

# **THE DIVERSITY OF INFORMATION SCIENCE IN EUROPE:**

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**SECOND ASSOCIATION FOR INFORMATION SCIENCE  
AND TECHNOLOGY ASIS&T EUROPEAN WORKSHOP  
2013**

**05.06.2013 - 06.06.2013  
TURKU/ÅBO, FINLAND**

**CONFERENCE PAPER**

By  
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The Second Association for Information Science and Technology ASIS&T European Workshop 2013 was held between June 5 and 6, 2013 in Turku/Åbo, Finland. The workshop was organised by Information studies, School of Business and Economics, Åbo Akademi University and Department Cultural Sciences, Lund University in association with the European Chapter of Association for Information Science and Technology (ASIS&T). The aim of the workshop was to function as a cross-disciplinary forum for presenting and encountering the work of researchers and professionals in the fields of information and library science, technology and related disciplines including archival science, museum studies, and information and knowledge management. The workshop was second in the series started by the first ASIS&T European Workshop held in June 2011 in Cork, Ireland and hosted by the University College Cork (Huvila, 2013a).

The ASIS&T European Workshop is a general information science and technology conference with the aim of bringing together European and European based scholars and practitioners of information science in order to discuss current developments and European perspectives to information science research and practice. The general theme of 2013 workshop was “Digital information and institutions: changing practices of management and use” (Huvila, 2013a).

The workshop was led by Dr. Isto Huvila, who was supported by an organising committee of five assistants. 35 participants signed in for the workshop, including the organisation committee, ten paper sessions, three keynotes and eight poster presentations. Following every presentation will be summarized in chronological order.

**Keynote: Professor Sally Wyatt, University of Maastricht: Open access: open for whom, access to what?**

The workshop started off with the first of overall three keynotes and was presented by Professor Sally Wyatt from the University of Maastricht. Open access to research data was defined as a comprehensive source of human knowledge and cultural heritage that has been approved by the scientific community which has to fulfil the requirements of being accessible, usable, assessable and able to evaluate. In the abstract open access can be valued as something positive, since researchers, policy, industry and civil society can benefit vehemently from it. The realization of open access however turns out to be problematical, because above-mentioned requirements have to keep maintained. For that barriers of

conflicting interests, insufficient infrastructure, legal complexities, assignment of responsibilities for curation purposes, data gaps and many more have to be resolved. The question whether the readers or authors have to pay the significant costs and fees for publishing in respective journals is still a problem to be solved (Wyatt, 2013).

### **Kim Holmberg and Mike Thelwall. Disciplinary Differences in Selected Scholars' Twitter Transmissions**

The first paper presentation of the workshop was held by Kim Holmberg and Mike Thelwall from the School of Technology, University of Wolverhampton. The presented study investigates how researchers in five disciplines (cheminformatics, cognitive science, drug discovery, social network analysis, and sociology) use Twitter for scholarly communication. For that two research questions were conducted:

- 1.) How are researchers in different disciplines using Twitter for scholarly communication?
- 2.) What kinds of disciplinary differences are there in the use of Twitter for scholarly communication?

The respective data was collected between March the 4 and October 16, 2012 using Twitter's API. From each discipline a random sample of 200 tweets was selected and these were classified using a multifaceted classification scheme. In facet one the communication style was classified (retweet vs. conversational tweet vs. tweet with link vs. other) and in facet two the scientific content, or lack of it, was classified (scholarly vs. discipline-relevant vs. not clear vs. not about science). The results suggested that there may be significant differences between disciplines in the extent to which their active users use Twitter for scholarly communication. It seemed to be worrying that some disciplines are avoiding Twitter almost completely for scholarly communication despite other disciplines evidently finding it useful for this purpose (Holmberg & Thelwall, 2013).

### **Jenny Fry. Considerations in adopting a 'disciplinary' analysis of scholarly communication and information behaviours**

The second presentation by Jenny Fry from the Loughborough University aimed at those researchers and practitioners who have an interest in developing a greater understanding of the disciplinary factors that underpin variations observed in patterns of scholarly

communication and information behaviours. In particular, consideration is given to the perplexing issue of level of granularity in studying disciplines and the communities that inhabit them. On that account two interrelated factors that explain the internal structure of knowledge domains were defined:

- 1.) The degree of interdependence that exists between researchers/research communities in order to create new knowledge, and;
- 2.) The degree of uncertainty in selecting valid research problems, approaches and methods; and peer evaluation of the knowledge created

Collectively, these two factors relate to the coordination of research problems, strategies and outcomes; and to reputational control (Fry, 2013).

