

## **CHAPTER 3**

# **LIS BLOG LITERATURE: AN OVERVIEW**

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“A long-term hope is that I may be able to help create a conservative literature of criticism on the library web”.

(Stephens, 2007)

LIS Blog literature for this study has been reviewed from the perspective of the research questions being investigated by the researcher. Significant literature pertaining to blogs, blog content, blog content categorization, blogs & scholarly publishing within the framework of LIS blogosphere has been reviewed and presented. Each section is meant to help in understanding the purpose of the study. The literature review aims to confirm the significance of the research questions and reflects the gaps identified in existing literature which has helped the researcher in identifying the areas for further research.

#### **3.1 Blogs**

John Barger (1997) identified the handful of sites of the type that are now identified as weblogs. In 1999 Peter Merholz coined the term ‘wee-blog’ which was eventually shortened to ‘weblog’ and thereafter ‘blog’ (Blood, 2000). The history of blogs and reasons for blogging has been covered extensively in literature (Blood, 2000; Winer, 2002; Herzog, 2004; Nardi, et al, 2004; Beal, 2010; Gill, 2013).

Lawley (2004) identified five approaches to studying blogs, including study of the form itself, study of interactions between blogs and blog authors, ethnographic studies of

blog clusters and communities, analysis of the content and style used in blogs, and study of the use of blogs as tools in specific organizational contexts

### **3.1.1 Blog Characteristics/ Structure**

Clyde (2004) states that, “A weblog can take the form of a diary, a news service (or summaries of and links to current news items on a topic), a collection of links to other Web sites, a series of book reviews, reports of activity on a project, a journal or diary, a photographic record of an event or activity, or any one of a number of other forms”.

Duffy & Bruns (2006) and Farkas’s (2007) studies help in understanding the characteristics and structure of blogs. Blog structure comprises of body (main content of the post), title (main title of the post), archives, categories, dated entries, permalinks (Links directly to the post), reverse chronological postings, search functionality and trackbacks (messages from the server to let the blogger know when someone else has referred their blog posts), comments (added by readers), and footer (usually at the bottom of the post). Rooney-Brown and Alcock (2009) state that blogs have evolved considerably since the late 1990s and many blogs now combine the following key elements in their content; text, visual, audio, links to external pages, Really Simple Syndication (RSS) feeds, mash-ups, and instant messaging .

### **3.1.2 Blog Benefits**

Blogs offer substantial benefits for social scientific research providing similar prospects and sometimes even far more extensive opportunities for research (Hookway, 2008). Hookway further points out that the archived nature of blogs makes them amenable to

examining social processes over time, particularly trend and panel type longitudinal research. These qualities of practicality and capacity shed light on social processes across space and time, together with their insight into everyday life, combine to make blogs a valid addition to the qualitative researcher's toolkit. Liangputtong and Ezzy (2005) found that blogs provide a publicly available, low-cost and instantaneous technique for collecting substantial amounts of data. The anonymity of the online context also means that bloggers may be relatively unselfconscious about what they write since they may choose to remain hidden from view. Like the majority of online research strategies, they also enable access to populations otherwise geographically or socially removed from the researcher (Hessler et al., 2003; Mann & Stewart, 2000). Conhaim (2002) provides a comprehensive overview of blogging as both a communication tool and new online culture. She asserts that "...by leading people to important information, bloggers are exercising a new and perhaps very effective form of non-hierarchical, 21st century leadership".

### **3.1.3 LIS Blogs**

According to several studies (Block 2001; Huwe 2004) blogs prove to be a likely progression for LIS professionals with Hane (2001) stating that, "blogging is a natural avenue for the library profession". Blogs help them to keep up with trends in the profession and are a convenient and easy way to process their own ideas (Farkas, 2007). Clyde (2004c) writes that,

Weblogs have found niches within the library and information science environment. Weblogs have been created by individual librarians, by libraries and information services, by library and information science departments in universities, and by professional and community associations. The best Weblogs are authoritative sources of current information and opinion related to their topic (p.91).

