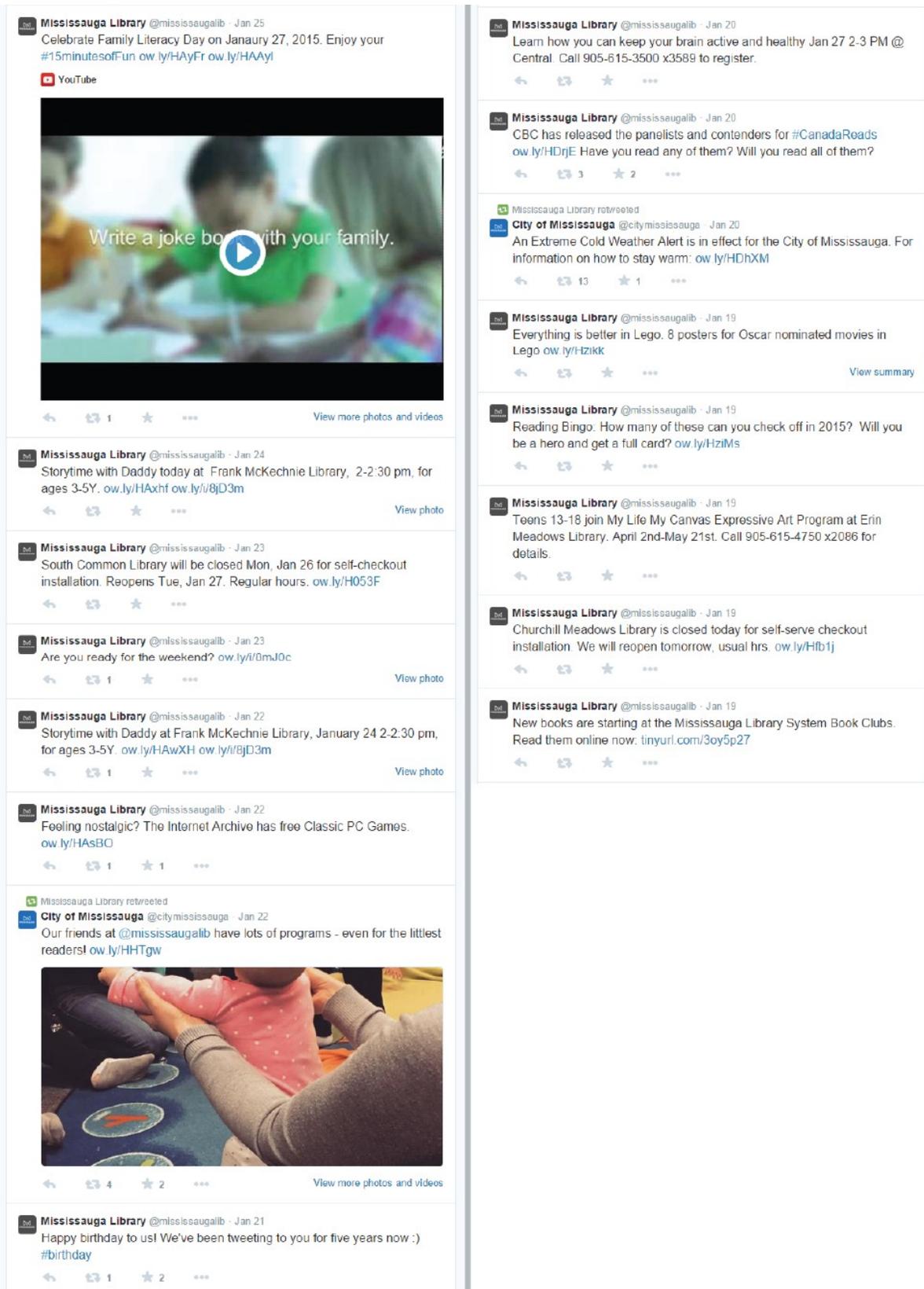


Figure 6.65. Mississauga Library System Twitter feed. This figure shows the library's Twitter posts from January 19-25 and the responses they garnered until February 4. Retrieved on: February 4, 2015.

Twitter (Mississauga Library System)

Figure 6.65 shows the capture of Mississauga Library System's Twitter feed, with the posts which the personas will run-through and react to.

Harold

Jan. 19 – 1: Harold thinks he might like to join a book club, or his wife would, so he looks into it, but sees no reason to comment.

Jan. 19 – 2: Harold makes a note of it.

Jan. 19 – 3: Does not apply to Harold.

Jan. 19 – 4: His wife might like the game, so he prints one off for her.

Jan. 19 – 5: It is amusing, but not something that he will respond to.

Jan. 20 – 1: Harold knows it is cold, but appreciates the post.

Jan. 20 – 2: Harold is not interested but his wife may be so he makes a note of it.

Jan. 20 – 3: He is interested in the program but wishes that there was a link to sign-up.

Jan. 21: Harold is happy for them and will favourite their post.

Jan. 22 – 1: Does not apply to Harold.

Jan. 22 – 2: Harold might look into it if he becomes bored enough.

Jan. 22 – 3: Does not apply to Harold.

Jan. 23 – 1: Harold does not care.

Jan. 23 – 2: Harold makes a note of it, but is not bothered.

Jan. 24: Does not apply to Harold.

Jan. 25: Harold wonders if there is some way he can volunteer to help out on Family Literacy Day, but otherwise is not interested.

Kim

Jan. 19 – 1: Kim does not have time for book clubs.

Jan. 19 – 2: Kim makes a note of it.

Jan. 19 – 3: Her daughter may enjoy the program, but it is a matter of whether or not it is on a weekend when Kim can take her.

Jan. 19 – 4: Kim is not interested, but her eldest might be.

Jan. 19 – 5: Kim thinks her daughters would find the post amusing and favourites the tweet.

Jan. 20 – 1: Kim knows.

Jan. 20 – 2: Kim might look into it when she has time.

Jan. 20 – 3: Kim does not have time for programs for herself.

Jan. 21 – 1: Kim favourites and retweets the post.

Jan. 22 – 1: Her daughters are too old now, but she thinks the picture is cute and favourites it.

Jan. 22 – 2: She is not but her daughters might enjoy it when they are finished their homework.

Jan. 22 – 3: Not applicable to Kim or her daughters.

Jan. 23 – 1: She finds the graphic funny, but only because she clicked on the link to find it. She favourites it.

Jan. 23 – 2: Kim makes a note of it.

Jan. 24 – 1: It still is not applicable.

Jan. 25 – 1: Kim will look into taking the girls to the library that day, as she thinks she has it off.

Aarav a)

Jan. 19 – 1: He has no time.

Jan. 19 – 2: He was not going anyway but appreciates the heads up.

Jan. 19 – 3: Aarav is too old.

Jan. 19 – 4: He does not have time.

Jan. 19 – 5: He likes the posters and favourites and retweets the post.

Jan. 20 – 1: He knows; he does not have to go to school.

Jan. 20 – 2: He has no time.

Jan. 20 – 3: He has no time, but might look into it if he finishes his schoolwork early.

Jan. 21 – 1: He favourites and retweets the post.

Jan. 22 – 1: He does not care.

Jan. 22 – 2: He wishes he had time and bookmarks the page. He also favourites the post.

Jan. 22 – 3: He does not care.

Jan. 23 – 1: He does not expand the post and moves on.

Jan. 23 – 2: He makes a note of it.

Jan. 24 – 1: He does not care.

Jan. 25 – 1: He does not care, aside from having no classes that day.

Aarav b)

*only those posts that differ from Aarav a) are shown

Jan. 19 – 1: He might try to go, just to improve on his English, but he is fairly certain he will not have time.

Jan. 20 – 1: He does not think he has ever been so cold and appreciates the information on staying warm. He retweets the post.

The figure displays three Instagram posts from the Fraser Valley Regional Library. Each post is shown in its original layout, including the image, caption, profile information, and engagement metrics.