### **Jela Steinerova. Information interactions as part of digital scholarship**

The third paper presentation in a row was held by Jela Steinerova from the Faculty of Philosophy, Comenius University Bratislava. Current challenges of information science and information work address information behaviour and use in digital contexts. Special attention is devoted to digital scholarship. New models of scholarship have emerged and new tasks for information-intensive work appear from building information infrastructure, through digital repositories to new information services. The purpose of this presented evaluation is to analyse information work as part of digital social sciences and humanities, challenges and demands of digital scholarship. For that, previous studies of information behaviour of PhD. students and information managers in the academic information environment are interpreted and synthesized into a model. As a result close inclusion of information work into digital scholarship is proposed in a model of information interactions for digital scholarship. Concluding, a design of interactive interfaces for digital humanities, culture and social sciences based on concept mapping is proposed (Steinerova, 2013).

### **Keynote: Professor Jens-Erik Mai, Royal School of Library and Information Science, University of Copenhagen: Disciplining information.**

The second keynote by Professor Jens-Erik Mai from the Royal School of Library and Information Science, University of Copenhagen explored the nature of information studies and the notion of information to provide a conceptual foundation for the field in which the

relationship to the notion of meaning outlines the structure of the field.

There is conceptual chaos in information studies. There is little agreement about proper definitions and usages of core concepts in the field. The field is made up of several sub-areas, each of which brings different traditions, languages and concepts and while some have argued that information studies is an inter-disciplinary field, there is even little agreement about the nature of the central notion in field, information. Some scholars have sought to find the answer the central question: what is information?, but few have provided responses that have impacted the general direction of the field. Following Geoffrey Nunberg (1996), a first cut at the notion of information could be to divide the notion into i) an abstract conception in which information is a mass-noun that can be counted and measured (“This library contains 10 terabytes information”), and ii) as a particularistic conception in which information has a relation with knowledge (“I need information about...”). The abstract sense of information is often employed in information studies when we speak of information use, information seeking, information retrieval, information organization, information management, information overload, information anxiety, etc. On the other hand, the particularistic notion of information is central to the “user-oriented” agenda in which the concern is to provide people with the right information at the right time to help them answer questions and gain knowledge. While the language of information studies suggests that the interest is to move bits around (manage, retrieve, use, organize, etc.), the heart of the field is actually concerned with the knowledge and meaning generated from information (Mai, 2013).

**Laura Schumann, Steffen Rölike and Wolfgang G. Stock. Hotspots and Free WiFi in a Ubiquitous City. Do they Serve Citizens’ Information Needs? The U-City Oulu as a Case Study**

The paper presentation by Laura Schumann, Steffen Rölike and Wolfgang G. Stock, from the Heinrich Heine University questioned the usefulness of offered services provided by the ubiquitous city Oulu. A ubiquitous city can be defined as a city which integrates omnipresent computing in a city wide context. Both, advanced information and communication technology and city-specific information services and content in the urban space constitute modules of a ubiquitous city. The general aim of a ubiquitous city is to offer any services anywhere and anytime and thus enhancing the living conditions of its users. Two main

services of Oulu were evaluated through qualitative and quantitative user studies at the hands of university students and upper secondary school students (n ≈ 1000).

1.) PanOULU:

- Open and free city-wide WiFi-network
- Approx. 1.350 access points at public places in and around Oulu
- Approx. 500 access points near the city centre

2.) UBI-Hotspots:

- Interactive public displays providing information services
- 21 indoor and outdoor displays
- Categories: News, Services, City, 3rd Party, Fun & Games, Multimedia, New Cool Stuff

Following research questions were defined:

- 1.) Do hotspots really meet information needs of their users? What kinds of services are mainly used via interactive screens?
- 2.) Does free WiFi satisfy information needs of the users? What kinds of services are mainly used via free WiFi?

The results of the user studies revealed that the UBI-hotspots are rarely used at all, only meet the information needs of their users to small extent and receive a small perceived usefulness. There are drastic needs for improvement in the range of usability, content and technical realization. On the other hand the PanOULU WiFi-network represent a frequently-used service which satisfies many different information needs (communication, news, social networking, basic needs etc) and is all through considered as very useful. Room for improvement exists in the covered area and data safety (Schumann, Rölike, & Stock, 2013).

