



Library 2.0

-crossing or burning bridges over the digital divide?

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Abstract

This paper describes a qualitative case study on the effect of the Library 2.0 model on the digital divide. It's inspired by the new question of the public libraries place in the modern information society and uses three Scandinavian texts on the organizational, patron and society perspective.

Interviews with a chief librarian in charge of an adaption to the Library 2.0 in a Swedish public library and two of its patrons have been conducted to learn more about the subject.

Conclusions reached include the value of considering the digital divide in theory and practice, differences in reactions to ICT development in libraries, the importance of public libraries for the development of digital skills.

The study aims to contribute to a greater understanding of these questions and create a background for future decisions concerning the Library 2.0 model and the digital divide.

1.3 The assignment for which this paper is produced

This text is written as a response to an assignment from University of Borås³. It consisted in performing a case study inspired by a fictional case based on a situation or problem that a real library in Sweden has faced.

The fictional case this study has been inspired by describes a situation in a public library. A district, Springstad, of 5 887 inhabitants has a public library with two full time librarians. Many job positions are currently in jeopardy and the income and educational level is below average. The public library of Springstad is one of nine affiliated libraries of the municipal public library. The public library of Springstad cooperates with school, educational associations and child health centre. The problem facing it is a lack of contact with the local community. Efforts have been made to attract the local public, especially families and children. Various events are arranged every other week in cooperation with local educational associations. The extent of the cooperation with the school is considerable since it has no school library and since they have recently purchased young adult literature and new media believed to be exciting and popular.

Despite this the public library of Springstad isn't patronized as much as expected. The staff of the library wants to learn more about the groups represented among the patrons, the patrons' opinions of the library and which needs the library could fill for its local community. They believe more communication and interaction between the library and its surrounding is needed.

As the fictional staff wish to improve contact with the local community and be more adaptable, the Library 2.0 model seemed like a natural choice of subject. Since the fictional case brings up which groups visit the library and why and what the library has to offer, people in danger of having less access to information⁴ and the digital divide seemed like a motivated choice of focus.

1.4 Definitions of the digital divide and Library 2.0

In "Digital divide?" by Pippa Norris⁵ the digital divide is understood to be the difference between "[T]hose who do, and those who do not, use the panoply

1. INTRODUCTION

Society and the way people communicate are constantly changing. Public libraries should adapt at the same pace and attract and introduce people to different ways of finding information¹. In the information society the digital divide has become a factor that must be seriously considered in this work². It is an especially interesting issue as the Library 2.0 model, emphasising electronic resources and constant, purposeful change, has become a popular inspiration for many public libraries. This text explores how the Library 2.0 model relates to the digital divide.

Here the disposition of this paper, aim of this paper, assignment for which this paper is produced, some key concepts of this paper and background of the subject of this paper is described.

1.1 Disposition

This paper continues to describe the background of the study, the investigated problem and aim, the original assignment, definitions, background, previous research theoretical frames and methods and limitations of the study. Then the study is described, the results and analysis and conclusions. Lastly tables, images, references and attachments are provided.

The reason for this disposition is that it provides the information needed to interpret the study, provides insight into the findings and gives further, more detailed information.

1.2 The investigated problem and the aim of this paper

How can the changes inspired by the Library 2.0 ideal made in some Swedish public libraries affect the digital divide? This is the main problem of this text. It considers how the digital divide can be considered in the planning of changes according to the Library 2.0 model, how the digital divide can be considered as concrete measures are then taken and what consequences an adaption to the Library 2.0 model can be believed to have on the digital divide.

¹ This can be concluded from section 2 of the Swedish libraries act (quoted below) Swedish arts council, and Michelle McLean, *Information literacy, web 2.0 and public libraries* in Godwin, Peter & Parker, Jo (red.), *Information literacy meets library 2.0*, 2008

² For example McLean describes that the information society have meant changes in the way public libraries teach and meet patrons, McLean 2008, p 63

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⁴ Because of lack of library visits, income and education.

⁵ Norris, Pippa, *2001 Digital divide?: civic engagement, information poverty, and the Internet worldwide*, p 3

of digital resources to engage, mobilize, and participate in public life.” which is the definition used in this text. It is clear, concise and pragmatic. The three parts of the digital divide described in this book, the global, social and democratic divide shows that there are different consequences of the phenomenon in different contexts⁶. The digital divide is a complex concept, affects many aspects of society and can entail both differences in access to electronic communication and ability/motivation to use them. It should also be mentioned that everyone doesn't consider the digital divide necessarily and exclusively between the “poor” and “rich” in information and opportunities. For example Karsten Alnæs⁷ argue that electronic resources can be seen as a mixed blessing when it comes to searching information and increasing knowledge.

Library 2.0 is can be defined in about as many ways as there are librarians, as Michael Casey and Laura Savastinuk points out in the book “Library 2.0 a guide to participatory library service”⁸. Jenny Levine explains this to be partly because of its dynamic nature and flexibility to the individual librarian's ideas and visions in her chapter “2.0 - and Beyond”⁹. The core of the concept can be claimed to be a vision of an open communication between library and patrons resulting in a state of constant purposeful change of the library and empowerment of the patron, mostly made possible by electronic resources. This definition is the one used in this text and can be said to be a brief, generalized version of the definition of Casey and Savastinuk:

“* Library 2.0 is a model of constant and purposeful change

* Library 2.0 empowers library users through participatory user driven services.

* Through the implementation of the first two elements, Library 2.0 seeks to improve services to current library users while also reaching out to potential library users.”¹⁰

1.5 Background

Here's what can be found out about Swedish public libraries on a Swedish encyclopaedia¹¹: The Swedish libraries act state that there has to be at least one public library in every municipality and this is honoured by every municipality. Public library usually consists of a main library, facilitated libraries and book buses. They conduct several outreaching services to reach new

⁶ Ibid

⁷ Alnæs, Karsten . Frodig bibliotekslesning i skjermens tidsalder in Audunson, Ragnar A. & Windfeld Lund, Niels (red.) 2001 *Det siviliserte informasjonssamfunn – folkebibliotekens rolle ved inngangen til en digital tid*, p.10-24.