- Post 1 (Top):** A book promotion for '#FridayReads #ReadFVRL'. The image features several book covers: 'TASTY' by John McQuaid, 'HOPE' by Richard Jordan, '13 Things Mentally Strong People Don't Do' by Amy Morin, 'TAMI HOAG Cold Cold Heart', 'SCREWING THE RULES' by Lauren House, and 'Gwyneth Paltrow Wrong about EVERYTHING?' by Timothy Caulfield. The post is from 'readlearnplay' (Fraser Valley Regional Library) and has 6 likes.
- Post 2 (Middle):** A 'Yarn bomb from Fort Langley' featuring a colorful, patterned image. The post is from 'readlearnplay' and has 3 likes. A comment from a user identifies it as a 'Yarn bomb from Fort Langley'.
- Post 3 (Bottom):** A 'PROGRAMS' announcement for January 19 to 25. The image lists four programs: 'The Arthritis Society Presents: Chronic Pain Management Workshop' at Ladner Pioneer Library, 'Developing Confidence and Self-Esteem in Children' at Muriel Arnason Library, 'Chef Hiro Takeda' at Hope Library, and 'Family Literacy Day' at Pitt Meadows, Clearbrook, and Maple Ridge Libraries. The post is from 'readlearnplay' and has 5 likes.

Figure 6.66. Fraser Valley Regional Library Instagram page. This figure shows the library's Instagram posts from January 19-25 and the responses they garnered until February 4, 2015. Retrieved on: February 4, 2015.

Instagram (Fraser Valley Regional Library)

Figure 6.66 shows the capture of Fraser Valley Regional Library's Instagram page, with the posts which the personas will run-through and react to.

Harold

Jan. 19: Harold is interested in the arthritis workshop, but the other three do not interest him. He feels not need to comment on the program listings.

Jan. 21: Harold is not sure what it is, but thinks that he will pass it along to his wife to see if she wants to guess. He does not feel the need to comment, but he thinks his wife may.

Jan. 23: Harold is not interested in books, but his wife may like to look at the covers, especially when she has trouble getting to the library. He will not comment and he does not think his wife will either.

Kim

Jan. 19: The Family Day program might be something that Kim can take her daughters to but she feels no desire to comment.

Jan. 21: Kim has no idea what it is but will show her daughters and if the girls come up with something that they think it is, she will respond for them.

Jan. 23: While she is interested in the books, as some of them look like they might be interesting, she does not have anything to comment.

Aarav a)

Jan. 19: Aarav might look into the chef program if he has time. He thinks about posting a question about it, but does not believe it to be the right setting.

Jan. 21: Aarav does not know what it is and does not have time to look into it.

Jan. 23: Aarav does not have time for books and does not bother with the post.

Aarav b)

In this case, Aarav b) is the same as Aarav a) and has nothing to add/change.

Above all, what can be determined by these samples is that most posts will not appeal to all audiences and a variety of posts are required in order to hold the attention of a variety of users. While library websites have separate pages for various user types, the social media pages are, with the exception of Teen pages, meant to cover the entire gamut of users. This means that a constant awareness needs to exist, not only for creating opportunities to comment, but for creating posts that will appeal to different people and being aware that all consumers are not the same and that all members do not necessarily enjoy the same posts, or respond and consume material in the same way.

Conclusion

This chapter was an analysis on the various posts made to social media sites; it was an analysis both of content and of actual post numbers. Each social media type was looked at and compared among active library accounts in order to get a sense of content type used most often, as well as to determine if an invitation for members to communicate existed. Some generalities were discovered through this analysis, as well as a main concern in regards to creating a welcoming community that members participate in.

Library promotion content was generally the largest content type among the various social media, with culture content usually coming up as second. It was also found that Calgary Public Library, when active within a social media site, had the greatest return on investment for the least number of posts. Toronto Public library generally had the largest number of posts, when active in a social media site, and while the library usually had an acceptable return of investment in terms of response, it still fell second to Calgary Public library in most cases. Some libraries, such as Fraser Valley Regional Library, tended to have low return on investment for their posts, which could be attributed to many things such as lack of member following, lack of variety in posts, members who do not use social media, etc. and to truly understand why responses are so low for these libraries, an analysis needs to occur at the library level and take into account user responses to the library and the library's social media post types. This is another level of research that could be done later, but that could use this thesis as a starting place.

The main concern brought up by this chapter is the lack of direct invitation for members to communicate. Conversation starter posts might not be the only way to invite members to communicate, but it is a direct way, and one that gives members an explicit reason to respond (Preece, Nonnecke, & Andrews, 2004); unfortunately, it was seen very little. Most of the social media looked at did not have any conversation starter content, and of those libraries that did use the content in their social media posts, there was a very low showing. Facebook tended to have the largest number of conversation starter posts, but only Calgary had a reasonable number of such posts when compared to overall posts, and Calgary also had a large number of responses to those conversation starter posts. Creating an open invitation for members to post and engage in the community is important. Simply by having active social media these libraries are fulfilling the need for communication in an online library community, but creating an open and engaging space for developing members who *want* to communicate in is another matter. That's not to say that members will not respond to library promotion and culture content, but the direct invitation to respond is not there, and it is possible that less entrepreneurial members might feel reluctant to respond without such an invitation.

This chapter showcased how the different social media sites are being used by different libraries, as well as looking into where libraries are meeting their members in the realm of social media. At the beginning of the chapter, a list of the most common social media sites used in Canada was listed, and while most libraries use Facebook and Twitter, all libraries need to be continually aware of being relevant, not just in where they reach members, but in the content that they post. Not all content will appeal to all members, and a wide range of posts need to occur in order to cater to all members and user-types. There also needs to be an awareness of the fact that the social media sites are more than information portals for members—they are the place that members have a chance to communicate with the library and with other members, and that involvement needs to be cultivated and invited if libraries want to create an open community with the least amount of restrictions possible on communication.

Chapter 7 – Conclusion

Introduction

This thesis has been focused on looking at online communities in terms of the public library. In order to do that, ten Canadian public libraries were chosen, and their websites and social media pages analyzed in order to determine if online communities existed and if improvements were needed. An analysis using four personas was conducted on the library websites to determine if a sense of community existed, and if it existed for more than one user type. An analysis was also done on the content of the libraries' social media posts to determine what libraries were sharing with members, as well as to determine if blatant invitations for members to communicate were occurring. This analysis on invitation was also looked at in terms of how easily a newcomer could access the library website and the library's social media pages from that website. All of this was done in order to determine four things:

Q1: Are libraries creating a sense of community through their websites and social media?

Q2: If online library communities exist, do they need work?

Q3: How are libraries using their social media?

Q4: Are libraries creating an invitation to communicate?

In this thesis I have determined that while the potential for online library communities exists, these communities need a better foundation and need to span more user-types. I have also found that, while there is an ease of accessing the websites, ease of accessing the social media is less sure, and direct invitations to communicate via social media are few and far between. These findings can be used to better equip libraries when they deal with maintaining or creating their online communities, while at the same time acting as a base for further research. This thesis has been focused on the foundations of an online community, because knowing what goes into an online library community is important and seeing how they function now is a good stepping point, but further research is needed, not only on the foundational end, but on user responses to these communities. This is only the beginning.

Research and findings

In order to answer the four research questions posited by this thesis, ten Canadian public libraries were used. They were chosen based solely on largest populations served and while not every province was represented, there was a spread of libraries across the country. The ten libraries used were:

1. Toronto Public Library
2. Bibliothèque de Montréal
3. Calgary Public Library
4. Ottawa Public Library

5. Edmonton Public Library
6. Mississauga Library System
7. Winnipeg Public Library
8. Fraser Valley Regional Library
9. Vancouver Public Library
10. Brampton Library

This thesis was focused on online library communities, but within that focus there were several areas of analysis occurring: access to both websites and social media, websites (the four foundational elements of community), and social media (content and invitation to communicate). Together these three areas form a clear picture of not only whether online libraries exist, but also how they are currently existing and if there needs to be any improvements. The previous three chapters went into detail surrounding these areas, and in this section all three come together to complete the answers to the questions posed by this thesis.

The ten library websites were analyzed for ease of access; while current members would probably know a library's website address, new members would not, and so it was necessary to use a search engine in order to determine if the library's website was easily found when typing in the city's name and the library. This search was done through Google and it was found that, with the exception of Bibliothèque de Montréal (if searching for Montréal Public Library), all library websites were the first result, even if 'public' was left out of the city name and library search. This means that the library websites are easily accessible, even to those who may not know the URL. Ease of accessing their social media was then later assessed. The best access was when the libraries imbedded all social media links into the website itself, so that members could access the social media from anywhere. It was also important that all of the social media be listed together, rather than in separate spaces or pages. Some libraries had their social media scattered, with some available on certain pages while others were not, while some still only had their social media available from the homepage, and even then, not all of it.