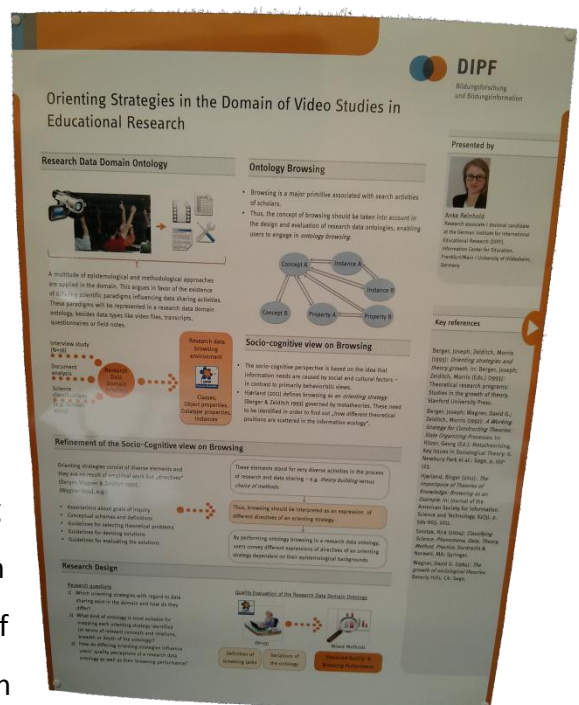
### **Adam Girard. E-book Research: Is it Time to Take the Contextual Turn?**

Adam Girard, Chair of The European Chapter of ASIS&T, held the next paper presentation which dealt with the rising role of e-books, since they have become increasingly popular in recent years and have gone from expensive and hard to use to a common method or reading. New possibilities like full-text searching or hypertext availability shape e-books to popular and convenient tools. Along with the widespread availability of e-books and inexpensive reading devices comes change in the way that information is searched and

accessed. Many of the studies on e-books focus on adaption, acceptance, sales figures, and business models, which are summarized as traditional user studies. These traditional user studies are missing an important perspective – the context. Only a few studies have included information about users and their information needs set in context. In this presentation it was suggested that it is time to move beyond traditional user studies in favour of a prominent focus on contextual factors in future research. Contextual factors are suggested as an area of research that will illuminate the complexity of e-book interactions. By conducting a survey of the literature on e-books in some of the most explored areas, including academic and public library studies, and market reports, common themes have been identified. Rather than researching one contextual factor at a time, a holistic view is desirable (Girard, 2013).

**Anke Reinhold. Orienting strategies in the domain of video studies in educational research – Applying the socio-cognitive view on browsing to the design and evaluation of a research data ontology**

Anke Reinhold from the German Institute for International Education Research presented one of the six posters of the Workshop. Her poster dealt with ontology browsing in the domain of video studies in educational research. In her eyes browsing is considered as a major primitive associated with search activities of scholars. Thus, the concept of browsing should be taken into account in the design and evaluation of research data ontologies, enabling users to engage in ontology browsing.



On that account three research questions were defined:

- 1.) Which orienting strategies with regard to data sharing exist in the domain and how do they differ.
- 2.) What kind of ontology is most suitable for mapping each orienting strategy identified (in terms of relevant concepts and relations, breadth or depth ontology)?

3.) How do differing orienting strategies influence users' quality perceptions of a research data ontology as well as their browsing performance?

(Reinhold, 2013)

**Isto Huvila, Carolina Larsson, Daniel Löwenborg, Bodil Petersson, Per Stenborg and Nicolò Dell'Unto. Archaeological information in the digital society**

The second poster by Isto Huvila, Carolina Larsson, Daniel Löwenborg, Bodil Petersson, Per Stenborg and Nicolò Dell'Unto featured a study which investigates archaeological, especially the excavation-related digital data from the viewpoints of local and global archaeological research and the goals of eScience. In the study interdisciplinary approaches, theories and methods are applied to evaluate and develop the production and the use of the archaeological data.