⁸ Casey, Michael E. & Savastinuk, Laura C., 2007 *Library 2.0: a guide to participatory library service*, p 5.

⁹ Levine, Jenny, 2007 *2.0- and Beyond* in *Information tomorrow: reflections on technology and the future of public and academic libraries*

¹⁰ Casey and Savastinuk C, 2007, p 5.

¹¹ Nationalencyklopedin

patrons and those with difficulties to patronize libraries. Public libraries are financed by the main municipalities and the Swedish arts council. Public libraries are visited by around 60% of the Swedish population.

The Swedish Libraries act of 1996 states:

“Section 2: In order to promote interest in reading and literature, information, enlightenment and education and also cultural activities generally, every citizen should have access to a public library The public libraries shall work to ensure that data-based information is made available to all citizens. Every municipality shall have a public library.”¹²

This paragraph encourage awareness of both the opinions and tastes of the local community to promote use and access and the gap in accessibility of electronic resources which makes it the main official and national guideline for public libraries in regards to Library 2.0 and the digital divide.

Previous to the Library 2.0 model the main development in contact between public libraries and patrons/potential patrons has been the outreaching activities established in the 1950s and developed during the 1960s¹³. This meant that librarians started to meet the public and visit other countries to learn more about library work¹⁴. Some of the most recent tools in Swedish public libraries for aiding empowerment of the patrons and change the organizations routines are the homepages with the possibility to order books or renew a loan, advertising coming events and forums, the OPAC-catalogue accessible from any computer, the electronic automats that allow patrons to check out and return books and collections of free databases.

Sweden has taken advantage of digital resources, as seen in the diagram below¹⁵ and stated in an online article of the periodical “*Computer Sweden*”¹⁶. Considering that there are computers in most libraries and schools the digital divide is not mainly a question of physical access to electronic devices but the difference in degree of access and ability to use electronic devices¹⁷.

Swedish society has, in short, changed significantly since the TV, cell phone and PC made the information society a reality. The Swedish public libraries are working to find their exact professional responsibilities in the new complex social and cultural structures and their value over other channels of information¹⁸. The Library 2.0 model and the digital divide can be seen as relevant and interesting subjects in the issue of the place of public libraries in the new information society.

¹² Swedish arts council,

¹³ Hansson, Joacim, 2005, *Det lokala folkbiblioteket: förändringar under hundra år*, p 22-24.

¹⁴ Ibid

¹⁵ See statistic diagram below

¹⁶ Wallström, Martin 2007 “*Sverige toppar den globala datoranvändningen*” in “*Computer Sweden*”.

¹⁷ Ibid

¹⁸ Hansson, Joacim, 2005, *Det lokala folkbiblioteket: förändringar under hundra år*, p 31-33

2. PREVIOUS RESEARCH

As Jarl Backman describe in his book, a declaration of previous research is valuable for insight in the research process¹⁹. With this in mind previous research used for this paper is here described. This was found in the university library of the University of Borås²⁰. The texts were chosen because they were found reliable, relevant and not obsolete.

The texts this paper has been most influenced by in trying to understand the contexts and aspects relevant for finding what effect the Library 2.0 model can be expected to have on the digital divide are the theses of Anna Bernhem and Linnéa Kuster²¹, Åse Hedemark's article in a LIS research periodical²², Ragnar Andreas Audunson's chapter in a Norwegian book on public libraries used in Swedish education of librarians²³ and the book of Pippa Norris²⁴.

Bernhem and Kuster discuss the view of librarians on the Library 2.0 model²⁵. It uses phenomenography²⁶ to describe different viewpoint expressed by interviewed librarians²⁷. They find that the Library 2.0 model might be seen as a technique that is very important for the professional role of librarians, or as a system of values²⁸. They say it affects the role of librarians.

Librarians start to take advantage of the knowledge of the patrons²⁹ and take on a pedagogical role and perform educate patrons about ICT³⁰. Library work can obviously take many different forms but is defined as servicing patrons well³¹. The increasingly open library catalogues and collections are described as a possible shift in paradigm³². It is concluded that librarians reluctantly takes steps to give up some control of information to the digital space³³. This might however not be completely selfless as librarians bring up the effect of the Library 2.0 model on the library as an institution and its chance of survival³⁴. To summarize, Bernhem and Kuster describes one important aspect of

the effect of the Library 2.0 model on the digital divide, the view of public libraries of the Library 2.0 model in practice.

Hedemark³⁵ discusses different norms and values effecting the interaction between public libraries and patrons by using discourse theory and institutional theory. A complex image of social assumptions and widely spread opinions is revealed. First the issue for public libraries of catering to the collective verses the individual is brought up and it is noted that they have prioritized a micro level view of patrons while political decisions have undermined this attitude³⁶. Then they discuss the question of the public libraries main purpose³⁷. It is determined that public education, democracy and justice are still big parts of their goals but an awareness of the interests of businesses has become more common. Since libraries are here assumed to be the dominant party in the relationship between public libraries and patrons this is described as having an effect on the library routines³⁸. Purchase policies dominated by demand, an emphasis on entertainment and an obsession with lending statistics are mentioned as the most important consequences.

Patrons are explained to be important in library rhetoric and practise*. This is claimed to be dominated by problems experienced with patrons from certain groups³⁹. It is argued that public libraries have an opportunity to put an end to these kinds of predispositions and create new social contexts for defining the identities of patrons by learning more about their information behaviours and working to influence them⁴⁰. This might create an environment where patrons are freer to explore the potential of public libraries.⁴¹ To summarize, Hedemark's article is about the patron perspective of public libraries; another important aspect of the effect of the Library 2.0 model on the digital divide.

Audunson discuss different perspectives of patrons, librarians and politicians that are part of public libraries. A survey is performed in these three groups to learn about different views on public libraries and find out something about their place in tomorrows, digital world⁴². Examples of different positions in society of libraries are presented, the education library, the ICT library and the library as conveyer of the common culture⁴³. He reports that the potential in the ICT society of libraries isn't restricted to professionalism, the emphasis on lifelong learning is common among the respondents and many see libraries as important to prevent the digital divide from becoming a serious problem⁴⁴. There was a shared perception that the

¹⁹ Backman, Jarl. *Rapporter och uppsatser*, p 17-34.

