



# CLARIFICATION OF TERMS

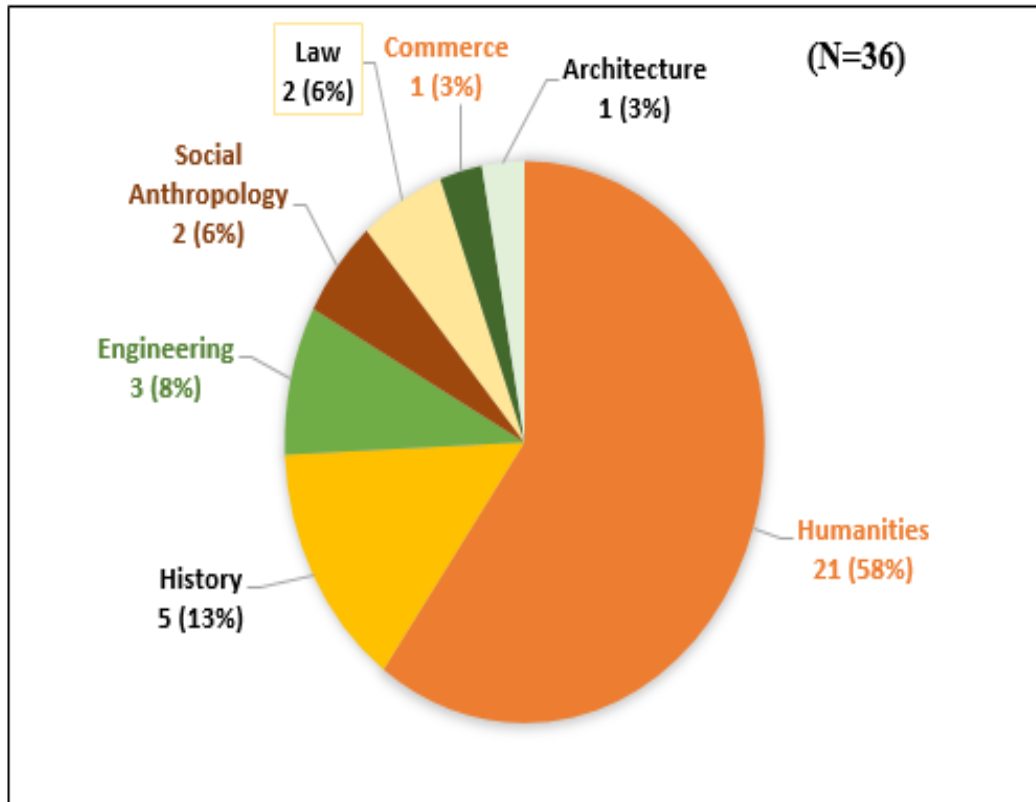
- Quantitative study
- Qualitative study
- Academic purposes
- Social media

| Quantitative study  |              |
|---|--------------|
| Total number of potential participants for questionnaires | 36           |
| Total number of returned completed questionnaires         | 36<br>(100%) |
| Total number of spoiled questionnaires                    | 0            |