The project is divided into five work packages:

1.) Information usability

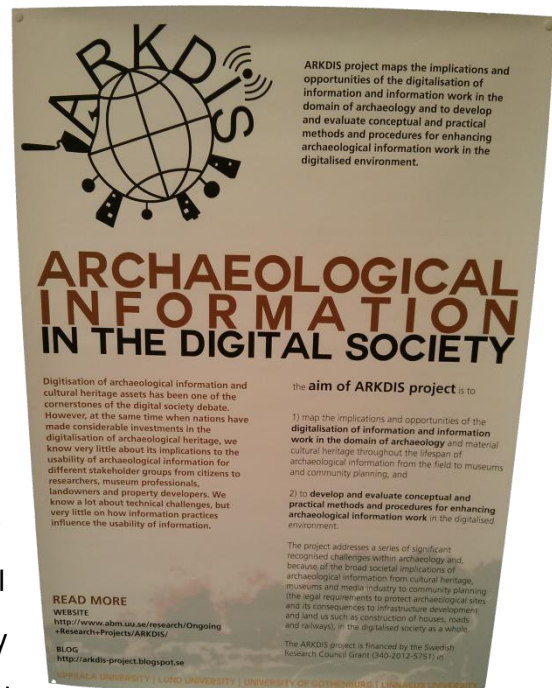
The work package focuses to explicate how the contemporary documentation and information management practices of archaeologists and prevailing information technologies affect the usability of the information in archaeological research.

2.) Collaboration

The work package aims to explain how collaboration is built up between different actors within the digital cultural and archaeological heritage management.

3.) Methods and analysis

The aim is to identify and develop innovative research methods and approaches or addressing diverse stakeholder needs that will benefit of the availability of large digital archaeological data sets and means to process and communicate archaeological information in the digital society.





#### 4.) Information visualisation

The work package aims to develop and test a new visualisation based method for capturing and documenting archaeological information work in the field in order to produce a more informative and thorough documentation of the investigation process for the users of archaeological documentation.

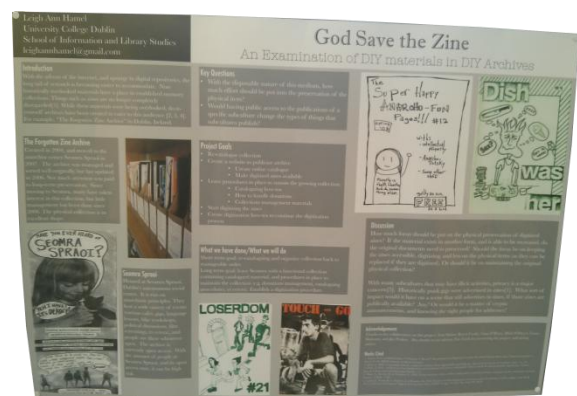
#### 5.) Pedagogy

The aim of the work package is to investigate how digital technology can be used as an pedagogical tool for mediating cultural heritage information.

(Huvila et al., 2013)

### **Leigh Ann Hamel. God Save the Zine: An examination of DIY materials in DIY archives**

With the advent of the internet, and upsurge in digital repositories, the long tail of research is becoming easier to accommodate. Now historically overlooked materials have a place in established memory collections. Leigh Ann



Hamel from the University College Dublin presented her poster which facilitates a discussion of the obstacles and priorities that accompany the development of a collection from independent publications, such as pamphlets and fanzines, resulting from punk subculture in the late 1970's. Two key questions were defined:

- 1.) With the disposable nature of this medium, how much effort should be put into the preservation of the physical item?
- 2.) Would having public access to the publications of a specific subculture change the types of things that subcultures publish?

Taken these questions as a basis following project goals were defined:

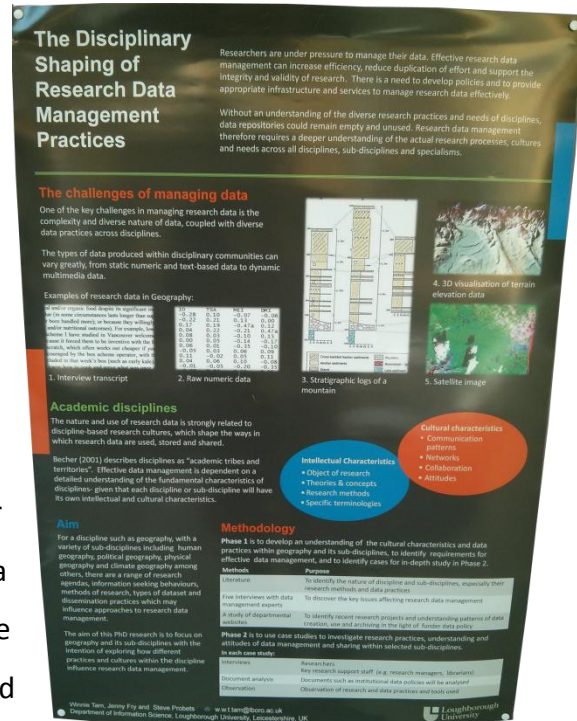
- Re-catalogue and organize collection back to manageable order
- Create a website to publicize archive
  - o Create online catalogue
  - o Make digitized fan magazines available
- Leave procedure in place to sustain the growing collection:

- Cataloguing how-tos
- How to handle donations
- Collections management materials

(Hamel, 2013)

## Winnie Tam, Jenny Fry and Steve Proberts. The disciplinary shaping of research data management practices

Winnie Tam, Jenny Fry and Steve Proberts from the Loughborough University presented the fourth poster which subject was research data management which has become increasingly important in information science, since researchers are under pressure to manage their data more effectively. Effective research data management can increase efficiency, reduce duplication of effort and support the integrity and validity of research. There is a need to develop policies and to provide appropriate infrastructure and services to manage research data effectively. One of the key challenges in managing research data is the complexity and diverse nature of data, coupled with diverse data practices across disciplines. The project goal is to explore disciplinary research practices and cultures and explore how they shape the nature and use of data and influence research data management. For that reason two phases were defined: Phase 1 is to develop an understanding of the cultural characteristics and data practices within geography and its sub-disciplines, to identify requirements for effective data management, and to identify cases for in-depth study in phase 2. Phase 2 is to use case studies to investigate research practices, understanding and attitudes of data management and sharing within selected sub-disciplines (Tam, Fry, & Proberts, 2013).



**Sara Kjellberg, Gunilla Wiklund and Hanna Voog. Developing research support services – Focus group interviews as a method for librarians to understand the everyday life of researchers**

The poster by Sara Kjellberg, Gunilla Wiklund and Hanna Voog aims to identify areas where research support services could be developed both on a faculty level and in collaboration between the libraries at the universities, since the development of research support services gains much attention in research libraries, especially ever since open access and publishing

support have increased as a part of research libraries' assignments. This poster discusses focus groups as a method for librarians to understand the everyday life of researchers. That makes it possible for librarians to develop a deeper understanding of the researchers' needs as well as key obstacles in the research process and to highlight parts in which library services can make a difference. In order to do so focus group interviews with researchers were chosen as the main method. The analysis of the focus group interviews is used as a starting point for feedback and then shapes a continuous conversation built into the way research librarians' work with researchers (Kjellberg, Wiklund, & Voog, 2013).



## DOME Project. DOME: Deployment of Online Medical records and E-health services

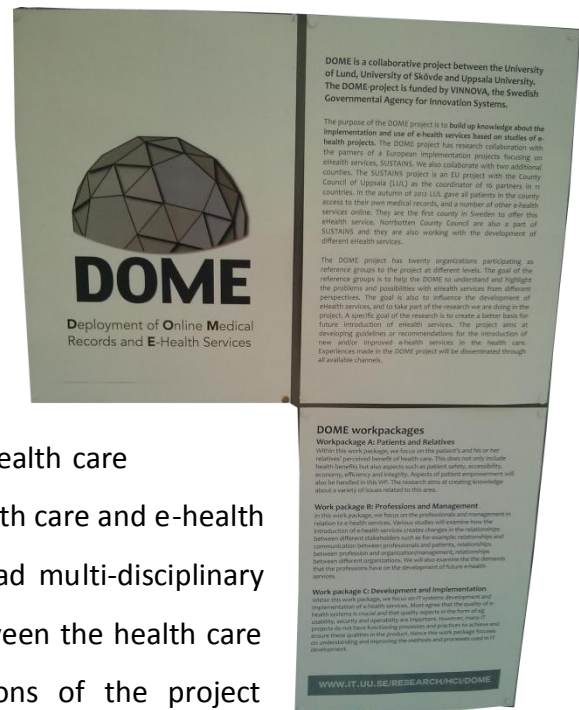
The aim of the project is to build knowledge and understanding of deployment and use of e-health services. The amount of e-health services in the health sector is rapidly increasing and this will lead to substantial changes in the work of

the professionals working in and in contact to health care

sector and the consumers and developers of health care and e-health services. Moreover, this project provides a broad multi-disciplinary platform for action research collaborations between the health care

sector and academia. The theoretical ambitions of the project

translate to a practical aim of creating a better basis for the future introduction and development of new e-health service (Huvila, 2013b).