²⁰ See the website of the university library of the University of Borås

²¹ Bernhem, Anna, Linnéa Kuster 2007, *Bibliotekariers uppfattningar om Bibliotek 2.0*.

²² Hedemark, Åse, 2005 *Mötet mellan folkbibliotek och användare Svensk*.

²³ Audunson, Ragnar Andreas, *Folkbibliotekens rolle i en digital framtid: Publikums, politikernes og bibliotekarenes bilder* in Audunson, Ragnar Andreas & Lund, Niels Windfeld (red.), 2001, *Det siviliserte informasjonssamfunn: folkbibliotekenes rolle ved inngangen til en digital tid*.

²⁴ Norris, 2001

²⁵ Bernhem and Kuster 2007

²⁶ Ibid, p 19-26

²⁷ Ibid, p 26.

²⁸ Ibid p 44

²⁹ Ibid 44

³⁰ Ibid 44-45

³¹ Ibid 45

³² Ibid

³³ Ibid 46-47

³⁴ Ibid 49

³⁵ Hedemark 2005

³⁶ Ibid, sid 10

³⁷ Ibid sid 10-12.

³⁸ Ibid, sid 12

³⁹ Ibid, sid 12-13

⁴⁰ Ibid, sid 12-14.

⁴¹ Ibid 14-15

⁴² Audunson, 2001, p 206-207.

⁴³ Ibid p 213-218

⁴⁴ Ibid p 221

library should spread cultural values but the aim considered most important, education, was usually seen as a very instrumental issue⁴⁵. A supply and demand attitude has become quite successful in Norwegian libraries⁴⁶. The three groups were united in their views of the library⁴⁷. Something that might be a cause of worry is that the younger respondents were most sceptical towards libraries⁴⁸. To summarize, this text describes another perspective on the effect of the Library 2.0 model on the digital divide, the public library as a part of society.

Since the book of Pippa Norris⁴⁹ is briefly described above I will not give a longer description of it here. It describes the conclusions from a study that is inspired by the fast and vast development of ICT. The main question of the book is if the internet will reinforce or erode the gap between information rich and information poor. It will here be used as a source on the digital divide in society, among individuals and part of organizations.

I have used one text on the view of librarians of the Library 2.0 model in practice, one text on the relationship between librarians and patrons, one text about the library as part of society and one text about the digital divide. I believe this to be a good basis for understanding the subject of this paper and will use these perspectives and texts in the description and analysis of my empiric study below. It is also positive to use sources describing the same context, in this case Scandinavian and public libraries. It is also a good background to my choice of main problem since it combined brings up the fact that the world of information is changing and that there are different ways for librarians and library patrons to relate and adapt to these changes. It is however also proper to notice that no source has been found on the exact subject of this text and that a theses is written for educational purposes which could be considered a slight loss in credibility.

3. THEORETICAL FRAMES AND METHODS

Here the chosen way of approaching the study is described.

3.1 Theoretical frames

This study is qualitative. Karin Widerberg writes in her book that qualitative research investigates the characteristics of something and asks what a phenomenon means and is about⁵⁰. Merriam's book also refers to the qualitative perspective as an aim to understand the meaning of a certain phenomenon or

⁴⁵ Ibid

⁴⁶ Ibid p 221-222

⁴⁷ Ibid p 222

⁴⁸ Ibid

⁴⁹ Norris 2001

⁵⁰ Widerberg, Karin, *Kvalitativ forskning i praktiken*, Studentlitteratur, Lund, 2002, p 15.

event⁵¹. It goes on to mention that qualitative theories are interested in different minds of different people without assuming that some are more correct than others, processes and the researcher's effect on the found results⁵². These are very brief but accurate descriptions of the theory, a way of acknowledging the importance of the small, events seen from the perspective of the individuals. Being qualitative this study assumes that the library as an organisation and its local community first and foremost is affected by different individual thoughts and opinions, silent knowledge and different types of dynamics between these.

As mentioned this paper is also a case study. A case study is, according to a book by Sharan Merriam, focused on a specific event, person, occurrence, institution or social group⁵³. In the description of the theory in a handbook for the course provided by the university it is added that it should increase understanding of the complexity of a case⁵⁴. It is clear from Merriam's book that besides from what has been mentioned the theory is open for interpretation which makes it very flexible⁵⁵. The case study theory has inspired this study to see and consider the complexity of a small, contextually bound process.

This study combines these two perspectives by striving to understand rather than to explain and paying attention to points of view without mistaking them for objective truths.

My choices of theoretical frames and methods are inspired by the previous research in the sense that the studies of the texts used for this paper aims to increase the understanding of the work of public libraries rather than explain it and is bound to a specific context.

3.2 Methods

To collect the data research of the municipally and public library of Kungälv⁵⁶, a semi-structured interview of open questions with the chief librarian leading a process of adaption of the public library of the municipality Kungälv to the Library 2.0 model and shorter interviews with two patrons of the same library have been conducted. As a qualitative study, a small number of informants and a more personal, adaptable way of collecting data have been used.

The research was conducted before the interviews. The interviews consisted in previously decided, open questions and the informants spoke freely around the different subjects that were brought up. It is here assumed that qualitative interviews are the best way of

⁵¹ Merriam, Sharan B., 1994, *Fallstudien som forskningsmetod*, Studentlitteratur, Lund, , p 30

⁵² Ibid 31

⁵³ Merriam, 1994 , p 24.

⁵⁴ Kursplan för kursen Biblioteks- och informationsvetenskapliga fallstudier, 15 högskolepoäng Case Studies in Library and Information Science, 15 ECTS University of Borås

⁵⁵ Merriam 1994, p 24-30

⁵⁶ using homepages, statistic sites and dictionaries online

directly collecting relevant points of view and find correct and relevant ways to understand and interpret them.