Four personas were created with the intent of showcasing four potential library users from different backgrounds and with different wants/needs. These personas were sent through the library websites and their experiences were recorded. Based on their experiences, each library website was then analyzed for the four aspects of sense of community: membership, influence, integration & fulfillment, and shared emotional connection. Each library was given a yes/no for each of the four personas in each of the four aspects of sense of community in order to determine which libraries were creating a sense of community for which user-types, and if any one library did better overall than the

others. It was found that the Toronto Public Library did the best job of creating a sense of community through its website for all four personas, and it was found that, of the four aspects of community, membership and integration & fulfillment were the easiest for the libraries to fulfill. More focus on the aspects of influence and shared emotional connection was needed, and it was found that Aarav a), the persona depicting a young adult male user, was the least satisfied with the libraries overall.

Each social media page that was accessible from the library's website and was in English was analyzed for content type as well as to determine if there were posts inviting communication. It was found that library promotional content slightly outweighed cultural content, but there tended to be a fair mix of the two. However having said that, the cultural content tended to mirror the library content—i.e. posts about materials and creators, literacy events, etc. which means that there is less of a spread than one would think. I also found that there was an insufficient number of conversation starter posts, which invited members to respond. This lack of overt communication means that some members may not feel the drive to interact, or may feel that the posts made by the library are only for reading, rather than responding to. The four personas were also sent through a small sample of the social media captures, in order to determine if they all responded the same to posts, or differently. It was found that they tended to respond to different posts, which means that, generally speaking, there needs to be a wide variety of content in order to capture the attention of most, if not all, members, rather than a select niche.

These three areas of analysis cumulate into a better understanding of the current status of online library communities. Judging by the ten Canadian public libraries studied, online communities exist, but they need work in several areas, and there needs to be a dedicated focus to build better online library communities. The libraries also need to broaden the areas of interest, particularly in terms of young adult males and in acknowledging the different user groups. But a community also needs to be easily accessed and needs to invite members to participate. This is where ease of access and the social media come into play, and where they help to enhance the overall experience of a community, if used properly. All of this research was done in order to create a better foundation from which to start building and exploring online library communities. To do that, four main questions were brought forward and the answer to each was unearthed.

Q1: Are libraries creating a sense of community through their websites and social media?

A: To some extent. There is a foundation available for a functioning community via most library websites and social media sites; however, most need work on both fronts to create a community that invites as well as serves.

Q2: If online library communities exist, do they need work?

A: Yes, they do. The websites need help specifically in the areas of shared emotional connection and influence. The other two areas are not perfect, but they are more likely to exist. As for communication, it exists through the social media, but access to that social media needs to be fixed in most cases, and invitations to participate need to appear with greater frequency.

Q3: How are libraries using their social media?

A: Libraries are primarily using their social media for library promotion, although cultural content is not far behind, and in some cases, supersedes library promotion. Having said that, the cultural posts tend to mimic library posts in terms of the type of content (books, reading events, etc.), which may leave room for expansion, as not every post will appeal to all members and a wide variety is needed.

Q4: Are libraries creating an invitation to communicate?

A: There is the odd case where libraries appear to be actively inviting members to communicate by posting blatant invitations, but these instances do not occur often and in some cases, not at all. Libraries need to start to encourage more communication among members by creating explicit invitations to respond.

Overall the library communities, when looking at both the websites and the social media pages, do exist to some extent, but they are generally lacking in welcome. The websites need to cater to more users and be explicitly open about taking in member comments and addressing unmet needs while the social media sites need to welcome more responses by creating posts that invite comments and feedback. The websites and social media were primarily analyzed in isolation of each other in order to render the complex elements of sense of community manageable; however, some general conclusions can be drawn when looking to see how social media fits into the four elements analyzed in the website chapter.

The social media tends to help bolster the four aspects of community found in the websites. For example, shared emotional connection can be bolstered when people see other members respond to posts or react in ways that they themselves would. Influence comes into play when members have the ability to comment and voice opinions to the larger group, especially if they find that their social capital increases as they post. Membership is somewhat lacking in social media, but there are occasionally posts that bring up membership, and posts about programs can invoke membership; it is, however, an element that is primarily rooted in the websites. Integration and fulfillment can be met when libraries use their social media to post a variety of things that interest a range of people, rather than a narrow content set; integration and fulfillment is also helped when the social media sites are easily accessible.

This is perhaps the area, outside invitation to communicate, that needs the most work in the social media pages, as casting such a wide net requires a more diversified content set than what we've seen in this analysis. Overall, libraries need to ensure that their websites and their social media are, together, creating a welcoming community that is easily accessed and desirable to join.

Best practices

Through the course of this thesis I have determined several best practices from which to start building a better online library community. In some cases I return explicitly to the elements of community outlined earlier.

Access

1. Ensure website is accessible from multiple search engines with only the city name and the term library.
2. Ensure that all social media is listed in the same spot.
3. It is best to imbed the social media links into the website itself, so that they are always accessible.
4. If listing some social media separately (e.g. Teen Facebook page), first list it with all other social media links, and then list in a separate area.

Websites

Membership

1. List membership information for all user-types in one space.
2. Ensure membership information is easily found.

Influence

1. Provide members with access to things they may not get on their own/make that access explicit.
2. Create opportunities for members to have an impact on the community (i.e. volunteering, opinion forums, etc.)

Integration & Fulfillment

1. Cater to a wide variety of interests through programs, interest pages, and user-type areas in the website
2. Create various access points for ease of access (i.e. various program times, digital access as well as physical, various paths to access a single area of the website)

Shared emotional connection

1. Explicitly list various categories of users that most members of the community might associate with (i.e. seniors, teens, writers, etc.).
2. Give each user-type their own area/page of the website

3. Create access to similar-minded members (i.e. forums, interest pages, program types)

Social media

1. Create explicit invitations to communicate/respond.
2. Create a varied array of post content, not just beyond library promotion, but beyond cultural posts that mimic library content.
3. Ensure that each social media page is used for more than one type of content.
4. Ensure any deletion of old posts take into account that fact that comments, likes, shares, etc. will also be deleted.

Limitations

This thesis did have its limitations, and they are important to acknowledge moving forward, because further researchers may be able to further reduce these limitations, or be better prepared to the limitation that they too may face. The main limitation that occurred was the fact that I only speak English and, therefore, only English webpages/posts were analyzed. There was an inherent limitation in this thesis, in that the online was looked at in isolation, without looking at it as both a separate entity and as an extension to the physical library. This means there is another area of research that needs to be fleshed out—determining if these online library communities have an impact (or are impacted by) the physical library.

Another limitation was the fact that this thesis did not include any actual users. This was done on purpose, but it does mean that the thesis does not look into user-responses to these communities, but rather the foundations and whether or not they exist. This is not necessarily a limitation, as it was the prerogative of the thesis, but it does limit the conclusions that can be drawn about how users might interact with the various aspects of community.

Call for further research

This thesis is only one step in the attempt to fill the void that surrounds research on communities and libraries, and while I believe it is a step in the right direction, more research is needed on the topic. This thesis has been focused on the foundations of community in an online library setting, which is important because we need a foundation to build from, but further research about how members actually react to the community needs to be done to have a full understanding of how online library communities work. This thesis pertained only to Canadian public libraries, but what about worldwide libraries or academic and special libraries; what about virtual libraries? Not only are there library types not touched on in this thesis, but the end users also need to be explored and more research needs to be done at a community

level to determine if general steps to create community work, or if they need to come out of the specific community each library interacts with.

This thesis is only one piece, and while I believe it is an important piece, it can in no way complete all of the research needed to fully explore online library communities. As we move forward, more researchers will need to add to this body of work in order for libraries to fully serve their communities and members. Because the internet is such a vital part of most people's lives, I do not believe that this topic is one that will fade, rather, it will grow. And as it grows, more research will be needed if libraries wish to stay abreast of growing demands and wants from members surrounding their online presence and the sense of community that they create. It is my hope that the research on online communities will grow alongside the research into online *library* communities, as I believe that both are relevant topics and that libraries need to better understand what community entails, not just to exist within a community, but to foster a library-centric one. And that goes beyond the physical and into the digital or online spaces, because libraries can no longer be content to serve members in-person, they need to meet the digital needs of current and future members. More research is needed if libraries want to adapt and continue to be seen as integral to people's everyday lives.

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Appendix A – Library homepages

The screenshot displays the Toronto Public Library homepage. At the top, there is a navigation bar with the library logo on the left and links for 'You are not signed in', 'Your Account', 'Contact Us', and 'Donate Now' on the right. Below this is a search bar with the text 'Search books, movies, branches, programs & more' and a 'Search' button. A secondary navigation bar contains links for 'Books, Video, Research & More', 'Programs, Classes & Exhibits', 'Hours & Locations', and 'Using the Library'.