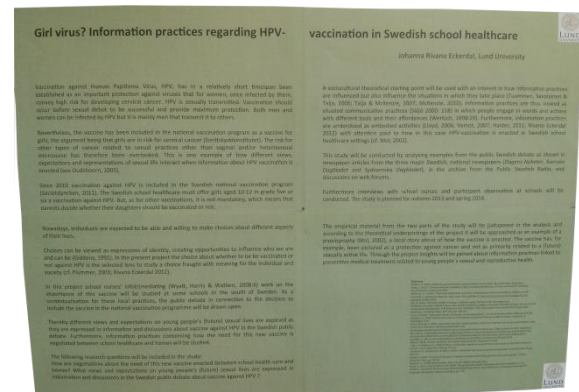


## Johanna Rivano Eckerdal. Girl virus? Information practices regarding HPV-vaccination in Swedish school healthcare

The last poster was presented by Johanna Rivano Eckerdal from the Department of Cultural Sciences, Lund University. Vaccination against Human Papilloma Virus, HPV, has in a relatively short timespan been established as an important protection against viruses that

for women, once infected by them, convey high risk for developing cervical cancer. Both men and women can be infected by HPV but it is mainly men that transmit it to others. Since 2010 vaccination against HPV is included in the Swedish national vaccination program. Nevertheless, the vaccination is not mandatory and the vaccination is only for women. In

this project school nurses' info(r)mediating work on the importance of this vaccine will be studied at some schools in the South of Sweden. As a contextualization for these local practices, the public debate in connection to the decision to include the vaccine in the



national vaccination program will be drawn upon.

The following research questions are included in the study:

- 1.) How are negotiations about the need of this new vaccine enacted between school health care and homes?
- 2.) What views and expectations on young people's (future) sexual lives are expressed in information and discussion in the Swedish public debate about vaccine against HPV?

This study will be conducted by analysing examples from the public Swedish debate as shown in newspaper articles from the three major Swedish, national newspaper, in the archive from the Public Swedish Radio, and discussions on web forums. Furthermore interviews with school nurses and participant observation at schools will be conducted. The study is planned for autumn 2013 and spring 2014 (Eckerdal, 2013).

**Keynote: Professor Pamela McKenzie, University of Western Ontario, Failures and fixes: practices of information seeking, management, and use**

The last keynote held by Professor Pamela McKenzie, from University of Western Ontario provides an overview of the kinds of barriers and creative workarounds information seekers and providers have identified across the author's studies of information seeking and personal information management/documentation in both institutional and everyday life contexts. Themes include connecting with information sources, communication between information providers and information seekers, and creation, management, and use of personal information systems, both paper-based and digital. The presentation highlights relevant European scholarship, particularly on discursive and collective approaches and on the intersections between institutional and everyday information seeking. One approach Professor McKenzie introduced was the usage of the phenomenon of "desire lines". Such lines can be explained by paths which are created as a consequence of foot or bicycle traffic. The path usually represents the shortest or most easily navigated route between an origin and destination. The width of the path and its erosion are indicators of the amount of use the path receives. Desire paths emerge as shortcuts where constructed ways take a circuitous route, or have gaps, or are lacking entirely. To correspond optimally to the information behaviour of information seekers newly designed information systems should

place few initial constraints, identify strong desired lines generated inside the system and then add conclusive constraints based on the identified desired lines (McKenzie, 2013).

### **Jannica Heinström and Eero Sormunen. Students' personal ways to work and learn within a collaborative Wikipedia writing assignment**

A study which investigates whether and how high school students' way to work in a collaborative source based writing assignment was related to their approach to studying, challenges and learning experience was presented by Jannica Heinström and Eero Sormunen from the University of Tampere. The motivation for that study was to understand students' natural ways to work in inquiry tasks. For that two research questions were defined within the scope of a compulsory 8-week course in an upper secondary school:

- 1.) Are there patterns in high school students' work in the collaborative source based writing assignment? If so, which?
- 2.) How do these patterns link to
  - a) students' difficulties in the project?
  - b) their learning experience?
  - c) approach to studying?

At the end of the course 53 respondents filled out a survey which focused on their ways to work (18 statements), challenges (12 statements) and learning experiences (11 statements). The results revealed following three work patterns: collaborative, labor intense, subject oriented. The collaborative pattern was linked to few challenges in the project but likewise few learning experiences. The labor intense pattern brought forth most learning experiences, while the subject oriented pattern was typical for students with a deep approach to studying. All in all individual paths within the same collaborative assignment were evaluated. Further relations to the respective course context, teacher instructions and study approaches were found (Heinström & Sormunen, 2013).