Clyde (2004c) and Stephens (2008) looked at the early history and usage of blogs by librarians. The use of blogs by libraries and librarians have been discussed by, Bar-Ilan (2005, 2007), Bhatt (2005), Lee and Bates (2007), McIntyre (2008), Aharony (2009), Rooney-Browne and Alcock (2009), Steele and Greenlee, (2011), Adams (2013), Karami and Oloumi (2006) among others who have studied LIS blogs with differing contexts. A survey of this literature helped in understanding this new genre and providing a comprehensive definition of blogs in Chapter 1.

### **3.2 Blog Content**

Agarwal and Liu (2008) state that, “Blogs have also made it easy for the content generators to author content independent of technical challenges of internet languages and scripts. Bloggers don't need to worry about the low level programming details; rather they focus only on the content”.

The core information content posted on the blog is in the form of entries called as blog posts, comments, responses and links (also termed as hyperlinks). Amy Graham has categorized **blog posts** into the following types:

- Link only- These posts only contain a link and a title.
- Link blurb- A link is followed by commentary.
- Brief Remark- This is a short post that can contain commentary, links, and/or personal reflections.
- List- Several links are grouped together in one post on a particular topic.
- Short Article- This is a short essay-type post.
- Long article- This is a longer essay-type post.

- **Series postings-** This group of essay-type posts follow a single topic or argument.

(Farkas, 2007, p.17)

The level of interest of the blogger in a given topic determines the length and depth of the blog post topic.

**Comments** or weblog conversations develop around topics posted on the blog. Moor and Efimova believe that comments facilities permit readers to engage in a discussion about particular blog entries.

Analysis suggests that weblog conversations enable the interplay between articulating ideas in a personal space and social cross-fertilization, in a form of perspective making and perspective taking (Boland & Tenkasi, 1995), thus creating potential for developing innovative ideas (Bonifacio & Molani, 2003). Surveys of factors and conditions enabling knowledge creation, e.g. (Stenmark, 2003), indicate that this is valuable research direction.

(Moor & Efimova, 2004, p.205)

Clyde (2005) had found that,

Not only are many information weblogs actually created by subject experts (or at least by people with an abiding interest in a subject), but they also often attract the participation of other experts through a "comment" facility (p.43).

In most blogs, readers can comment on the postings, thus engage in active discussion, and become part of the blogosphere without actually setting up a blog (Aharony, 2010). An analysis of comments of 25 LIS blogs was conducted by Aharony (2010) to examine, describe and analyze the comments assigned to the posts, focusing on the language of the comments, the type of information presented in the comments, and the content of the comments. The findings indicated that not only do bloggers respond to the comments but there are instances when other comment-writers respond to the comments, and as a result an interesting dialogue is established on specific themes. The above mentioned studies formed

the setting for the current study whereby the researcher analyzed the blog posts and comments to derive the subject categories and trends within specific subjects.

**Hyperlinks** (referred to as links in this study) are an integral part of blog content. It is defined as the following:

A hyperlink is a URL embedded in a web page using the HTML anchor tag. It normally associates with text or a picture that the page visitor can click on to navigate to another page. Like citations, hyperlinks are often valued most from the perspective of the targeted document, which presumably has some value or at least a connection to the source document to cause it to be targeted by a hyperlink. Since hyperlinks are valued for their citation-like properties, anything else that functions as an inter-document connection embedded in the source document is a potential alternative...