The main content area is titled 'FIND YOUR WAY' and includes a list of service links: Downloads & eBooks, Job & Career Help, Newcomers to Canada, Articles & Online Research, Small Business, Early Literacy (Birth to 5), We Recommend, History & Genealogy, KIDSPACE, Français, Digital Innovation Hubs, and Teens.

Below this are several content blocks:

- Blogs:** A list of recent blog posts with titles like 'Good eats make for great tweets!' and 'Challenge Your Family with a Reading Bucket List'.
- Download digital content this holiday season:** A promotional banner for digital content.
- Mix and mingle with Canada's top authors:** A banner for an author event.
- New for Adults:** A section featuring new adult fiction, nonfiction, science fiction, and graphic books.
- New for Teens:** A section for new teen fiction and graphic books.
- New for Children:** A section for new children's fiction and nonfiction.
- Featured Programs:** A list of upcoming events and programs, including 'The Many Faces of Anonymous', 'Out of Sight, Out of Mind', and 'Mes héros'.
- Recommended Websites:** A section highlighting the Ontario Virtual Reference Library.

The footer contains several columns of links:

- About the Library:** Vision, Mission & Values; Customer Feedback Standards & Practices; Strategic Plans, Annual Reports & Statistics; History of the Library; Library Board; Jobs at the Library; Doing Business with the Library.
- Blogs & Publications:** Open Data & Feeds; Print Publications; Local History Publications.
- Accessibility:** Accessibility at Library Branches; Services for People with Disabilities; Mobile Library Services; Collections for People with Disabilities; Website Accessibility; TTY Service.
- Library Policies & Terms of Use:** Library Policies; Online Privacy & Access to Information.
- Media Relations & News Releases:** Media Contacts; Key Facts.
- Support Your Library:** TPL Foundation; Friends of the Library; Volunteering; Sell Books to the Library; Donate Books to the Library.
- Connect with Us:** Sign Up for our eNewsletter; Blogs by Librarians; Facebook; Twitter; YouTube; Flickr; Pinterest.
- Donate Now:** A prominent link for donations.

Figure A.1. Toronto Public Library homepage. This figure shows the homepage view of this library's website. Retrieval date: January 14, 2015.



Figure A.2. Montréal Public Library homepage. This figure shows the homepage view of this library's English website. Retrieval date: January 14, 2015.

Accueil Ville de Montréal

ACCUEIL INFO-RÉSEAU ACTUALITÉS CALENDRIER A-Z NOUS ÉCRIRE

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- Arrêt progressif du service du BiblioBus
- 100 000 prêts numériques à ce jour!
- Un prix pour la bibliothèque Le Prévost
- Un nouvel outil de recherche pour nos abonnés

Dossiers d'actualité

- Portrait d'écrivain – Elena Botchorichvili
- Concours : Nelson Mandela au Musée Grévin!
- Découvrez la sélection Noël de Lire vous transporte!
- Concours pour voir le film Paddington en famille!
- 4e chronique des Bibliothèques de Montréal à Montréalité

Toutes les actualités ▶

Calendrier

Éveil à la lecture
Tous les mercredis :
Du 21 janvier au 17 juin 2015
10 h 30
Bibliothèque de La Petite-Patrie

Rencontre avec Christelle Tanielian
Le 17 janvier 2015
14 h 00
Bibliothèque Langelier

Cartons et mots doux
Conte et bricolage
Le 18 janvier 2015
14 h 00
Bibliothèque de Mercier

Participez à la création de microbibliothèques
Du 1^{er} janvier au 27 février 2015
De 0 h 00 à 23 h 55
Bibliothèque Frontenac

Les mini-contes de Mimi
Avec Rosette d'Aragon
Le 19 janvier 2015
10 h 30
Bibliothèque de Mercier

Calendrier ▶

Bibliothèques Montréal POUR ALLER PLUS LOIN

Accessibilité universelle

Jeux de mots

Bibliothèque à la rescousse

Biblio-courrier

Contact

Coup de poing

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Une naissance, un livre

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le 7^e

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AccèsSimple Un site facile à lire et à comprendre

Partenaire montreal métropole culturelle Plan d'action 2007-2017

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Figure A.3. Bibliothèque de Montréal. This figure shows the homepage view of this library's French website. Retrieval date: January 14, 2015.

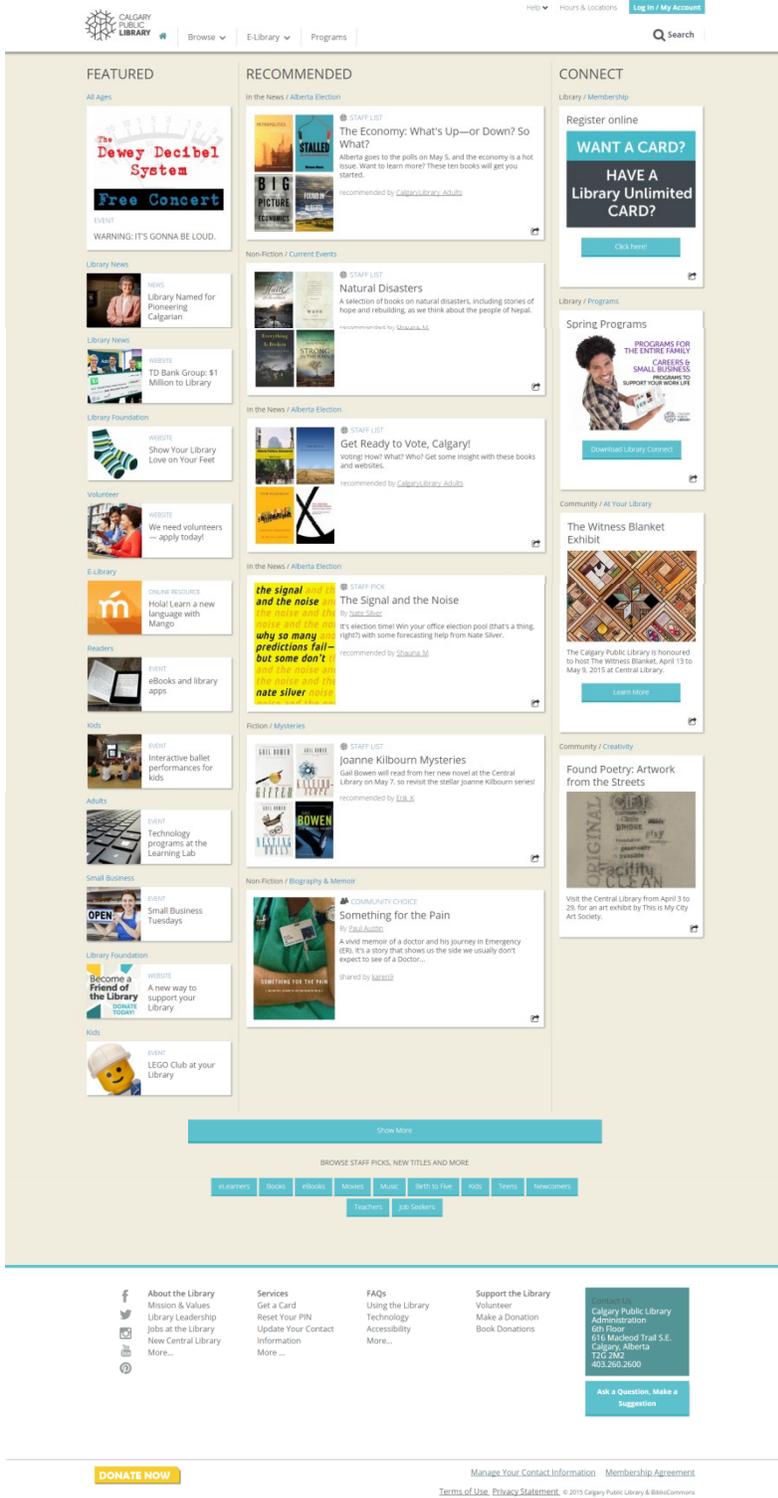


Figure A.4. Calgary Library homepage. This figure shows the homepage view of this library's website. Retrieval date: May 1, 2015.

Browse about | Site map Contact Us | Login | Français

Ottawa Public Library *Bibliothèque publique d'Ottawa* IF IT'S OUT THERE, IT'S IN HERE.

in Catalogue [Advanced Search](#)

Home | My OPL | Browse | Hours and Locations | Services | Programs and events | Blogs | About OPL

Ottawa Public Library

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OPL offers PD Day programming

Check out our event listing for a list of activities!