The chief librarian was chosen as informant, from a very small number of candidates, because she had an insight in the change to a Library 2.0 library from the perspective of the organization. Since qualitative studies aim to describe the investigated phenomenon and its context in detail it would have been hard to keep this informant completely anonymous. The chief librarian agreed to not be anonymous. It should be pointed out that her description isn't the only and unquestionable truth. It is instead the viewpoints of the person between the political policies and individual library, the librarians and the local community. The interview with the chief librarian was held in a meeting room available for booking by patrons. The informant was quite happy to share her experiences and viewpoints. She had previously been in charge of ICT issues. I explained what the definition of Library 2.0 was in this study but let the informant tell me what the digital divide meant to her. She defined it as the difference in knowledge of how to use electronic resources and motivation/courage to learn more. The interview with the chief librarian will here be used to learn about the process of changing into a Library 2.0 library from the perspective of the organization. I had some knowledge of the library but aimed to avoid predispositions. The informant was the most familiar with the surroundings and happy to cooperate. This resulted in an interview on equal terms with the informant in focus.

The telephone interviews with two teachers were quite brief and only meant to complement the interview with the chief librarian. These informants were chosen because of their close relationship with the library and insight in how a group of patrons, their students, saw the library. The teachers were also happy to share their experiences. One of them had worked at the school for many years, the other only a few. The use of telephones was not ideal since descriptions of attitudes and points of view are aided by body language. In my opinion that is however not crucial for briefer interviews. The interviews with the two teachers will be used to learn about their wide view of the digital divide and the change in use and opinions of the library among their students who are some of the most frequent patrons closest to the library. This will give a patron perspective on the consequences of the change by a closer look at an institution the library cooperates with. In conclusion I believe these interviews were a discussion between people close to the subject in different ways and explored the opinions and points of view of the informants.

My choices of methods are inspired by the previous research as only one of them use quantitative data and more than a few respondents. I believe this shows that it is valuable to examine the thoughts of individuals to understand the effects of methods of library work.

3.1 Necessary limitations of the study

It is possible to study the problem chosen for this paper from different perspectives and the study had to be limited to one.

It could be investigated from the perspective of the society. The main question might have been how the cooperation between libraries and other organizations and political library policies are affected by the Library 2.0 model and affect the digital divide. Interviews with the people in charge of this work in Library 2.0 libraries and a close study of influential documents might have been good methods for this kind of study. It could produce pragmatic suggestions for Library 2.0 management to handle the digital divide or describe the current place of Library 2.0 libraries in a digitally divided society.

The problem could also have been investigated from a patron perspective. This would mean finding out how the Library 2.0 model and digital divide effect patrons. A study of which groups are represented among library patrons and interviews with patrons and non patrons about the place of libraries in their lives would have been proper. This might have suggested how Library 2.0 libraries can meet individual patrons with different experiences of electronic resources.

The perspective of this text is however the organizational perspective. This means investigating the goals of an organization changing to become a Library 2.0 concerning the digital divide and what results they seem to produce. It is reasonable to make the choice to collect much, intimate data from few informants to get a deep insight in the process. The results are interpreted with the library in focus; no effort has been made to take a deeper, holistic look at the local community or patrons. This perspective has been chosen because it gives the best insight in how budding Library 2.0 libraries see and affect the digital divide. It is, after all, libraries that have the main responsibility to shape library work and decide how to consider the digital divide in practice. This perspective can still not completely be separated from the other two as public libraries are not inseparable from patrons and society⁵⁷.

The limitations of the study also include time and resources. The schedule decided by the University of Borås allowed the study to go on from 090323-090528 with about one week set aside for a separate assignment. Resources used during the study are a university library and a dedicated response group⁵⁸.

The study is also imitated in the sense that it investigates one particular library in its particular context. Its location in the world and Sweden, its age, its economy and its staff are all uniquely combined and will affect the result of the study.

4. RESULTS AND ANALYSIS

Here the results from the investigation of the Public library of Kungälv, a public library adapting to the Library 2.0 model is described. I will describe and analyze the context of the results, the results of the

⁵⁷ Which can be concluded from previous research page 5

⁵⁸ The group consisted of 8 students and a teacher.

planning process, the means to achieve the set goals and the consequences of the process so far, using of previous research and personal reflection. The main interview with the chief librarian is used for the most part of this section but the interviews with the two teachers are included in the description of consequences of the process so far.

4.1 The municipality, the library and the fictional case

To fully understand the organization investigated is important in a qualitative case study as it put the results in context.

The municipality Kungälv⁵⁹ had around 40.268 inhabitants at the time of the interview⁶⁰. It had a struggling economy with a deficit of 104 million SEK in 2007⁶¹. The most usual jobs were caring professional and stockroom and transportation professional in 2006 and 2% of the population were job applicants in Mars 2008⁶². Kungälv had focused on the needs of children and youths⁶³. According to the chief librarian acting as informant the investigated library did so as well.

The public library of Kungälv was placed in a cultural facility called Mimers hus⁶⁴. Mimers hus was founded in 2004 and also housed a theatre, a cafeteria, lecture halls, the sector for culture and recreation, an art gallery and an art school⁶⁵ and an upper secondary school⁶⁶.

The public library functioned as a school library for an upper secondary school. The library was, according to the informant, cooperating with several different organisations such as educational associations and homes for the elderly. All of Mimers hus, including the public library, had a very modern appearance⁶⁷. The library had a full time staff of about 21 librarians and four affiliated libraries. It filled around 2000 square meters and had collections of books on tape, DVD-films, fiction, nonfiction, language books, MP3-books, CDs and more. There were six computers with internet access, two copy machines, three automats for checking out items and one for returning⁶⁸. The webpage

dedicated to the libraries of the municipally provided collections of databases, links and three blogs⁶⁹.

There are differences and similarities between the investigated library and the library described in the fictional case. Both are public libraries functioning as school libraries, located in an area facing bad economic times, nurturing relations with associations. Both wish to attract children and have diverse collections. The investigated library is however not an affiliated library, has more than two full time librarians and is located in a municipality with more inhabitants compared with the fictional public library of Springstad.