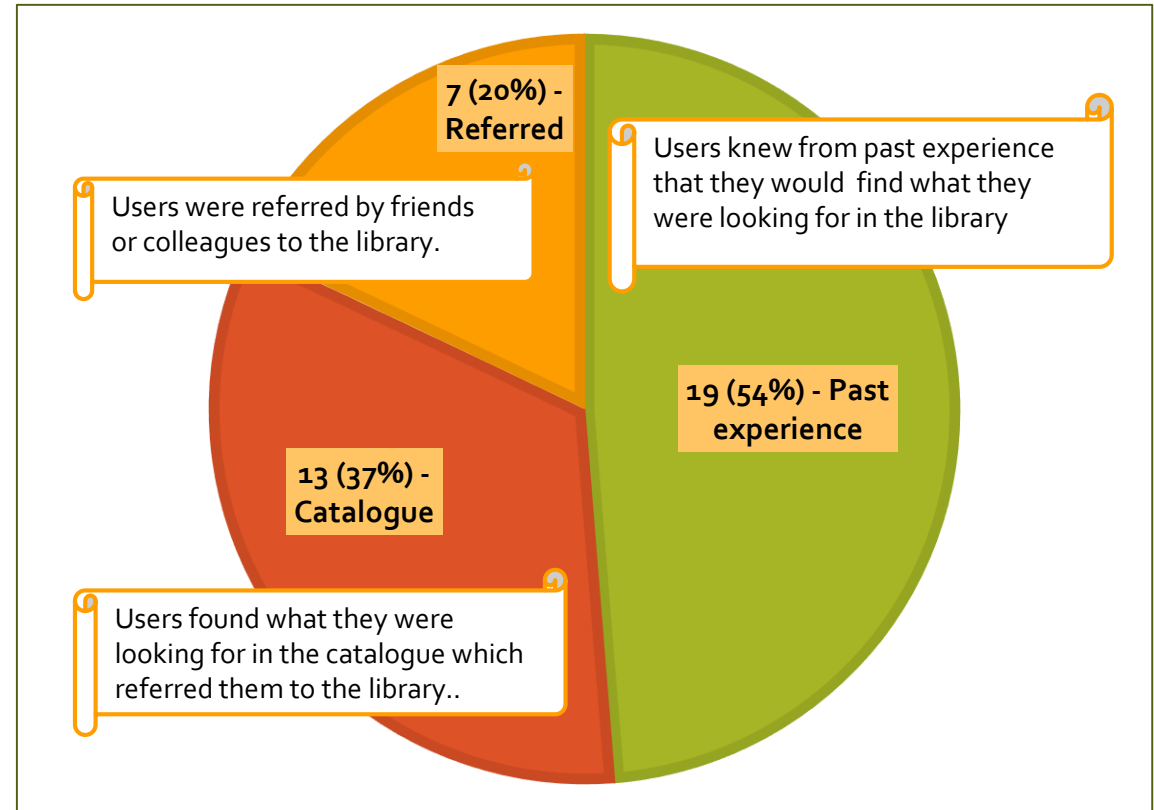
  

| Qualitative study  |              |
|--|--------------|
| Total number of potential participants approached for interviews | 11           |
| Total number of participants who participated in the interviews  | 11<br>(100%) |