(Thelwall, Sudd, & Wilkinson, 2011, p.3)

Links help in establishing the subject focus of the blog. Hyperlinks have been used for ranking web search results. Link analysis has intellectual antecedents in the field of citation analysis, aspects of which overlap with an area known as Bibliometrics (Manning, Raghavan & Schütze, 2008). Webometrics is concerned with measuring aspects of the web: web sites, web pages, parts of web pages, words in web pages, hyperlinks, web search engine results (Thelwall, 2009). Webometrics uses the method of link analysis, which is based upon hyperlink counts and the number of hyperlinks between a pair of web sites (Thelwall, Sud & Wilkinson, 2011). The presence of a high number of links as an indicator of the impact of blog has been discussed in a discourse between Eric Schnell and Crawford,

...Schnell noted the rough metrics I used in LOOKING AT LIBLOGS: THE GREAT MIDDLE (*C&I* 6:10, August 2006) as offering “interesting ideas” for quantifying the impact of a blog, which could be taken as one measure of scholarly significance. He (Schnell) focuses on the number of links to a blog as “perhaps the strongest indicator,” and I’ll suggest it would be stronger if limited to a single post (thus eliminating blogrolls). It’s certainly comparable to the citation counts used in judging “impact” for traditional journals and articles—and, as one of the most cited authors in library literature...

(Crawford, 2007)

The links to other blogs given on the sidebar of the blog site is called as the blogroll. The blogroll could contain links to similar or related content blogs. The studies stated above on the role of hyperlinks in generating blog traffic helped the researcher in appreciating the significance of their presence in the blogs and hence it was decided to do a link count to rank the blogs.

### **3.2.1 Blog Content Categorization**

Blog research has looked into the effectiveness and presence of blog categories as efficient means for the search and retrieval process. Blogs on specific topics referred to as topical blogs or informational blogs help information professionals keep current in their field (Cohen 2003; Bar-Ilan, 2005). Ramos (2010) has categorized blogs into three general types:

1. aggregators that collect other blog postings and writings from various digital media;
2. personal narratives; and
3. a synthesis of the two

Blood (2002) identified three broad types of blogs according to the postings of the author of the blog:

- a) Those that she states “mainly resembles short-form journals’ with personal life entries and “with links subordinate to the texts,”
- b) “Notebooks,” which are “sometimes personal, sometimes focused on the outside world” with post entries that are longer than the first blog type, but shorter than a typical written essay, and,



c) “Filters,” which are of varying lengths but always focused on the primacy of the link and serving as a guide to the Web, and the weblog owner’s personality “is revealed obliquely, through its relation to the larger world”.

Blogs were also categorized according to different genres (Herring, 2010) – based on ‘purpose’ as a key criterion for defining a genre, such as filter blogs, personal journal, k-log (Knowledge blog used to create original knowledge), mixed, or other. Krishnamurthy (2002) has categorized blogs into personal/topical and individual/community (Spurgen, 2009).

Aharony (2009) had asked the following research questions: What is the content of LIS topic-oriented blogs? Do the tags and folksonomies used in these blogs form a consistent scheme? Content analysis revealed that the tag schemes generated by users contained their own internal logic and order. Research into 30 topic-oriented blogs dealing with librarianship and information science was conducted over a period of two months. The subject categorization resulted in ten major subject categories such as technology, libraries and librarian’s image, conferences, information about, general issues associated with library activities, personal issues, library budget, change, knowledge management and literature.

Bar-Ilan (2005) has categorized blogs by authorship - single, group or communal, content –associative, personal and self-expressive or topic-oriented, and format - lists of sites, essays, and/or announcements. Crawford’s (2011) study categorized LIS blogs into technology (t) related, books (b) and other reviews and other (o) blogs.

The above literature displays that although blogs have been categorized in many different ways, an in-depth categorization of LIS blogs into specific subject content representing subjects within the LIS discipline has not been attempted. Therefore for the purpose of this research, blogs have been studied from the perspective of the subject content.

### 3.3 Blogs and Scholarly Publications

Mortenson and Walker (2002) have stated that one of the defining characteristic that distinguishes blogs from scholarly content is,

“the strongly interlinked personal publishing style of short bits and pieces of information allowed by blogs are very different from the traditional academic publishing styles in which well-thought out, sizeable pieces of content are presented through the official channels (Moor & Efimova, 2004).