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◀ Previous Next ▶

[Book a Library Computer](#)

[Kids' Zone](#)

My Account

Username or Barcode:

PIN:

[Forgot your PIN?](#)

[Get a Card](#)

[Play your fees and fines online](#)

Online Resources

Access eBooks, audiobooks, music, magazines and online resources

<p>Music</p> <p></p> <p>Naxos Music Library</p>	<p>Newspapers</p> <p></p> <p>General Reference Center Gold</p>	<p>eBooks and Audiobooks</p> <p></p> <p>BookFlix</p>	<p>Magazines</p> <p></p> <p>A-Z list</p>
<p>Learning</p> <p></p> <p>Business Writing</p>	<p>Research and Study</p> <p></p> <p>Eureka.cc</p>	<p>Business</p> <p></p> <p>Gale Virtual Reference Library</p>	<p>Genealogy</p> <p></p> <p>Globe and Mail - Historical</p>

New Titles

Browse the catalogue for new books, music, movies, magazines and more!

<p></p> <p>As Primary Sweepers Come to Mind</p> <p>By Bradley, Alan (2015 - Book)</p>	<p></p> <p>Invisible Species</p> <p>By Woods, Stuart (2015 - Book)</p>	<p></p> <p>Duck & Goose Colors!</p> <p>By Hills, Tad (2015 - Book)</p>	<p></p> <p>Little Librarians: Colors</p> <p>By Priddy, Roger (2015 - Book)</p>
--	---	---	---

Events & Programs

Register for free programs for children, teens and adults

Babysitter - Session 1

Stories, rhymes and songs for babies and a parent or caregiver. 0-18 months

[Learn more: Babysitter - Session 1](#)

Staff Blogs

Get reading recommendations and find out what's on at the Library

Disney on Ice Contest

Enter to win tickets to **Welcome High School Students!**

Best exam stress in the couloir of the library. Questions? Ask library

by OPL_BPO, Comm (Jan 14, 2015)

[Read Disney on Ice Contest](#)

by Christine, Library (Jan 14, 2015)

[Read Welcome High School Students!](#)

Rent a meeting room

Reserve space to host a business meeting or community gathering.

Online resources

Find answers to your research questions, learn how to fix your car or speak a new language.

Book an Appointment

Learn about business, eReaders, genealogy, job searches and computers during a one-on-one session.

AskOn chat reference

Chat or text with a librarian to get answers to your questions.

Other City of Ottawa Websites

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 • Accessibility | • Make a Donation | • Contact Us
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 • Media Room | • Privacy Statement

Figure A.5. Ottawa Public Library homepage. This figure shows the homepage view of this library's website. Retrieval date: January 14, 2015.

DO SOMETHING MAGICAL! GIVE THE GIFT OF LITERACY. [Donate Today](#)

epl.ca EDMONTON PUBLIC LIBRARY [Catalogue](#) [Website](#) [Articles](#) [Advanced Search](#) [Shop](#) [Login](#)

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GIVE YOUR BABY THE GIFT OF A LIFETIME!
Get your child a **FREE** library card and Welcome Baby package!

Get a Welcome Baby package
Visit any Public Health Centre in Edmonton for your baby's two-month immunizations and receive an EPL Welcome Baby package!
Children under 24 months also receive a second board book with their free library card upon a visit to any branch.
[more...](#)

Recently Reviewed Items

EPL Programs
English Conversation Circle (LACE Program)
Whitemud
14 Jan 1:00 PM - 2:45 PM
Drop in and join others who also want to practise their English. English Conversation Circle is...
Storytime for Grown-ups
Calder
14 Jan 1:00 PM - 1:45 PM
Join library staff for a selection of short stories geared towards adults. Sit back, relax, and...
Baby Laptime
Capilano
14 Jan 1:30 PM - 2:00 PM
Enjoy delightful stories, songs, books, rhymes, finger plays and more, especially for babies. C...
Baby Laptime
Meadows
14 Jan 1:30 PM - 2:00 PM
Enjoy delightful stories, songs, books, rhymes, finger plays and

EPL Picks
The Right to Draw
The Free Press
Belloc, Hilaire
eBook - 2002
The Art of Controversy
Political Cartoons and Their Enduring Power
Navasky, Victor S.
Book - 2013
Killed Cartoons
Casualties From the War on Free Expression
Book - 2007
The New Censorship
Inside the Global Battle for Media Freedom
Simon, Joel
Book - 2015

Tweets
Ben Ehlers @BenEhlers 21m
@Persepolian I want to set up an event for the night of April 17th. May 8/15/22 are open too. Email me if interested behlers@epl.ca
Edm Public Library @EPLdotCA 1h
We'll be at this Sunday's Oil Kings game providing memberships, information, and, as always, our smiling faces! If you see us, come say hi!
UAlberta ELP @UAlbertaELP 2h
The grand #opening of the Edmonton Public Library #Clareview branch takes place this Saturday!
@EPLdotCA #yeg... fb.me/2FRwwUrmQ

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Figure A.6. Edmonton Public Library homepage. This figure shows the homepage view of this library's website. Retrieval date: January 14, 2015.

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enter search term Q advanced search

Select Language | HOME CITY HALL RESIDENTS BUSINESS DISCOVER MISSISSAUGA SERVICES ONLINE CONTACT & HELP

mango languages Mississauga Library System
Free Online Language Learning

www.mississauga.ca/portal/residents/searchonlinedatabases

RESIDENTS

- Library
- All About Your Library
- Books and Reading
- Career Centre
- Children's Services
- Consumer Health
- Contact the Library
- Historic Images Gallery
- Library Accessibility
- Library Board
- Library Calendar
- Library Hours and Locations
- Library In Your Language
- Local History
- Maker Mississauga
- Newcomers
- Older Adults
- Programs & Special Events
- Research
- Reserve a Library Computer
- Self-Serve Check-Out
- Small Business Resources
- Technology
- Volunteer/Support
- Youth

Residents > Library

Library

Churchill Meadows Library will be closed Monday, January 19th and South Common Library will be closed Monday, January 26th for self-checkout installation. Each Library will reopen the following day for regular hours.

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[French Resources](#) | [Library Board](#)

The Mississauga Library System is one of the largest public library systems in Canada with over 300,000 registered users, 18 locations to serve you, including a multi-floor Central Library with material allocated by subject areas.

Mississauga Library System is not responsible for the content of external Internet Sites.

EVENTS Wed, Jan 14, 2015
Local Time: 1:52 PM

- Jan 14 - Contemporary Polish Cinema
- Jan 14 - Maker Mississauga 3D Printer Orientation
- Jan 15 - LinkedIn Basics
- Jan 17 - Ten Healthy Habits of Financial Management
- Jan 20 - Connecting to Employment Job Search Support

[Full Month - Calendar View](#)
[Full Month - List View](#)

MISSISSAUGA City of Mississauga, 300 City Centre Drive, Mississauga, Ontario Canada L5B 3C1
Terms of Use & Privacy | Accessibility | ©1995-2015

Figure A.7. Mississauga Library System homepage. This figure shows the homepage view of this library's website. Retrieval date: January 14, 2015.



Figure A.8. Winnipeg Public Library homepage. This figure shows the homepage view of this library's website. Retrieval date: January 14, 2015.

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Find Books, Movies, Music and More

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Borrow eBooks, and never be without the perfect read again.

Download the Cloud Library App at ebook.3M.com

At Your Library
Winter/Spring
Program Guide
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[View Online](#)



NEWS

Winter weather outside? Make sure your favourite FVRL location is open before you head out. Check our [Twitter](#) or [Facebook](#) for closure reports.

City of Langley Library's outside book drop is closed. To drop your materials off after hours please visit any of the [Langley Township libraries](#).

White Rock Library is replacing its windows throughout January. Please note that parts of the library may be closed during the installation.

QUESTIONS?

[Email your library now](#)

[GET THE FVRL NEWSLETTER SIGN UP](#)

[Mobile Catalogue](#)








About FVRL FVRL Board Policies	Locations Holiday Closures Media Releases	Catalogue Help Site Search Site Map	Questions Contact Us Careers
--	---	---	--

A note on browser compatibility
© Fraser Valley Regional Library, 2015

Figure A.9. Fraser Valley Regional Library homepage. This figure shows the homepage view of this library's website. Retrieval date: January 14, 2015.