**Tamara Heck. Combining different learning strategies to foster collaborative learning in a retrieval literacy course**

Learning environments crucially affect everyone’s learning experiences. Therefore Tamara Heck from the Information Science Department at the Heinrich-Heine University in Düsseldorf aims at introducing different learning strategies to foster collaborative learning. Within the scope of a deep web retrieval course four different learning scenarios were applied. These four learning scenarios can be summarized as following:

Inquiry-based learning	Project-based learning	Computer-supported collaborative learning	Team-based learning
<ul style="list-style-type: none"> <li>- Foster self-exploration, self-consistent learning</li> <li>- Teacher guidance important</li> </ul>	<ul style="list-style-type: none"> <li>- Foster problem-solving skills, autonomous work of students</li> <li>- Improvement of research skills</li> </ul>	<ul style="list-style-type: none"> <li>- Foster collaboration</li> <li>- Asynchronous, time- and place-independent</li> <li>- Support teamwork and team learning</li> </ul>	<ul style="list-style-type: none"> <li>- Foster (small) group learning</li> <li>- Foster feedback process among students</li> <li>- Foster communication skills, critical thinking</li> </ul>

To be able to apply these different learning scenarios the retrieval course was re-designed. Ten self-selected teams with six to nine students, four homogeneous teams with five to seven students and five heterogeneous teams with seven to eight students were segmented to cope with the requirements of team-based learning. The principle of inquiry-based learning is satisfied by the open retrieval tasks (e.g. patent research, market analysis) which are the course subject over the semester. These tasks are problem-oriented tasks which fulfil the requirements of project-based learning. The working environments of the teams consist of Wikis which offer asynchronous, time- and place-independent working possibilities and comprehensive teacher guidance to fulfil the requirements of computer-supported collaborative learning.

Both the different learning scenarios and the re-design of the course taken as a basis, different research questions were defined:

- 1.) Can the new course design foster collaborative learning and approve retrieval skills of information science students?
- 2.) Is a Wiki an appropriate tool to support this approach?

3.) Is there a difference between student-selected and instructor-selected teams concerning collaborative and individual learning processes?

Above-mentioned research questions can be answered accordingly once the course has finished in the end of July. Results will be evaluated via online surveys and the analysis of Wiki histories and the students' interactions (Heck, 2013).

**Barbara Wildemuth, Luanne Freund and Elaine Toms. Designing Known-Item and Fact-Finding Search Tasks for Studies of Interactive Information Retrieval**

The goal of the evaluation presented by Barbara Wildemuth, Luanne Freund and Elaine Toms is to provide guidance to interactive information retrieval researchers investigating search behaviours and search systems. It focuses on the design of two related types of search tasks assigned in such studies. These search tasks are known-item and fact-finding search tasks. Known-item search tasks are defined as searches for a particular item (book or other document) which is known to exist (although not necessarily in the library where the search takes place) and on which the searcher has such information as author and title. While the goal of the search task is to find one specific answer to a simple question is describing fact-finding search tasks.

Evaluated on the basis of a systematic review of literature, 480 found references in the database and 95 empirical and conceptual papers on known-item or fact-finding search tasks a good search task should feature following aspects:

- Make the task description as authentic and plausible as possible
  - o Use simulated work task scenarios
- Document the attributes of the search task
  - o Domain of interest
  - o Number and specificity of information elements in the task and information items to be found
  - o Finding vs. re-finding

More attention needs to be focused on other key attributes of these task types, particularly in relation to the characteristics of particular groups of study participants, and the feasibility



of specifying all known-item and fact-finding tasks as simulated work task situations or scenarios (Wildemuth, Freund, & Toms, 2013).

### **Maria Kronqvist-Berg. 242 followers: User participation and information activities on public library Facebook pages**