4.2 Visions and goals steering the process

The chief librarian acting as informant described the process of changing the library that she was leading as inspired by the Library 2.0 model and still in progress. The informant was also interested in the “idea store”-model⁷⁰. A lengthier description of this model has no place here but it encourage an interest in the work with increasing knowledge by

“[A] wide range of adult education classes, along with career support, training, rooms for group activities, cafes and arts and leisure pursuits”⁷¹.

The aim of the process was according to the informant first and foremost to make the library:

- * Current, exciting and popular meeting place
- * Adapted to its contemporary time
- * A public space controlled by the patrons

This idea was presented to the municipal cultural council by the informant in 2005. The notes of the presentation⁷² begin by mentioning some disturbing facts. It claims that every fifth student doesn't read, fewer and fewer people patronize the library and visits has decreased by 30%. It carries on by pointing out that the confidence in the library is very high and the interest in media hasn't decreased. With this in mind she wants the library to:

- * Analyse the change of the surrounding world
- * Define a new strategy
- * Identify the possibilities of the organisation to meet new challenges
- * Create an action programme

She proposed the creation of lifestyle rooms, a new presentation of the libraries services and a rebranding. She suggested a more ambulatory library, an interactive website and a focus on the activities of the library and patrons. The “slogan” for the imagined new library was: “Sharper, smarter, bolder, **online**”

The informant saw a digital divide among the patrons of the library and the local community. The planning of the process therefore considered the digital divide in the issue of accessibility. This has apparently been seen as a

⁵⁹ To get a sense of the geography, see the map provided by the home page of Kungälv

⁶⁰ See the homepage of Kungälv

⁶¹ See the homepage of Kungälv

⁶² Statistic Sweden (SCB)

⁶³ Kungälv were in fact runner up for the title of youth municipality of the year 2008

See the homepage of Kungälv

⁶⁴ This translates to “The house of Mimir”, Mimir being a figure in Norse mythology

Webster's online dictionary

⁶⁵ A place for youth to learn how to play instruments, act, sing...

⁶⁶ See the homepage of Kungälv and koordinater.se

⁶⁷ See pictures at the homepage of Mimers hus gymnasium

⁶⁸ For a map of the library see the library's page on the website of Kungälv

⁶⁹ See the webpage dedicated to the libraries of the municipally

⁷⁰ For more information, see the idea store website:

⁷¹ The idea store website:

⁷² The notes to the presentation were provided by the chief librarian and preformed 2006-05-30. Feel free to contact the author for further information.

question of attracting more patrons so more people will be exposed to electronic resources, being available to all of the local community by being more visible physically and digitally and paying more attention to ICT which is reflected in the mentioned goals.

There were in short several interesting thoughts, ideas and goals on both macro and micro level when the process of changing the public library was planned. These goals can certainly be said to accord with those of the Library 2.0 model as described above and can represent the foundation building blocks of a Library 2.0 library. Boiled down to the most important points the goals of the changing process might be described in the following three goals.

The internal organizational

The first goal is to challenge habitual routines of the library as an organization and updating the staff.

This goal is pragmatic but still possible to relate to the view on Library 2.0 as a foundation of values described by Bernheim and Kuster,⁷³ since this goal is hard, if not impossible to measure quantitatively. This might be a way of boosting the confidence of the library, show it has aims more important than the instrumental tasks of, for example, checking out as many books as possible. This can be connected to the discussion of what the knowledgebase and professional role of the librarian really is in the same book⁷⁴. This is, according to me, a very positive initiative.

As a goal for the digital divide it is possible to relate this to the point Norris brings up that the digital divide is not simply about access but also general standards of education and income⁷⁵. This can be interpreted as a need to support and aid those less experienced in digital resources. To evaluate the routines of the library and having an IT savvy staff is important for providing a good service for both sides of the digital divide.

The patrons

The second goal is reaching out to individual and potential patrons by becoming more contemporary, attractive and practical for modern information needs.

This goal can be seen as an expression of the view of the library's duties to its patrons. You can argue that it is trying to develop from a system dominated library prioritizing spreading knowledge to a patron based library making requested information available. To accept the information behaviours of the patrons as an influence on public libraries is, according to Hedemark, important⁷⁶. A public library that is working to be attractive and approachable for different patrons is in short positive according to me.

As a goal for the digital divide it can be compared to the e-Europe initiatives described by Norris which aim to spread digital resources by marketing, lowering costs

and providing more visible locations for terminals⁷⁷. In communities that have few problems with physical access to digital resources it might still be important to provide an attractive, approachable environment for the insecure digital visitors to avoid a society where knowledge is for the privileged⁷⁸.

The library as part of the local community

The third goal is creating more extensive networks and getting closer to the local community.

It should be considered that a library adapted to modern information needs and cooperating with other organizations have more attention in the local community. As Audunson points out public libraries are part of their surroundings⁷⁹ and should promote their possibilities and importance⁸⁰. I believe a public library that is an active part of the local community by networking would be a great development.

As a goal for the digital divide it might relate to Norris' warning of digital development as a substitute for developing society⁸¹. It is, according to me, important for public libraries to not substitute an intimate cooperation with the local community with an internet connection. A possibility to read fairy tales online can, for example, not replace a public fairy tale reading at a popular place for children. To believe so might foster less literate and curious children with fewer possibilities to use electronic resources.

Summary of visions and goals

In short I find the planning of the Library 2.0 development in this library interesting as it includes pragmatic and bold visions of a dynamic, modern heart of the local community. In an age where TV, computers and telephones provide alternative ways of finding information a library that strives to adapt to the local community and the current time might be rewarded with a more interesting and relevant image. A stuffy, uninteresting image might make a public library less attractive for people in the local community, which would decrease the status and confidence of the librarians and even make its economical support from the government less motivated.

4.3 The concrete measures taken and planned so far

The process of adapting to the Library 2.0 model has, according to the chief librarian, been slow. There had still been quite a few changes since 2005 and new plans for the future.

The question of the digital divide had according to the informant been a part of the measures taken. The importance of an understandable, simple language in all communication with the local community, patron

⁷³ Bernheim, and Kuster 2007, p 14-19

⁷⁴ Ibid p 14-19

⁷⁵ Norris 2001, p 234-235.