Vancouver Public Library

Support the Library | Kids | Teens | Accessibility | Text Size: A A A

Search Catalogue

Catalogue: Website: Events Calendar:

VPL in: 日本語 | 中文 | Español | Français | 한국어 | Tiếng Việt

My VPL

- Renew Items
- Check Holds
- Check Due Dates
- Check Fines

Explore Online Resources

- eBooks & Downloadable Audiobooks
- Digital Newspapers
- Subject Guides
- Online Articles, Encyclopedias & More

Locations & Hours

- Branches & Hours
- Accessible Services
- InfoAction Research
- Contact Us

Programs & Services

- What Do I Read Next?
- Children's Programs
- Events Calendar
- Room Rentals

Using the Library

- Get a Library Card
- Loan Periods & Fines
- Book a Computer
- Help at Central Library



Contact Us >

- Email
- Call
- Visit
- Help@VPL

Did You Know? >



NewToBC was created to support libraries in Metro Vancouver in their effort to help people who are new to the area. NewToBC is a Metro Vancouver Library program to inform and refer immigrants to other services in the area.

Upcoming Events >

1 of 25



Babytime at Kitsilano Branch Library

Wednesday at 10:15 a.m.

[Browse All Events](#)

Connect with VPL >



Tweets

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Vancouver Public Lib @VPL 7m
 Good day for literary non-fiction fans: RBC @TaylorPrize shortlist announced ow.ly/Hk8RF ow.ly/Hk8VY

Tweet to @VPL

Popular Picks >

1 of 10



VPL Staff Picks - January, 2015

A list of newer and older fiction and non-fiction titles selected by VPL's Information Services team.

[Past Popular Picks](#)

What Do I Read Next? >



Not sure what to read next? Get **personalized reading recommendations** from VPL librarians.

What Do I Read Next?

Library News >



Celebrate Family Literacy Day at the library!

posted on January 05, 2015

Family Literacy Day is January 27 and all month long, we'll be celebrating with lots of fun. So bring the entire family to the library and have fun reading and learning together!



Jan. 14: Incite brings Patrick Lane, Arleen Pare and Kayla Czaga

posted on January 05, 2015

The 2015 lineup for Incite brings an **exploration of books and ideas** with authors, poets and literary luminaries who will change how you see the world.



RBC Foundation Supports VPL's Inspiration Lab

posted on January 02, 2015

RBC Foundation is showing their support for VPL's Inspiration Lab with a donation of \$10,000 to help create a free space for the city to **explore, capture stories and bring ideas to life.**

Notices >

Sign up to receive email news about VPL

Are you in? Event highlights, top reads and updates from Vancouver's library: [Subscribe to our email list here.](#)

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- Subject Guides
- Skilled Immigrant InfoCentre

Programs & Services

- Book Sale
- Cultural Access Pass
- Aboriginal Storyteller
- Poet Laureate
- Vancouver Inspiration Pass
- Writer in Residence

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- Library Management
- Open Data
- VPL Mobile Site

Using the Library

- Change Your Address
- Computer & Internet
- Wireless at VPL
- Service Interruptions
- Other BC Libraries

Is The Library Open? | Sitemap | Text Size: A A A | VPL for: Kids | Teens | Visually Impaired | VPL in: 日本語 | 中文 | Español | Français | 한국어 | Tiếng Việt

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Funded by: CITY OF VANCOUVER

Figure A.10. Vancouver Public Library homepage. This figure shows the homepage view of this library's website. Retrieval date: January 14, 2015.



The Latest Program Guide

PROGRAM GUIDE
January - February 2015

Calendar of Events

January 2015

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

New Titles

- » New Books
- » New Videos
- » New Sound Recordings
- » New Large Print

Make this web site talk



January 19 is PA DAY

Creation Station
Be Creative! All ages welcome!

Stop by our Creation Station and discover your inner 'creator'! Share your ideas and explore your creativity through activities, games and more. Let your imagination run wild!

Research Online

Search our electronic collections of articles, journals, encyclopedias, newspapers, magazines, research reports etc. You will need brampton Library card number to gain access to online resources.



E-books, audiobooks, stream videos & more!
You can now download up to 10 items from OverDrive and select the length of your loan period!
[For help with downloadable items.](#)

Recently Reviewed Items

Recently reviewed items | [Top rated items](#) | [Most reviewed items](#)

Let's get cracking!
Soccer : from Beckham to Zidane / Morris, Christoph...
Bhino ek sambandh / Shah, Hitesh B

Branch Hours

Chinguacousy

Monday	10 am to 9 pm
Tuesday	10 am to 9 pm
Wednesday	10 am to 9 pm
Thursday	10 am to 9 pm
Friday	10 am to 6 pm
Saturday	10 am to 5 pm
Sunday	1 pm to 5 pm

[More information >](#)

How Do I...

How do I...

Connect with Us

- Ask a Question
- Call Us

Live Reference Help

online research help

Click here for LIVE CHAT

askON library staff are standing by to help you.

askON is a live research help service offered for free by Ontario libraries. We answer questions on a wide range of subjects. [Learn more about askON.](#)
For more information please go to www.askon.ca



Figure A.11. Brampton Library homepage. This figure shows the homepage view of this library's website. Retrieval date: January 14, 2015.

Appendix B – Libraries with newsletters

Table B.1	
<i>Libraries with eNewsletters</i>	
Toronto	Yes
Montréal	No
Calgary	No
Ottawa	No
Edmonton	Yes
Mississauga	Yes
Winnipeg	Yes
Fraser Valley	Yes
Vancouver	Yes
Brampton	No

Appendix C – Capture timelines

Websites

Each website was given a walkthrough by the four personas. The walkthroughs were recorded in real-time via descriptions (as seen in Chapter 4) as well as being simultaneously captured in screenshots. Analysis was then done on both the description of the walkthroughs as well as the screenshots. Note that capture dates in Table C.1 refer to both the annotations of the walkthroughs and the screenshots that accompanied them.

Table C.1		
<i>Website Capture Dates</i>		
Library	capture start date	capture end date
Toronto	Feb. 18, 2015	Feb. 22, 2015
Montreal	Feb. 18, 2015	Feb. 22, 2015
Calgary	Feb. 18, 2015	Feb. 22, 2015
Ottawa	Feb. 21, 2015	Feb. 22, 2015
Edmonton	Feb. 21, 2015	Feb. 22, 2015
Mississauga	Feb. 21, 2015	Feb. 22, 2015
Winnipeg	Feb. 21, 2015	Feb. 22, 2015
Fraser Valley	Feb. 21, 2015	Feb. 22, 2015
Vancouver	Feb. 21, 2015	Feb. 22, 2015
Brampton	Feb. 21, 2015	Feb. 22, 2015

Social media

Each library's social media was captured for seven days via screenshots. Screenshots occurred once per day over the seven day period and then once again ten days later in order to capture any lingering comments/responses. Note that, with the exception of the *Vancouver Teen Instagram page, all other social media was captured at the same time, and so just library names, rather than individual social media listings, are given in order to reduce redundancy. Analysis was then based on the screenshots, rather than live social media sites. There was one exception to this: the Toronto Public Library YouTube video, which was screen captured along with the rest of the social media and then watched once on February 4, 2015 with notes regarding the content written down to later aid in categorizing the video.

Table C.2

Social Media Capture Dates

Library	capture start date	capture end date	recapture date
Toronto	Jan. 19, 2015	Jan. 25, 2015	Feb. 4, 2015
Montreal	Jan. 19, 2015	Jan. 25, 2015	Feb. 4, 2015
Calgary	Jan. 19, 2015	Jan. 25, 2015	Feb. 4, 2015
Ottawa	Jan. 19, 2015	Jan. 25, 2015	Feb. 4, 2015
Edmonton	Jan. 19, 2015	Jan. 25, 2015	Feb. 4, 2015
Mississauga	Jan. 19, 2015	Jan. 25, 2015	Feb. 4, 2015
Winnipeg	Jan. 19, 2015	Jan. 25, 2015	Feb. 4, 2015
Fraser Valley	Jan. 19, 2015	Jan. 25, 2015	Feb. 4, 2015
Vancouver	Jan. 19, 2015	Jan. 25, 2015	Feb. 4, 2015
*Vancouver Teen Instagram	Mar. 10, 2015	Mar. 16, 2015	Mar. 26, 2015
Brampton	Jan. 19, 2015	Jan. 25, 2015	Feb. 4, 2015

Appendix D – Examples of social media labels

Two examples of each label are given from a variety of sources/libraries. Note that while many of these examples could apply to more than one label, they are being used to showcase singular labels in this section.

Library promotion is any post that had to do with the library, whether that is information about material or a new branch opening, costs, etc. Within this label there are several sub-labels.