# PROFILING DETAILS

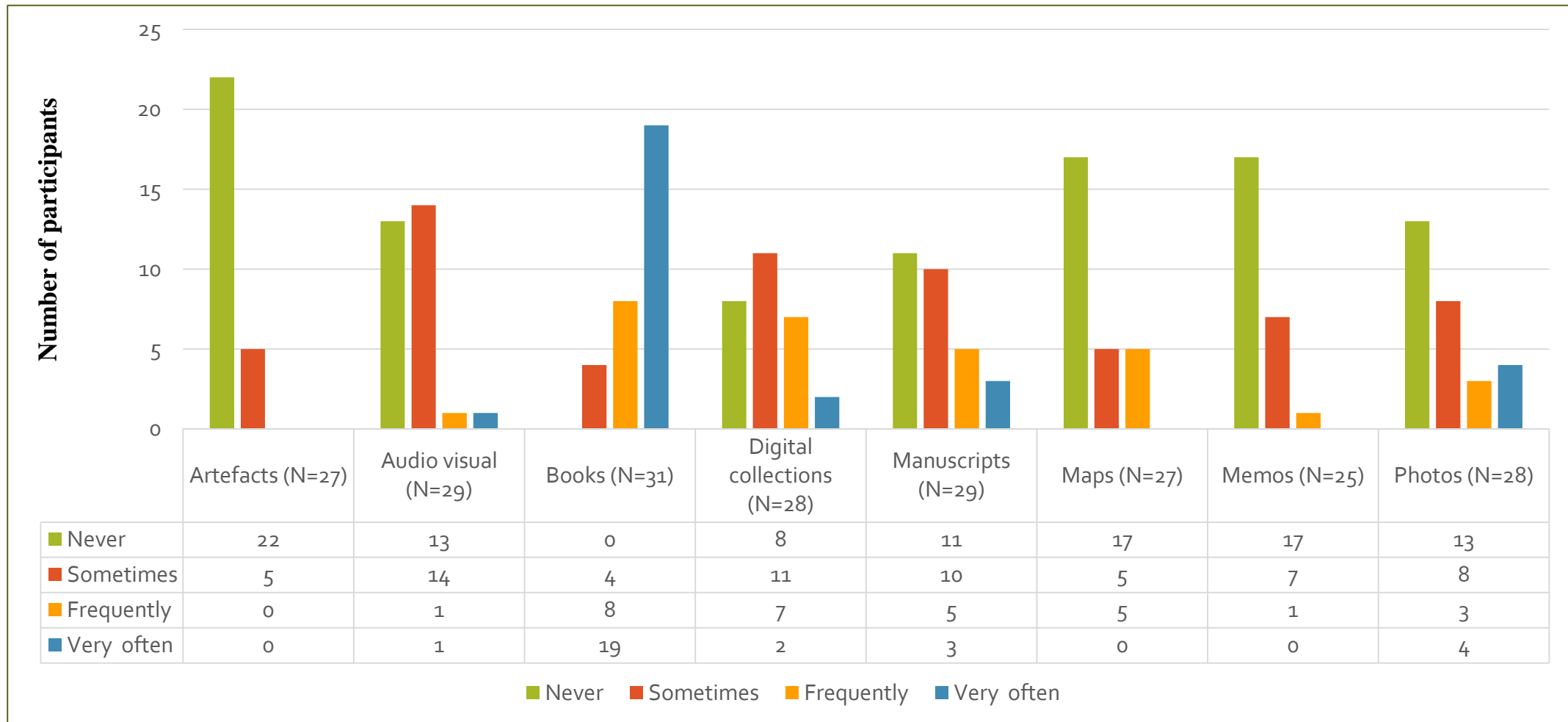


Study Fields

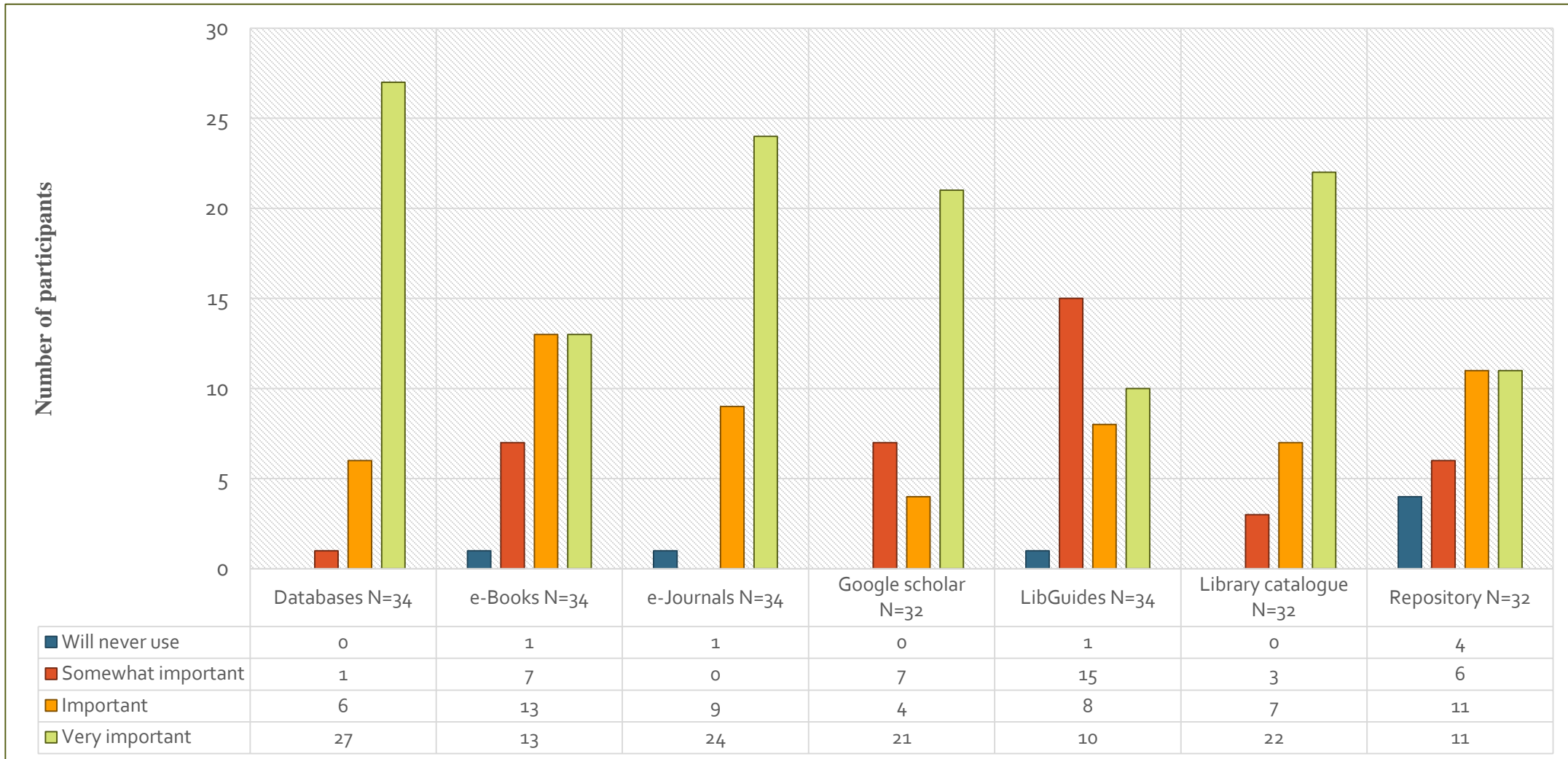


Reasons for Visiting Library

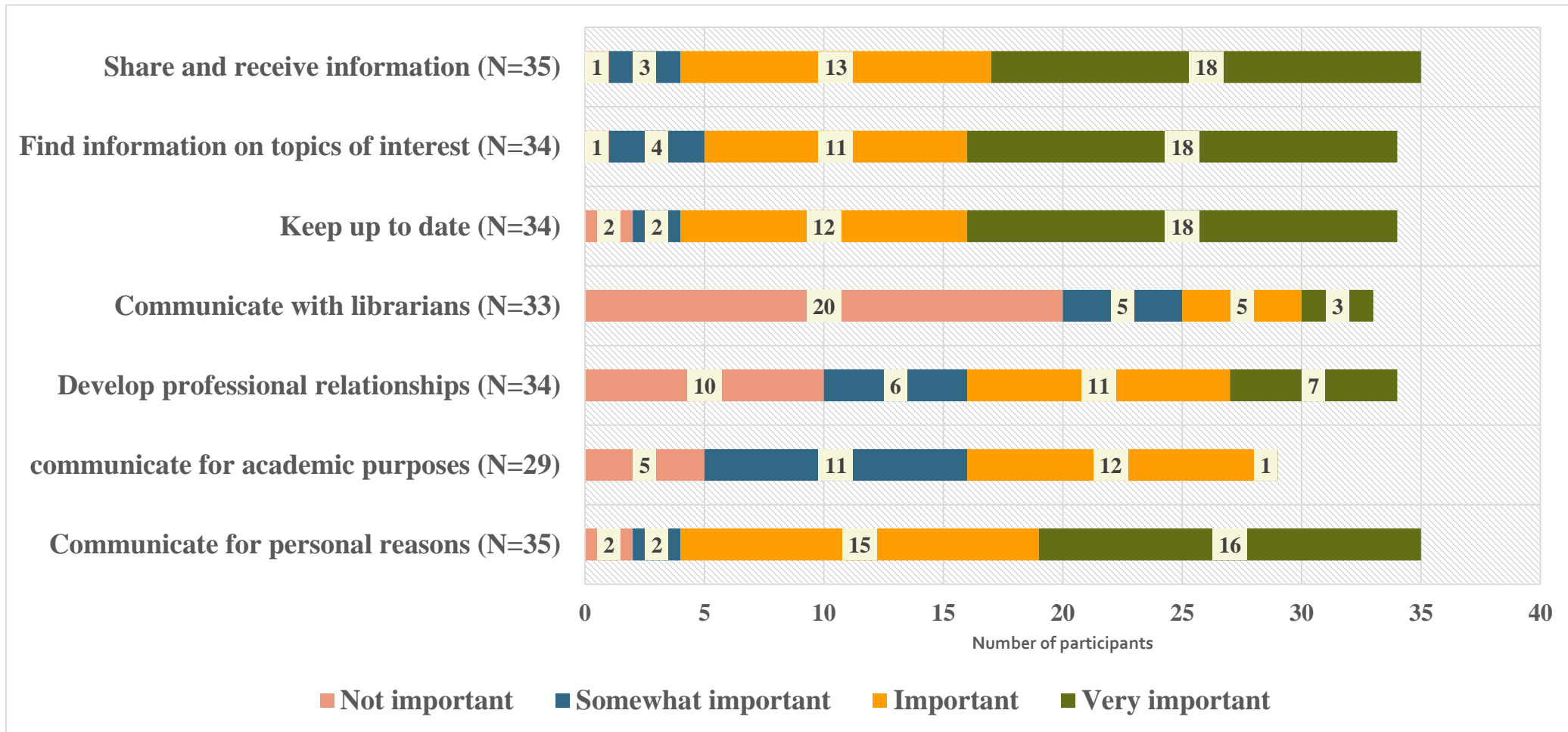
# TYPES OF MATERIALS USED



# SEARCH TOOLS USED



# REASONS FOR SOCIAL MEDIA USAGE

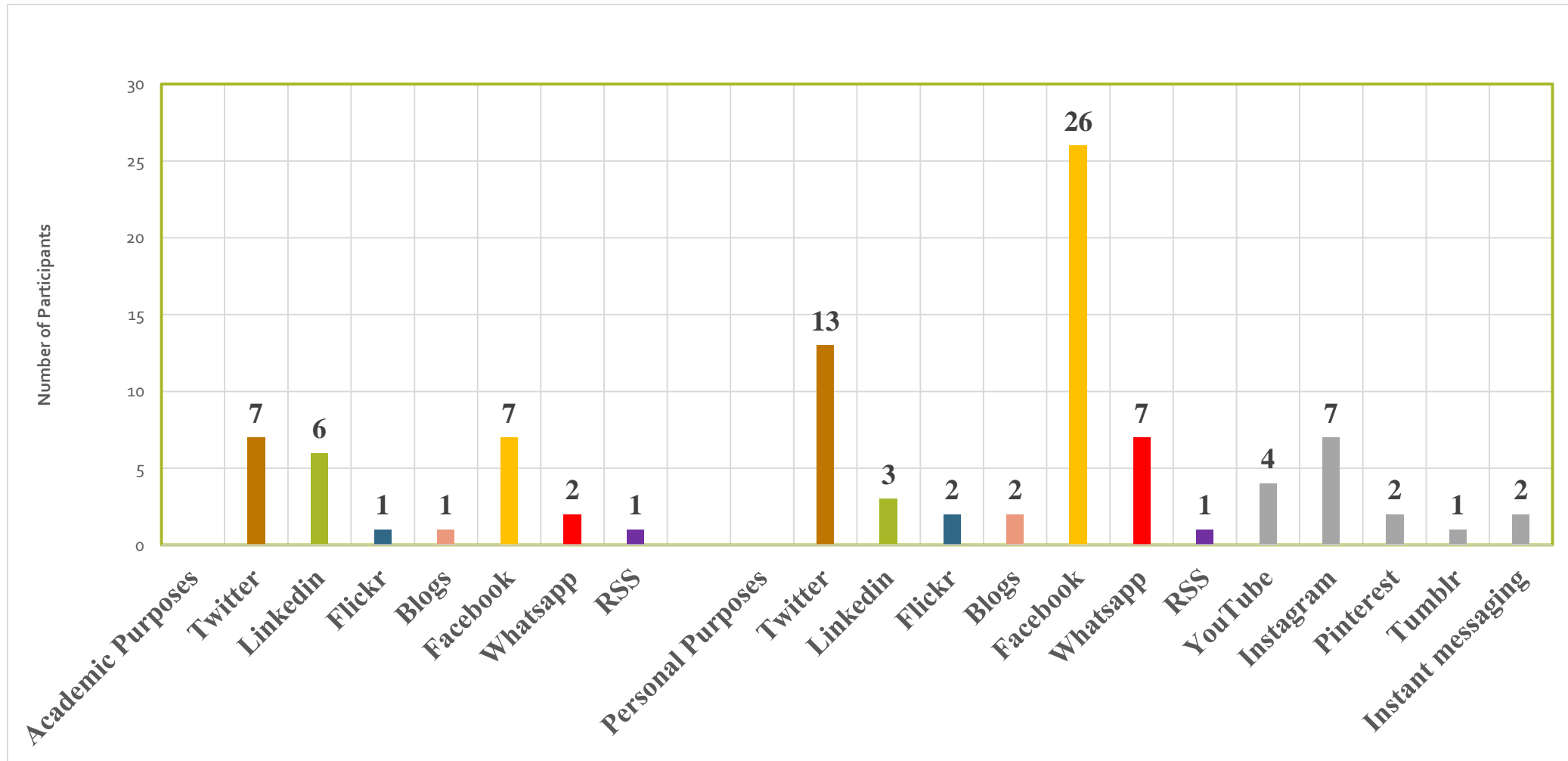