Hank (2012) through her investigation has found that blogging academics believe that, “their blog represents a contribution to the cumulative scholarly record and blogging has led to positive outcomes for their careers (i.e., invitations to publish, collaborate or present)” (Wells, November 20, 2012). Eighty of surveyed bloggers believed that their blogs contributed to the overall scholarly record, while 68% of the same sample stated that their blog posts should be subject to the same level of critical review as their other published works. This suggests that many researchers apply the highest levels of rigour and quality control to their blogging activity. The sample’s response also indicated that blogging opened up many opportunities for the researchers. A large percentage of respondents (82%) stated that a blog had let to an invitation to publish research, while 76% had been invited to present research on the back of their blogging activity. The study further also found that more than 90% agreed that blogging led to an increased visibility in their chosen profession and more than 80% felt it had improved the creativity of their research.

“Is the journal article too static a mechanism, by comparison to the ways in which scholars are able to interact using blogs and wikis?” is a very relevant question asked by Angus Phillips (2010) declaring that “...the world of knowledge creation has a variety of routes through which research can be disseminated and feedback mechanisms facilitated by a range of collaborative tools”. The impact of blogging and social media about research done

by a researcher has also been validated by Terras (2011) who took all her academic research including published work and made it available online. The conclusion of her attempt was, “The papers that were tweeted and blogged had at least more than 11 times the number of downloads than their sibling paper which was left to its own devices in the institutional repository”.

Eric Schnell, Associate Professor presents an interesting insight into an academician’s viewpoint on a post titled *Is Blogging Scholarly Communication*, wherein he states that,

Blogging does have a *real* intellectual value. It meets the goal of scholarship and service that leads to national and/or international recognition that at the heart of the promotion and tenure process and is consistent with the mission of most academic organizations. However, blogging is not conventional academic writing. It does not fill the requirement that a publication be reviewed by peers before publication or dissemination. Some of my electronic scholarly communication is more significant than if I were to hardcode my developing ideas on paper and submit them to a journal in which a handful of people may read before it *may* be published. It is also not uncommon for a print journal to take over a year to publish a paper. This is way too long for anyone who writes about technology issues.

In the same post Schnell’s opinion on the contribution of the blog he writes to his scholarly identity is that,

“It’s an integral part of my scholarly identity. It allows me to meet the criteria of originality, breadth of dissemination, and impact on scholarship and/or practice in my field of research...”

(Schnell, 2006, May 11)

The findings of the study *Bloggership or is publishing a blog scholarship? A survey of academic librarians* conducted by Hendricks (2009) had important implications:

- That most academic library promotion and tenure committees do not weigh publishing a blog the same as publishing a peer-reviewed article;
- As technology changes, policies will need to change;
- Libraries may need to adapt to new forms of scholarship; and since younger librarians are more apt to consider publishing a blog as scholarship, in time, scholarly standards

may be applied to blogs or other forms of electronic publishing. The question still remains whether blogs can be peer-reviewed and by whose standard.

Banks (2008) in a blog post *Why Professional Librarian Journals Should Evolve into Blog* on his blog *Marcus's World* has argued that:

- there is no reason why all of the rigor traditionally associated with journals could not be maintained on a blog contributed to by multiple authors.
- Peer review should be a post-publication process, rather than a pre-publication process that sometimes drags out for many months

...A better course is to develop and nurture excellent blogs, with multimedia capabilities and guaranteed preservation of the postings. This could be an entirely new blog that starts from scratch, or an established journal that evolves into a blog. The proof of the viability of a scholarly blog will be in how long it lasts. But even if the blog failed, that would be a function of a lack of commitment among the people involved. There is no intrinsic reason why all of the functions served by a quality journal cannot be served just as well by a carefully designed and managed blog. (Banks, 2008, February 10)