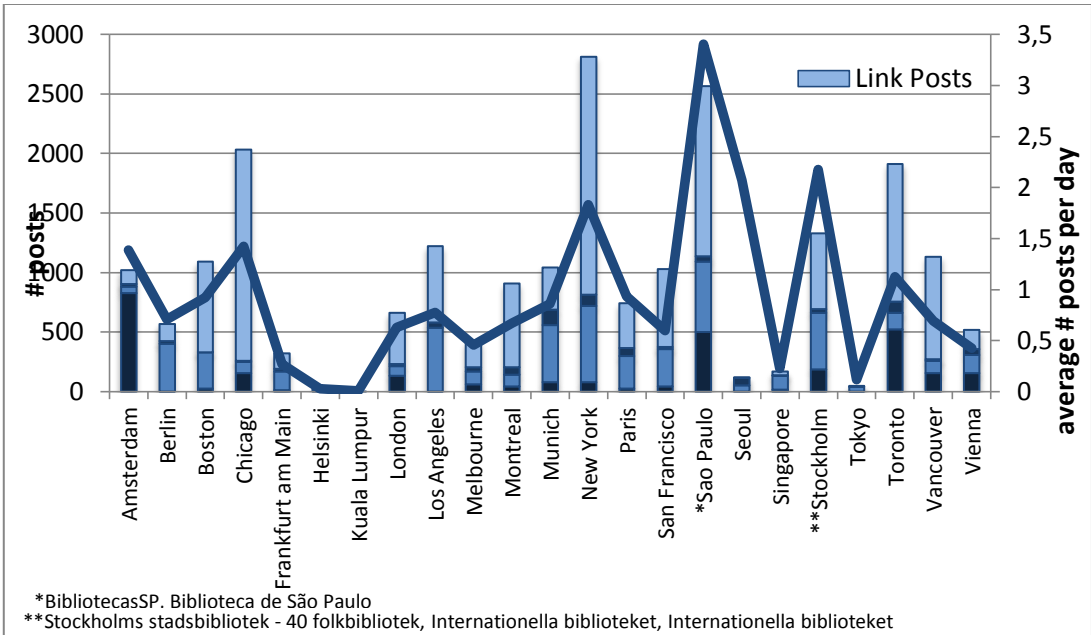
Maria Kronqvist-Berg from the School of Business and Economics, Åbo Akademi University presented her results from a content analysis of 25 Facebook pages which are managed by Finnish public libraries. Her focus lay on user participation and their information activities on these Facebook pages. On that account 2164 wall posts, 4505 likes and 876 comments were collected between the period of June 2010 and May 2011. The applied content analysis considered the number of likes, author, type and topic of the wall post, nature of the comment and information activities.

Results show quite small user participation. Only 1% of all postings were created by users, while up to 98% are written by the library. Furthermore only 40% of every collected comment originates from a user, while the libraries themselves write up to 48% of the comments. Six categories of information activities were discovered through the content analysis: contributing (commenting, liking, sharing), communicating (conversational tone, exchanging phrases, expressing emotions), informing (providing information), seeking (seeking information), mediating (giving information through another source, quoting other sources) and creating (uploading, creating events or pages or other media). While contributing, seeking and communicating are more common among users, creating informing and mediating represent a very small proportion in users' activities. As a conclusion both user participation and information activities of users on library Facebook pages is valued as very low and seem to strongly depend on the libraries' activities. Therefore clear and structured strategies should be developed by the libraries to increase the desired user participation (Kronqvist-Berg, 2013).

### **Isabella Peters, Sarah Hartmann and Agnes Mainka. Social Media Use and Outreach of Selected Public Libraries in Informational World Cities**

In contrast to the previous content analysis of social media outreach of Finnish libraries, Isabella Peters, Sarah Hartmann and Agnes Mainka from the Department of Information Science, Heinrich Heine University Düsseldorf evaluated a statistical analysis study on public

libraries located in Informational World Cities regarding their social media use and outreach. Informational World Cities which can be described as prototypical urbanizations developed in the knowledge society were defined and measured by six different but interlinked groups of indicators: 1) Infrastructures 2) position in the world city hierarchy 3) structure of the labour market (job polarization, share of informational professionals) 4) mix of companies 5) political willingness to establish an Informational World City 6) soft location factors (e.g. leisure facilities, shopping malls, “architainment”). With the help of these indicators and through literature reviews 31 Informational World Cities and their public libraries were identified. Libraries can be considered as important facilities of Informational World Cities as they function as knowledge hubs and often provide free access to crucial knowledge resources (Orszulok, Stallmann, Mainka, & Stock, 2012). The analysis focuses on common social media platforms used for information dissemination and library patron’s engagement (e.g. Facebook, Sina Weibo, Twitter, YouTube). For each public library the different social media-accounts were manually examined. In some cases more than one account was found. Data collection was carried out between October 17 and December 13, 2012. Results show that social media-posting frequency strongly varies between libraries. Strikingly, similar posting behaviour (e.g. frequency and content type) results in different numbers of fans and distribution ratios, e.g. forwarding libraries’ content via Facebook or Twitter (Peters, Hartmann, & Mainka, 2013).



Libraries Posting Behaviour on Facebook. Comparison of Published Content Types (n=23).

The official workshop ended by awarding Winnie Tam, Jenny Fry and Steve Probets (Loughborough University, UK) for the best poster in regard of structure, content, poster presentation and the overall image.

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