⁷⁶ Hedemark 2005, p 14-15.

⁷⁷ Norris 2001, p 69

⁷⁸ Ibid

⁷⁹ Audunson 2001, p 207-211

⁸⁰ Ibid p 222-223

⁸¹ Norris, 2001, p 234-235

education and awareness of the groups believed to be more likely to be information poor (elderly, immigrants and possibly, to some degree, women⁸²) are mentioned as factors discussed during the changes.

The internal organization

The library as an organization had a few additions. The marketing of the library has increased and the webpage of the libraries of Kungälv⁸³ have been improved. The staff has taken part in courses on ICT. Discussions of how the library can stay current and in touch with modern information behaviour have become part of the internal dialogue. There was also a reorganization planned for the staff of the investigated library. According to the informant it is now divided in three teams focusing on children and youths, the learning and surrounding world and adults and the affiliated libraries. She thinks this is an obstacle and that there is no real cooperation between the teams. A new organization of staff will come into practise in about ½-1 year. The exact changes are not yet known but a focus on processes, cooperation and meetings between different fields of the library is expected.

These efforts are a way of updating every day library work and the staff and admirable. To accept purposeful, development is necessary for all organizations, a vital part of the Library 2.0 model and a good way of inspiring staff. The changes made in the organization are also a good way to offer the support and opportunities for digital activities mentioned as necessary to bridge the digital divide. Public libraries are however small but complex institutions with that usually have a evolving rather than revolutionary way of developing which Audunson points out⁸⁴.

The patrons

The patrons of the library have new opportunities in the library. The physical environment has changed. Lifestyle rooms, rooms in the library with different kinds of documents and services connected by a theme, have been created and the informant is hoping for more. There are two, the home district room and the body and soul room⁸⁵. The library's space online is improved. As mentioned, the library's web page has been improved and it has a page on the internet community Facebook⁸⁶. Workshops on ICT for the patrons have started and the informant is hoping for more inspiration from the idea store model⁸⁷.

As Hedemark claim the relationship between libraries and patrons is very important for creating a common collaboration in information behaviour and

⁸² The is supported By Norris 2001 who mentions the inequalities between nations, age groups and genders, p 68.

⁸³ See [the webpage of the libraries of Kungälv](#)

⁸⁴ Audunson 2001, p 218-219

⁸⁵ Read more about these on the homepage of Kungälv

⁸⁶ See the site Facebook

⁸⁷ "Internet for seniors and internet" has been popular while "Internet for the terrified" has had quiet few participants.

eliminating prejudice⁸⁸. I see it as positive that this public library has made attempts to reach out to new and regular patrons by updating their services and physical environment. It is a good way of supporting the promotion of digital resources mentioned as necessary to bridge the digital divide.

The library as part of the local community

The library has been more active in the local community. It has been part of a local fair, had public readings for children at McDonalds and much more. There has been more cooperation between the library and the affiliated libraries. Common library cards lending terms and a shared portal has been established for the convenience of the patrons. . The cooperation with the affiliated libraries is also planned to develop further. The chief librarian was very enthusiastic about creating a united front for all the libraries in the municipality, and one day Sweden. Equal service and equally knowledgeable staff are something she considered lacking. She especially mentioned that the patrons of the affiliated libraries often had to request books from her library and pay a small fee.

This is a way of extending the network of the library, become a visible, natural part of the community and have services for different patrons. These efforts can be said to be related to Audunson's exhortation to be aware of the tension between values and interests of libraries and their surroundings and make them a developing, modern part of this relationship⁸⁹. I find these initiatives a positive step to supporting the awareness of and education in ICT mentioned as necessary to bridge the digital divide.

Summary of concrete measures

The library has been critically evaluated and adapted to the modern influences and technology. The local community has been in the centre of this change rather than the library system. The changes have been made to be more visible as a solution to the needs of the local community as a part of the new information society. The informant hopes the process will proceed by making her library a united organization and part of an equally united organization of libraries.

4.4 Consequences of the process so far

The chief librarian considered some of the goals of the process achieved, this can also be said to be noticed in the description of goals and concrete changes made so far above.

The internal organization

One important consequence of the process of changing the library that is apparent is an increase of

⁸⁸ Hedemark, 2005, p 12-14

⁸⁹ Audunson 2001

patrons⁹⁰. It was otherwise hard for the informant to see specific effects of the change. On a micro level patrons have learned from the ICT workshops and new activities have been appreciated. She has noticed different attitudes towards the increasingly important digital resources. As example of a positive attitude she mentions people who can now get help in technical questions about using the library computers. As example of a negative attitude she mentioned one patron upset that the phone book was no longer available in paper format. According to the chief librarian the process of change has not been a constantly smooth transition for the library staff. But through courses and critical discussions they have, as mentioned, gained new knowledge and perspectives which is rarely negative.

The difficulty in knowing the opinions of the patrons might be due to the two levels of library work mentioned by Hedemark, the rhetoric and practical⁹¹. The librarians might find it hard to share the values and priorities in the rhetoric level and feel slightly frustrated in this communication with the local community. If so, this might very well be connected to the fact that public libraries are not mostly validated by their instrumental use but by their value systems, as Hedemark points out⁹².

To say anything about the consequences for the digital divide is also hard for the chief librarian, she has no concrete information about this. Maybe this is because digital information seeking demands fewer intermediaries and is therefore harder for the organization to evaluate. This might make the communication with patrons encouraged by the Library 2.0 model valuable.

The library has in short little information on the consequences of the adaption to the Library 2.0 model but have a positive experience of it.

The patrons

The two teachers acting as informants hadn't noticed significant changes in the public library of Kungälv; they saw their contact with the library as the same it had always been. This was however appreciated since they considered their cooperation with the library a great asset and nearly impossible to improve. They had different views of the digital divide in their school. One teacher didn't see a difference in the digital skills of the students, possibly because students in the same class in this stage of their education usually share some interests and experiences. This teacher could instead see a divide between staff and students. She thought many students believed all information seeking could be spelled g-o-o-g-le while teachers and librarians tried to raise awareness about critical evaluation of sources, copy

right and different options in digital information seeking by nearly forcing them into the library. The other teacher also considered the students as equally knowledgeable of ICT and divided from the teachers in this aspect. But this informant described the students as often more computer savvy than the teachers. This informant considered most students very frequent patrons of the library for social and academic purposes. It was mentioned as example of this that the class in computer use had been cancelled since all students had some experience of computers.