Blogs have been identified as grey literature which represents the most compelling and worthwhile literature in the library field today (Crawford, 2007). Several authors have discussed the use of a blog as a replacement for newsletters (Chatfield et al., 2010; Crawford, 2011) which would not only provide a suitable format for presenting the information but also provides an effective vehicle for promoting the resource itself as visitors to the newsletter would potentially discover other content on the blog and may then come back for future visits (Adams, 2013). Banks (2009) in *Blog Posts and Tweets: The Next Frontier for Grey Literature* has highlighted the characteristics of this medium and states that blogs are “grey”, “in the sense of not containing standard bibliographic identifiers”. In 2009 the US Library of Congress announced plans to preserve selected tweets - an endorsement of the value of tweets

(and by extension of blog posts, as many of the tweets referred to blogs) by an institution such as Library of Congress is an important indicator of their importance (Banks, 2009, p.3).

ISSN (International Standard Serial Number) for blogs has been recommended for improving retrievals with many blogs opting for the standardized form of registering serial publications. Library of Congress accepts free registrations of blogs for U.S. ISSN. Clark (2003) and Kennedy (2011, February 16) have stated many advantages of having an ISSN for the blog which have been listed below:

- ✓ Having an ISSN for the blog gives legitimacy and helps in indexing.
- ✓ With an ISSN, a blog qualifies as a serial or periodical.
- ✓ It would become possible for the blog to be indexed in the international database of publications. It will then be possible for a would-be reader to ask a librarian to locate the blog through the ISSN database.
- ✓ The ISSN also helps library patrons, libraries, and others who handle large numbers of serials to find and identify titles in automated systems more quickly and easily.

Bloggers reacted passionately to a discussion on ‘Is Blogging Serializing?’ (Raymond, 2007, April 26) generating 39 comments on Library of Congress Blog. The blogosphere although being “notoriously independent and cantankerous” (Raymond, 2007, April 26) was received positively. Clark (2003, September 22) in *Compatibility of Weblogs and ISSN* has debated on the policy issues of making weblogs eligible as serial publications for ISSN, arriving at the following conclusions:

- Weblogs are categorically eligible for ISSN under the existing guidelines.
- There are no rational reasons to disqualify Weblogs from ISSN.
- Registrars can expect an increase in applications, but only a fraction of Weblog authors will apply for ISSN.
- ISSNs can be issued to Weblog authors in due course.
- Content-related classifications or disqualifications of Weblogs are inappropriate and antithetical to principles of librarianship.

- Weblogs are a powerful and democratic medium of expression. They merit due and serious acknowledgement from registrars.

In this backdrop it would be interesting to look at the approach of scholars, academicians and librarians in adopting the open access format of publishing either through blogs or any other such available mediums. The present research therefore attempts to identify the percentage of bloggers who author published works in more formal channels of communication in addition to authoring their own blogs.

### **3.4 Significant Studies on the LIS Blogosphere**

The key literature on the LIS blogosphere can be broadly categorized as literature which focusses on the 'how-to' manual type introducing blogging to libraries and librarians and the second category of literature comprises of survey of the LIS blogosphere carried out with different perspectives and goals. An important feature of these studies has been that they have been undertaken by people who have themselves been part of the LIS blogosphere. The researcher has identified core studies on LIS blogosphere which have influenced the present research. The studies have been presented in a chronological order. Some studies have been extended to a longer period with the authors revisiting, and reanalyzing to add on their previous research. Included are some studies also present on the LIS blogosphere, wherein the authors have used both the traditional print and their blogs to share their findings.