## HOURS SPENT ON SOCIAL MEDIA

| <b>Purpose</b><br><i>(Participants could select both purposes) (N=36)</i> | <b>Yes</b> | <b>No</b> |
|---|------------|-----------|
| Academic  | 20 (56%)   | 16 (44%)  |
| Personal  | 33 (92%)   | 3 (8%)    |

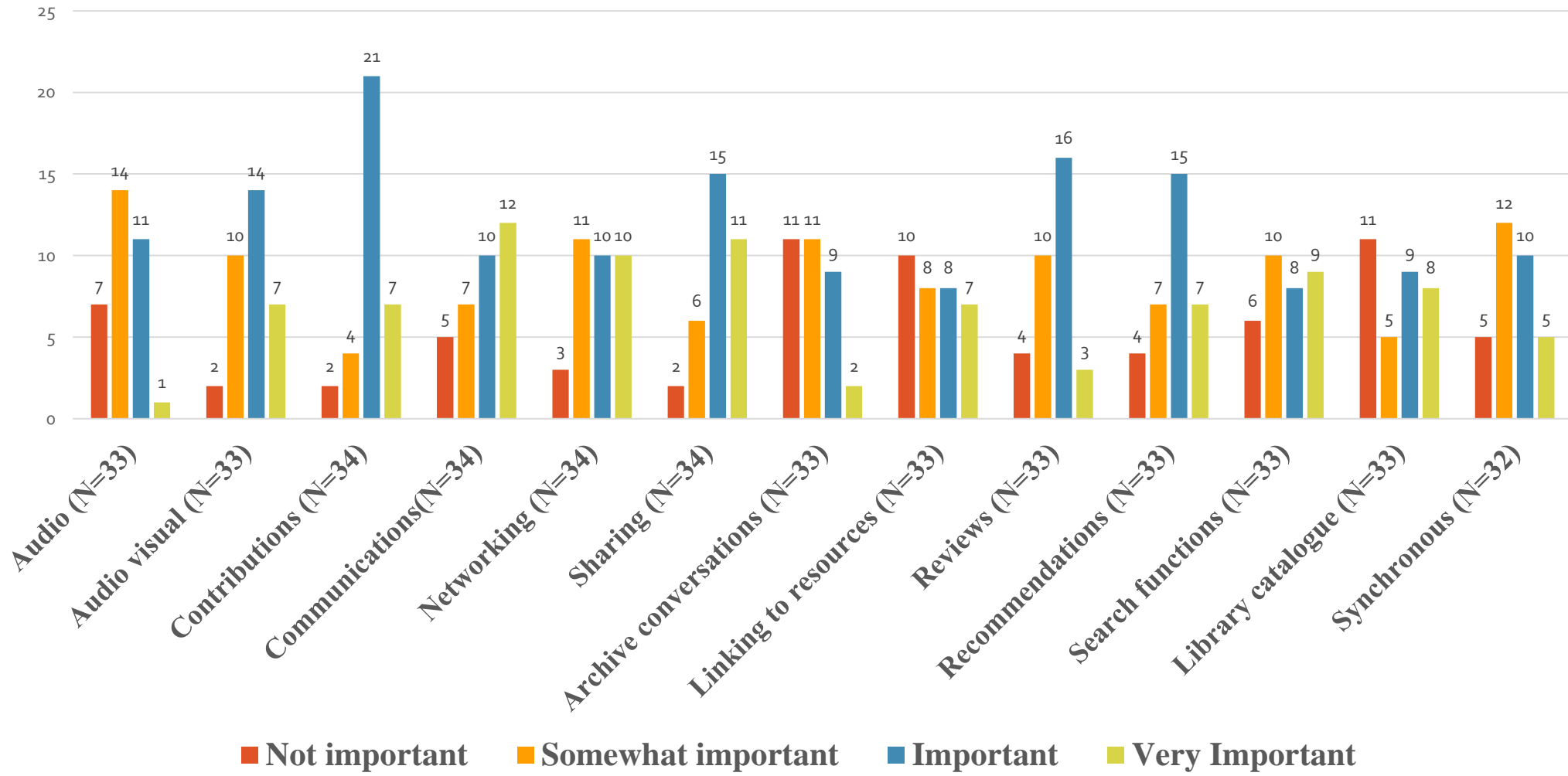
| <b>Purposes (N=36)</b>   | <b>Not using</b> | <b>&lt; 1 hour per week</b> | <b>2-5 hours per week</b> | <b>6-10 hours per week</b> | <b>11-15 hours per week</b> | <b>16-20 hours per week</b> | <b>&gt;20 hours per week</b> |
|--------------------------|------------------|-----------------------------|---------------------------|----------------------------|-----------------------------|-----------------------------|------------------------------|
| <b>Personal purposes</b> | 3 (8%)           | 3 (8%)                      | 12 (33%)                  | 10 (28%)                   | 3 (8%)                      | 4 (12%)                     | 1 (3%)                       |
| <b>Academic purposes</b> | 13 (36%)         | 5 (13%)                     | 13 (36%)                  | 2 (6%)                     | 2 (6%)                      | 1 (3%)                      | 0                            |