It can be noted that the teachers describe an increasing use of computers among the students, a wish for the students to use the library as much as possible and an appreciation for communication with the library. This most likely mean they consider the development towards a library that makes efforts to stay current and in touch with its patrons and librarians who are knowledgeable of ICT valuable even if they haven't been made aware of the behind-the-scene work of the library. It might be appropriate for the library to make their changes more visible to the patrons to assist their possibility to reach them.

Norris can confirm some of the points made here, that different groups and individuals are affected differently by the digital divide, that it is important to make digital opportunities visible and that the library is an important organization in the issue of building bridges over the digital divide. A way to create an awareness of this in the local community might be the constant communication and aggressive marketing of libraries promoted by the Library 2.0 model.

The library as part of the local community

From the point of view of the local community the adaption to the Library 2.0 model might be very interesting. Even if the teachers acting as informants hadn't noticed the changes in the library or its effect on the digital divide they did however recognize the library as crucial for developing students' knowledge of ICT. They both mentioned the introduction to the library for all new students, the constant and flexible cooperation between librarians and teachers and the education about proper academic use of and reference to trustworthy sources as examples of this. The public library has an important role in raising awareness of ICT and creating a natural, neutral meeting place for more and less IT savvy people. The changes have, according to the chief librarian interviewed, helped new people find their way into the library, presented them with the opportunity to take courses on digital resources and provided a computer savvy staff. This can be argued to be the first step to bridging the digital divide.

Summary of consequences

As a qualitative study this paper assumes that different consequences might be produced by similar efforts in different contexts. The consequences of this particular adaption to the Library 2.0 model in this public library so far can definitely be said to be positive.

⁹⁰ According to the chief librarian thi is the exact statistics

Check outs:

2006273 4802007310 1332008304 987

Visits:

2006296 6922007418 0512008473 751

⁹¹ Hedemark 2005, p 10.

⁹² Ibid, p12.

Both for the library that has increased its amount of patrons and the patrons that have taken advantage of the new opportunities to learn about electronic resources and meet the library in new places. For the local community this might mean a bridging of the digital divide but further communication with patrons and non patrons might be required before this becomes a reality. What the future might hold in form of technical development and common digital skills is, as Norris points out⁹³, nearly impossible to predict but it is important for public libraries to be prepared to take part in it.

4.5 Conclusions

In the early stages of adapting to the Library 2.0 model the planning of the changes is made and the process is mapped out on a theoretical level. If goals are properly defined there is a bigger chance of reaching them. It is also an important part of justifying the manpower and resources needed for an adaptation to the Library 2.0 model. The digital divide is one factor that decision makers may consider. They may also consider how to maintain actability for both sides of the digital divide.

When the process of changing has begun there is a chance that patrons and staff take to it in different ways. The Library 2.0 model affects the values, resources and services of public libraries. The goal is to satisfy patrons by recreating the library in their image. It might however confuse or upset those opposed to change, whether positive and justified or not. As the library becomes more modern, some might ask for traditional service. As it becomes online some will be intimidated by the suddenly needed computers. As it reaches out to the needs of the local community some will feel left out of the new decisions. To keep the question of access in mind is important, both physical access, difference in degree in access between groups and the general degree of motivation to gain access to the library. Support in questions of ICT and an interest in how changes are seen are also important if the library should be accessible to both sides of the digital divide.

It has been difficult to trace the concrete effects of the Library 2.0 model on the digital divide in the local community and I would like to encourage more research on this subject. As a qualitative study this paper also considers that different consequences might occur in different contexts. It has in any case become clear that public libraries are important for creating a common and open environment for exploring the potential of electronic resources. This makes it possible to create a bridge over the digital divide or quietly point out the possibility to learn more about what is going on at the different sides of it. For public libraries to do this for their local communities would be very exciting and important as knowledge of electronic resources is becoming increasingly important to be a part of society.

⁹³ Norris, 2001, p 70

5.0 TABLES, IMAGES, CHARTS

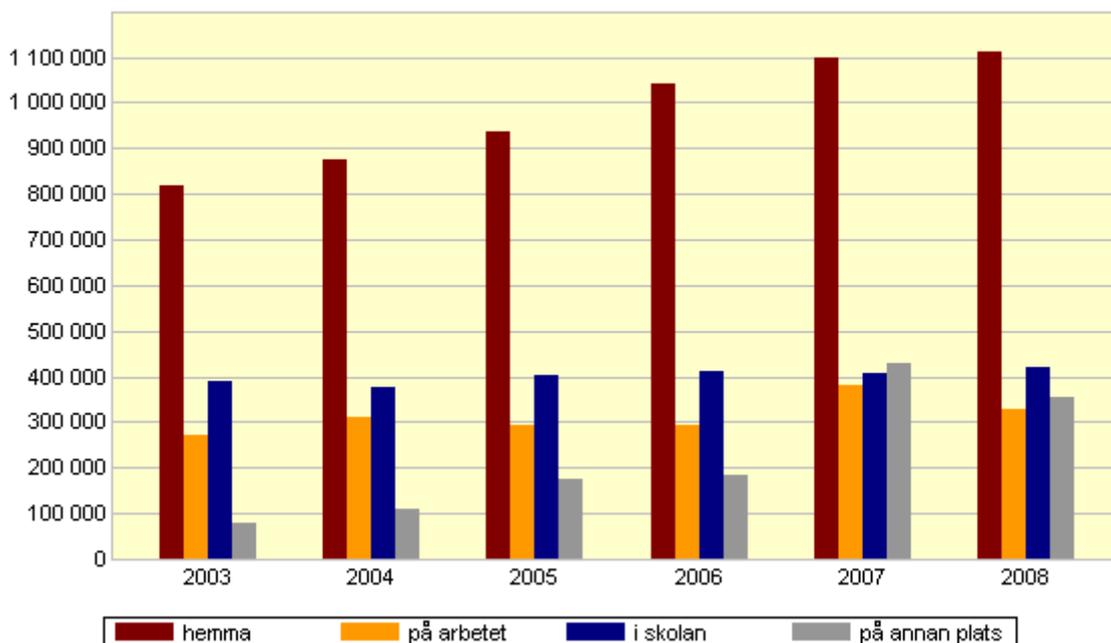
5.1 Tables from Statistic Sweden (SCB)