Program is any post highlighting a library program or event; this can include information such as the presenters or the location or general information about the program, age of attendees, etc.

From the Winnipeg Public Library Facebook page: “Come share your writing, any writing, just read it OUT LOUD. Today | 1:30 | Millennium Join us for Library OUT LOUD.” (January 25, 2015)

From the Fraser Valley Regional Library Facebook page: “Check out this week’s program highlights! For more details on all the week’s programs, go to ow.ly/HAAWk

> The Arthritis Society Presents: Chronic Pain Management Workshop – Ladner Pioneer Library

> Developing Confidence and Self-Esteem in Children – Muriel Amason Library

> Chef Hiro Takeda – Hope Library

> Family Literacy Day – Pitt Meadows, Clearbrook and Maple Ridge Libraries” (January 19, 2015)

From the CalgaryPublicLibrary Twitter feed: “You heard right! Dav Pilkey (Captain Underpants!) is speaking at Central, Sunday, Feb. 8: events.calgarypubliclibrary.com/?ad=s&dt=s&lc=...”

(January 22, 2015)

Material is any post regarding the material (physical or electronic) that the library gives members access to; this can include anything from books to databases and play material.

From the Fraser Valley Regional Library Facebook page: “#LateNightReading “She is Not Invisible” by @marcussedgewick <http://ow.ly/HoZQE> #ReadFRVL” (January 25, 2015)

From the Booked [Winnipeg Teen] Facebook page: “Winnipeg Public Library now has video games that you can check out for free with your library card! PS3, PS4, Xbox360, Xbox One, Wii and Wii-U. Check you [sic] the listing of T for Teen games! So many to choose from!

<http://ow.ly/HSkfa>” (January 25, 2015)

General is any post regarding generalities about a library or posts that would be considered miscellaneous while still under the library promotional banner. This can include posts from library jobs to information regarding how to tag photos at library events.

From the Fraser Valley Regional Library Facebook page: “Permanent P/T – Job Opportunity: Page(s) at Terry Fox Library [sic]<< love the spelling of Library ;) See link for more information regarding days/hours: <http://ow.ly/HFdO7> #poco” (January 20, 2015)

From the TorontoPublicLibrary Twitter feed: “Luckily, Toronto Public Library lets you borrow up to 50 items at a time: ow.ly/HH1xl #awesome #discover” (January 21, 2015)

Staff is any post that highlights staff members; this might be a post about a staff member going somewhere or it might be a post about the staff members waiting to answer questions at the reference desk.

From the Fraser Valley Regional Library Facebook page: “The Fraser Valley Regional Library (FVRL) Board has named [removed] as the library’s next CEO, effective TODAY! http://www.fvrl.bc.ca/media_releases.php” (January 19, 2015)

From the Vancouver Public Library Facebook page: “One of our own librarians on vacation, reading from ‘The Hobbit’ while in Hobbiton (New Zealand)” (January 20, 2015)

Branch is any post specific to a branch; this can include anything from information about branch hours or closures, to plans for an upcoming branch

From the Fraser Valley Regional Library – Administrative Centre Google+ page: “[ALERT] White Rock Library will be replacing exterior windows this month. Be aware disruptions in certain areas of the library may occur.” (January 19, 2015)

From the Winnipeg Public Library Facebook page: “Have you visited or seen the photos of our NEW Charleswood library yet? The new branch is just down the block from the old library (it’s now at 6-4910 Roblin Boulevard), and it’s TWICE as big. It’s worth the trip, you’ll be amazed! <https://www.flickr.com/.../winnipegpu.../sets/72157650387753521/>” (January 22, 2015)

Members is any post that highlights members of the library; this could be information on how many members the library has, or a highlight of a specific member.

From the CalgaryPublicLibrary Twitter feed: “Since January 2 over 10,500 people have signed up for a library card. That just makes our day! [Metronews.ca/new/Calgary/1...](http://metronews.ca/new/Calgary/1...)” (January 23, 2015)

From the Edmonton Public Library Facebook page: “Humans of EPL

One of David’s favourite movies is UHF by Weird Al Yankovik. There is a particular scene in the movie where Arnold Schwarzenegger plays the role of Conan the Librarian. He comes upon someone who doesn’t know the Dewey Decimal System, and says (in a very good Arnold impersonation) ‘Don’t you know the Dewey Decimal System?’ and then chops him in half!” (January 21, 2015)

Contest is any competition hosted by the library; this section also includes such posts that ask members to guess when a picture was taken, or what a close up of something is. There may not or may not be a prize for answering correctly.

From the Ottawa Public Library / Bibliothèque publique d'Ottawa Facebook page: "Disney on Ice Contest: January 21-February 15 <http://is.gd/jrvoc7>

Concours Disney sur glace : 21 janvier au 15 février <http://is.gd/2fFot5>" (January 19, 2015)

From the Edmonton Public Library Facebook page: "Throwback Thursday: What year is the library card on this Joining the Library poster?" (January 22, 2015)

Volunteer is any post that highlights a specific volunteer, or a group of volunteers; this can include posts surrounding friends of the library or other library-volunteer associations.

From the Vancouver Public Library Facebook page: "Just a reminder that book'mark (the Friends of VPL library store) is closed until Jan 23 for inventory" (January 21, 2015)

From the Wpg Public Library [Winnipeg] Twitter feed: "Susan says: To Thine own Lips be True Lip Balm – Best of Friends Gift Shop in Winnipeg's Millennium Library. ow.ly/i/8iyGO" (January 22, 2015)

Culture is the label for any post that has to do with the wider world outside of libraries. These posts can cover everything from pop culture to events or history, and there are several sub-sections to culture.

History is any post involving history, whether it is a historical picture, event, or person of historical significance. Posts such as throw back Thursdays would fit into this category.

From the Vancouver Public Lib Twitter feed: "#tbt 1960 sledding at Little Mtn (volcanic formation once mined for granitic basalts in Queen Eliz Park) VPL 42961" (January 22, 2015)

From the TorontoPublicLibrary Twitter feed: "It's Photo Friday! We have a pic of Yonge st [sic] (1897) looking north from Park Home Ave ow.ly/HPlkr" (January 23, 2015)

Events are those events that are not hosted by the library; they can be both community events and larger events. Anything from a symphony performance to the Oscars can fit into this section.

From the Edmonton Public Library Facebook page: "The Ice on Whyte Festival kicks off today and runs until February 1st! While you are checking out the festival pop in at Strathcona branch and say hello! <http://www.iceonwhyte.ca/>" (January 23, 2015)

From the OttPubLib/BibPubOtt [Ottawa] Twitter feed: "Now at the GCTC: Moss Park!: The second half of the GCTC's 40th season begins this evening with the opening of... bit.ly/1yE4wFr" (January 20, 2015)

Creators include posts about artists, authors, musicians, etc. They can be well known or local artists, and these posts need to be more than just an author of a book listed, they have to contain actual information about a creator.

From the Wpg Public Library [Winnipeg] Twitter feed: “Double your pleasure, double your fun @WpgSymphony’s [removed] on the double bass this Thursday at noon ow.ly/HEsm5” (January 23, 2015)

From the Toronto Public Library Facebook page: “Benedict Cumberbatch is most famously known for playing the character of Sherlock Holmes.

Most people know Arthur Conan Doyle as the man behind the Sherlock Holmes series. But is that all there is to him? Discover the author’s other great books in our Arthur Conan Doyle Collection: <http://ow.ly/HME1y>.” (January 22, 2015)

Material is any post about a book, video, picture, art piece, etc. These posts are not related to the library, and must not link back to library material. They can be posts promoting a piece of art, or something like Canada Reads.

From the Brampton Library Facebook page: “Heading into this season’s debates, how many Canada Reads winners have you read? Find CBC Book Club on Facebook!” (January 25, 2015)

From the Mississauga Library System Facebook page: “Feeling nostalgic? The Internet Archive has free Classic PC Games. <http://ow.ly/HAswf>” (January 22, 2015)

Miscellaneous (misc) is a post that, while related to the world at large, does not fit into a specific category and tends to be a one-off, such as a math equation or a post about an obscure item.

From the Vancouver Public Lib Twitter feed: “Get happy: Research suggests writing and then rewriting your personal story can make you happier. Via @nytimes ow.ly/HLZkg” (January 24, 2015)

From the TorontoPublicLibrary Twitter feed: “Find out what the most common names are for a ‘librarian’: ow.ly/HIEhm & learn more about your own name ow.ly/HIEhn” (January 23, 2015)

Pop culture refers to post that are about common themes in today’s society, such as New Year’s resolutions or hipsters.