# ACADEMIC VS PERSONAL PURPOSES





# SOCIAL MEDIA FEATURES



## Participants were asked what library services they used the tools for

| Services<br>(Participants could list more than one service) | Response rate<br>(N=10) |
|---|-------------------------|
| Notifications (keep informed)                               | 80%                     |
| Sharing information   | 70%                     |
| Discovering information                                     | 60%                     |
| Informative videos  | 30%                     |
| Study chat groups   | 30%                     |
| Posting queries   | 20%                     |

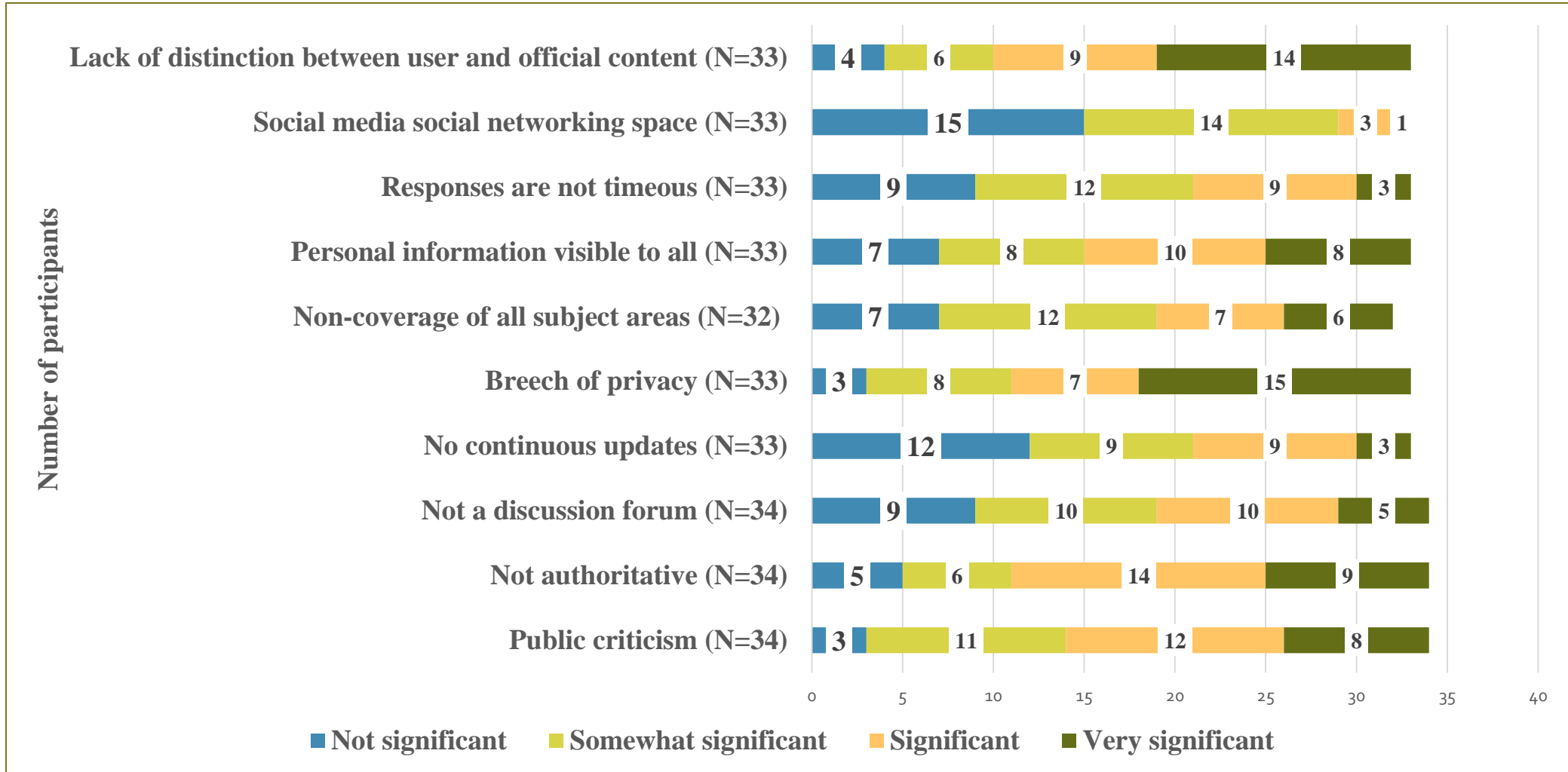
**Current experience**

## What type of information would participants prefer to discover

| Theme<br>(Participants expressed 1 theme) | Response rate<br>(N=10) |
|---|-------------------------|
| Subject specific information              | 80%                     |
| Notifications                             | 20%                     |

**Preferred experience**

# CONCERNS



# VALUE OF INPUT FROM INSTITUTIONAL SOURCES



Participants were asked if they had any suggestions on how the library could provide support in using social media to access information.

| Theme<br>(Participants expressed more than 1 theme) | Response rate |
|---|---------------|
| Need for training                                   | 60%           |
| Creating awareness                                  | 50%           |
| Encourage use                                       | 30%           |

Participants were asked if they had any suggestions on how the library could engage with, and maintain user attention, using social media.

| Themes<br>(Participants expressed more than 1 theme) | Response rate |
|--|---------------|
| Fresh sharable content                               | 60%           |
| Mix of fun and serious                               | 40%           |
| Communication – staying engaged                      | 20%           |

## SUMMARY

- Social media are more widely used for personal purposes than for academic purposes.
- Twitter is the most popular tool used for academic purposes, mainly used for notifications and sharing information.
- In evaluating the information found on social media (motivators on whether to use the information or not) the majority of the participants found the input of academics and known scholars to be highly valued.
- The concerns that participants found to be very significant were breach of privacy, for example personal information such as email address made public; the lack of distinction between user content and official content; and misuse, which refers to communication that is inappropriate, such as hate speech.
- The barriers that were listed as very significant to the majority of participants included keeping abreast of technologies, lack of training and limited internet access, not all participants had internet access at home.
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## RECOMMENDATIONS & CONCLUSION

- It must be ensured that the social media tool of the users' preference (for example Twitter in this case) is used to raise awareness of the collections that are unique to the library.
- The library should also consider marketing/promotional strategies that foster participation with the user as content creator
- In encouraging user engagement, the library should give greater support to diversity of expression of knowledge. Negative reactions from users such as "I don't like that photograph" also constitutes engagement.
- The library should also get more involved in the research interests of its users.
- the library should explore using social media such as WhatsApp and Twitter to post subject specific information that covers all disciplines.
- Training in how to use the different features in social media would need to be developed and provided for both librarians and users. Training would need to focus on those features that promote the display of special collections resources such as the uploading of photographs and maps.