URL: http://www.scb.se/default___2154.aspx

Computer use among private individuals age 16-74, based on where they have used it, person, gender= totally, educational level= pre secondary school education

Burgundy= home yellow= at work blue= in school grey= other place

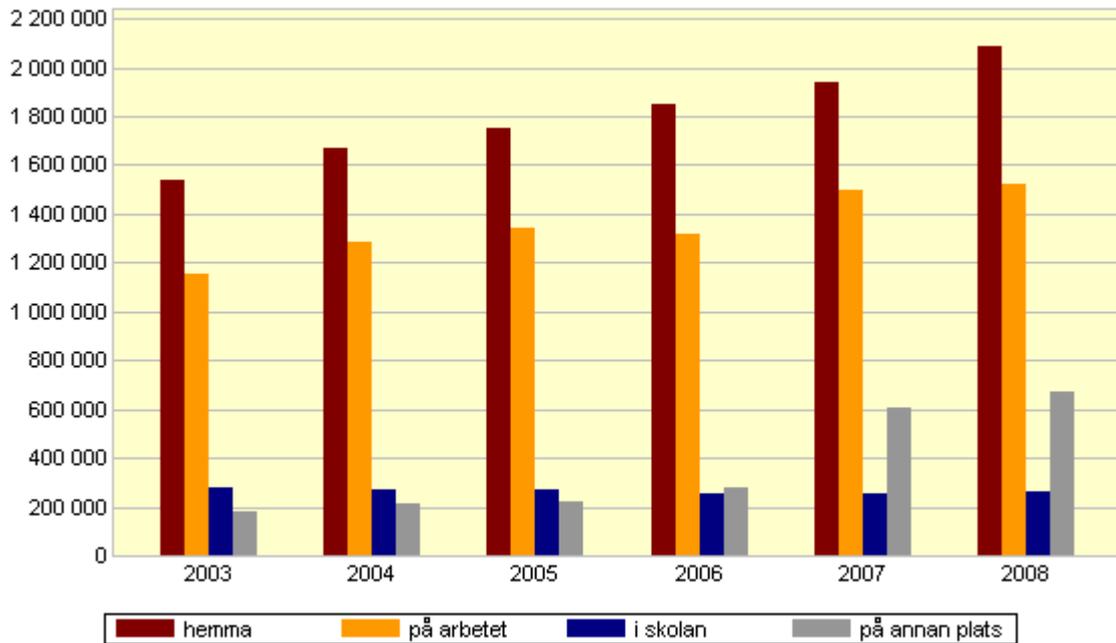
Datoranvändning bland privatpersoner 16-74 år (antal) efter var man använt person Kön=totalt, Utbildningsnivå=förgymnasial utbildning. (antal)



© SCB

Computer use among private individuals age 16-74, based on where they have used it, person, gender= totally, educational level= post secondary school education
Burgundy= home yellow= at work blue= in school grey= other place

**Datoranvändning bland privatpersoner 16-74 år (antal) efter var man använt person
Kön=totalt, Utbildningsnivå=eftergymnasial utbildning 3 år eller längre inkl. forskare**



© SCB

5.2 Pictures of Mimers hus and the public library of Kungälv collected from the website of Kungälv Municipality, http://www.kungalv.se/kultur-och-fritid/biblioteken_i_kungalv/



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The notes provided by the chief librarian to the presentation for the Swedish arts council preformed 2006-05-30

6. ATTACHMENTS

6.1 QUESTIONS ASKED DURING THE INTERVIEW WITH A CHIEF LIBRARIAN PREFORMED 090424

Introduction

- 1 What is your name?
- 2 What is your job?
- 3 Where do you work?
- 4 How would you define the digital divide and how do you think it is present in your local community?
- 6 Tell me about the reorganization you were part of!

Description of process

- 7 What did you aim to achieve in the reorganization of your library?
- 8 How did you attempt to achieve this?
- 9 Did you cooperate with any other organisation during the reorganization? Would you like to (continue this) in the future?
- 10 How do you think the digital divide affected the process? Was it a factor in the decisions being made?

Description of consequences

- 11 Would you say you reached the goals of the reorganization?
- 12 What do you think was the most positive and the most negative consequents of the reorganization?
- 13 Would you say the digital divide in your community has been affected by the reorganization?
- 14 What (else) should be done about the digital divide in a Library 2.0 library?
- 15 Has any particular group in your local community been especially affected by the reorganization? Why?

Wrapping up

- 16 Do you think the Library 2.0 model will continue to be a part of your library's routines and structure in 10 years? Why (not)?
- 17 Do you have anything else to ad or do you want to comment on/clarify anything said so far?

**8.2 QUESTIONS ASKED DURING THE INTERVIEWS WITH TWO TEACHERS PREFORMED
090507 AND 090508**

- 1 What position do you hold?
 - 2 How do you use the library in your educating?
 3. What do you think of the public library?
 4. Do you think there is a difference in ability to use electronic resources among your students?
 5. Have you noticed any changes in the library the past four years? What do you think of these changes?
 6. Do you think the library has made a difference for your students? Their ability to research their school assignments? Use electronic resources?
 7. Is there anything you would like the library to do for your school that isn't done today?
 8. Do you have anything else you want to add or comment on?
1. What position do you hold?
 2. How do you use the library in your educating?
 3. What do you think of the public library?
 4. Do you think there is a difference in ability to use electronic resources among your students?
 5. Have you noticed any changes in the library the past four years? What do you think of these changes?
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 8. Do you have anything else you want to add or comment on?