From the Vancouver Public Lib Twitter feed: “Supercomputer Watson (yes, the one that beat Ken Jennings on Jeopardy) and the Inst of Culinary Education write cookbook: ow.ly/HMpFU” (January 24, 2015)

From the Edmonton Public Library Facebook page: “We’re well into a new year. Here is some help for those resolutions: <http://bit.ly/1CwVYD1>” (January 24, 2015)

People refers to posts about persons of some renown, such as politicians or celebrities.

From the Wpg Public Library [Winnipeg] Twitter feed: “Mayor Brian Bowman speaks to the crowd about his connection to the Charleswood library @cityofwinnipeg” (January 19, 2015)

From the TorontoPublicLibrary Twitter feed: “Show #compassion – We can all make a difference. More from the 14th Dalai Lama: ow.ly/HLass” (January 23, 2015)

Libraries are posts about libraries in general, which might include things like pictures of the most beautiful libraries, or a CLA mandate. These posts do not include posts specific to the host library, unless a post contains information about both the host library and outside libraries.

From the OttPubLib/BibPubOtt [Ottawa] Twitter feed: “Couldn’t have said it better ourselves: 6 Ways to Become a Power User of the Public Library bookriot.com/2014/08/22/pow... via @BookRiot” (January 19, 2015)

From the Brampton Library Facebook page: “What a wonderful community project for Virginia Public Library! <http://www.libraryasincubatorproject.org/?p=15926>” (January 22, 2015)

Contest refers to posts surrounding a competition that the library does not host; this could be anything from a contest for event tickets or a reading contest hosted by an outside association.

From the Ottawa Public Library/Bibliothèque publique d’Ottawa blogs: “Paint or draw your interpretation of the theme ‘In Your Community’ for a chance to win some great prizes and have your artwork featured inside the Elmvale Centre! Maximum size 12”x12”. Enter inside the Elmvale Acres branch of the Ottawa Public Library between January 19 and February 19 for a chance to win. All ages welcome!” (January 23, 2015)

From the Mississauga Library Twitter feed: “Reading Bingo: How many of these can you check off in 2015? Will you be a hero and get a full card? ow.ly/HziMs” (January 19, 2015)

Association refers to post content that revolves around another business or association in the wider community; this might be a local literacy association, for example.

From the Fraser Valley Regional Library Facebook page: “O.W.L Orphaned Wildlife Rehabilitation Society is strictly a non-profit society, and all the Birds of Prey in their care appreciate all of your support! Please visit their website to learn more on how you can donate. Due to the avian flu outbreak they have had to take precautions by limiting public tours and onsite programs over the past few weeks.” (January 21, 2015)

From the TorontoPublicLibrary Twitter feed: “We are part of the City Builder Book Club & their “one book” Arrival City by [removed]. Here’s our picks for Ch 1 ow.ly/HPFxr” (January 25, 2015)

Current events labels those posts which contain content surrounding current events, either within the world at large, or within the community; this could be anything from the discovery of a new dinosaur, to a post about the freedom to read or speak.

From the TorontoPublicLibrary Twitter feed: “The United Nations proclaimed 2015 as the International Year of Light (@IYL2015). More about the importance of light: ow.ly/HQBgP” (January 24, 2015)

From the Vancouver Public Lib Twitter feed: “UK ban on sending books to prisoners to end Feb 1 following Dec high court ruling (& months of protests) ow.ly/HMnST” (January 23, 2015)

Special day refers to those posts that surround a specific day, week, or month. This can be anything from Family Day to Black History Month.

From the Teens @ Vancouver Public Library Facebook page: “It’s almost Family Literacy Day and #vancouverpubliclibrary wants to know – what’s your #favebedtimestory? Here are a few of ours. #nostalgia #tbt #teensatvpl” (January 22, 2015)

From the Ottawa Public Library / Bibliothèque publique d’Ottawa Facebook page: “Celebrate Family Literacy Day with Junkyard Symphony, January 25 <http://is.gd/lgqOrl>

Célébrez la Journée de l’alphabétisation familiale [sic] avec Junkyard Symphony, le 25 janvier <http://is.gd/oU6PRM>” (January 21, 2015)

Visuals refers to those posts that have an imbedded photo, video, poster, meme, etc. These do not include giving a link to a page that has a picture; the picture or other visual material must be visible from the main page of posts on the library social media page; having to click on a post to expand it does not qualify. These materials may be original pictures posted by the library, or pictures that are imbedded because an article is being imbedded or a meme is being used, etc. The visual label is not meant to give a sense of what the post is about, but rather if the posts are text based alone or if they include immediate visual content. Visual labels do not replace content labels, but rather, add onto them.

From the TorontoPublicLibrary Pinterest page:

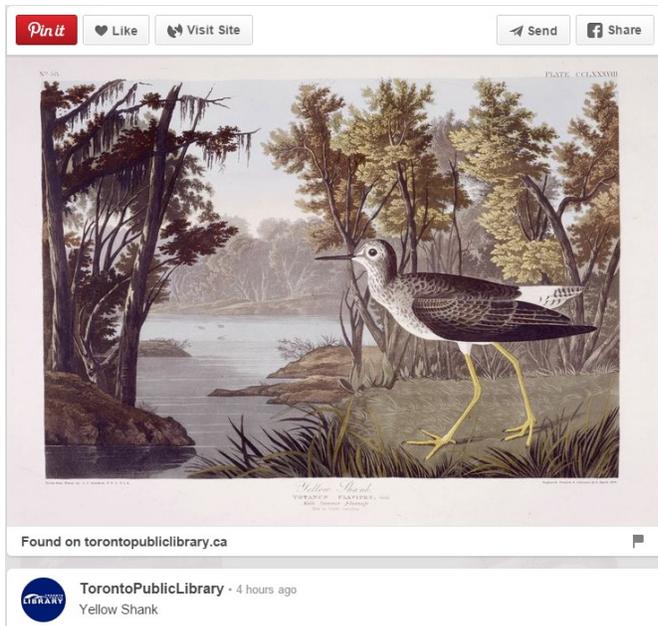


Figure D.1. TorontoPublicLibrary Pinterest pin – example of visual content. This figure shows an example of what a visual post might look like. Retrieved on: January 23, 2015.

From the Brampton Library Facebook page:



Figure D.2. Brampton Library Facebook post – example of visual content. This figure shows an example of what a visual post might look like. Retrieved on: January 21, 2015.

Conversation starter refers to those posts that pose a question to the audience and ask for responses. These do not include yes or no questions, or those questions that are used as hooks to promote a library program or material item. It does include posts that prompt discussion amongst members and draw opinions out of people. For ease of recreation and an attempt to curv bias, this label is only given to those posts that ask questions, or ask members to fill in a blank, rather than posts that may make a statement that people *might* respond to.

From the CalgaryPublicLibrary Twitter feed: “Students like print over e-books, and after years of growth, sales of e-books are stagnating. Your thoughts? ow.ly/HE6St” (January 20, 2015)

From the Edmonton Public Library Facebook page: “How do books inspire you? Tell us how books affect you from new ideas, perspectives and places to creating your own stories and projects.” (January 22, 2015)

French post labels those posts that are all French, or that contain a mixture of French and English. Because only English is being analyzed, the French words are not looked at for content, but knowing how many French posts each library makes is also important for future studies.

From the Ottawa Public Library / Bibliothèque publique d’Ottawa Facebook page: “TV5 découvre le cœur et l’âme de Vanier et son patrimoine <http://is.gd/ftt8ja>” (January 20, 2015)

From the OttPubLib/BibPubOtt [Ottawa] Twitter feed: “Lire un livre à notre enfant, c’est bïed. Transmettre l’amour de la lecture, c’est mieux!” (January 21, 2015)

Appendix E – Ethics exemption

This thesis required no ethics approval, as stated in the *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans* (TCPS2). This was confirmed on March 17, 2014. The exact phrasing is:

“Some research is exempt from REB review where protections are available by other means. This Policy allows the following exemptions from the requirement for REB review, as outlines below.

Article 2.2 Research that relies exclusively on publicly available information does not require REB review when:

(a) the information is legally accessible to the public and appropriately protected by law;
or

(b) the information is publicly accessible and there is no reasonable expectation of privacy.” (Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council of Canada, & Social Sciences and Humanities Research Council of Canada, 2010, p.17).

“Research that is non-intrusive, and does not involve direct interaction between the researcher and individuals through the Internet, also does not require REB review.” (Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council of Canada, & Social Sciences and Humanities Research Council of Canada, 2010, p.18).