### **Clyde, Laurel Anne - 2003-2005**

The earliest study conducted to understand the LIS blogosphere was undertaken by Laurel Anne Clyde in 2003. Clyde (2004a) had presented a brief overview of LIS weblogs categorized as General library and information science weblogs, weblogs covering specialist topics in library and information science, weblogs created by professional associations and organizations, weblogs created by library and information schools, and weblogs created by individual librarians. Clyde (2004c) was one of the early proponents of blogs for libraries and had found 57 weblogs of 50 libraries in October 2003 and did a follow up study in 2004 locating 198 weblogs (Clyde 2004 d). A content analysis of 57 library weblogs conducted in October 2003 resulted in library weblogs being found predominantly in only three countries - United States, Canada and United Kingdom. This study also resulted in a selected list of 29 content features found in library Weblogs (Clyde, 2004a, p. 95). Clyde (2004a) further studied 55 weblogs to identify the kinds of libraries that have weblogs, the purpose of these weblogs, and the content of the weblogs. Clyde's (2004b) early study also found out that librarians' blogs focus on professional as well as personal issues.

### **Farkas, Meredith - 2005- 2007**

Farkas (2005) conducted a survey of 165 blogs from the Biblioblogosphere to understand the demographics, attitudes, behavior and the reasons for which the LIS bloggers blog. In the August 2007 survey, the number of bloggers who participated in the survey increased to 839 resulting in the findings depicting a diverse and rapidly growing population of library bloggers. The largest groups of bloggers were from public service areas such as reference (15%), general public services (7%), and youth services (5%) and not from technology. The findings indicated that the bloggers were also well represented in more

traditional media. More than 55% of bloggers had been published in print or online journals, and 20% had been published in a peer-reviewed publication.

### **Crawford, Walt - 2005-2012**

Crawford conducted a quantitative research to study the changing face of 'liblogs' (a term used by the author to denote blogs written by self-identified library people or about library related topics). The 2007-2008 study began with a universe of 607 liblogs which had begun before 2008. In the 2007-2009 study blogs which began after 2009 were studied numbering 521 blogs. It gave detailed profiles of all blogs included in the study, resulting in a comprehensive list of liblogs. The author continued to study the liblog landscape resulting in an comprehensive study of 1303 library blogs active in mid-2010. The study looked at the longevity of liblogs, the blogging software preference, the country of origin, visibility of blogs based on Google Page Rank, total number of posts and comments with their frequency during the study period (March-May 2010), and the length of the posts. In the 2011 study Crawford also expressed the need for a qualitative study of blog content. The author's blog *Walt at Random* has a series of posts on the library landscape. Crawford has been continuously researching the 'Liblog Landscape'- a term coined by him to denote the LIS blogosphere. In the articles *Liblog Landscape: Where are they now?* and *Thinking about Blogging Part 1 & 2* published in the e-zine *Cites and Insights* the author revisited and reviewed the landscape.



### **Bar-Ilan, Judit - 2005-2007**

In *An outsider's view on topic-oriented blogging* (2004), Bar-Ilan conducted a descriptive analysis and content analysis on a set of blogs for a two month period in September-October 2003 to study the growing number of blogs. The author had concluded in the study that the challenge is to increase awareness of existing library weblogs. Taking the study further Bar-Ilan (2005) categorized LIS blog content into, "associative, personal and self-expressive; or topic-oriented where the topic can be related to a hobby or to the author's profession or business (business promotion)". The author further supplements,

There are several possible formats as well: the entries can be lists of sites of interest to the author, or essays that may or may not include links to other sites or blogs; or they can be simply announcements to the prospective readers of the blog (e.g., when used as alternatives to school newsletters). The postings can be either monologues or have a more interactive nature, encouraging comments from readers and even asking questions. Weblogs can also be classified according to authorship, as they can be maintained by a single person or by a small group or by a large community. The above categorizations are along different dimensions (content, format, and authorship) and sometimes it is not easy to decide what category a specific blog belongs to, especially in the content and format dimensions (p.98).

The use of weblogs by librarians and libraries to disseminate information was studied by the author in 2007 predicting a further growth in the use of blogs by the LIS community. The scope of this study was limited to two different time periods December 2003 and February 2005.

### **Stephens, Michael - 2006 - 2007**

Stephens' (2007) doctoral work on *Modelling the Role of Blogging in Librarianship* is a phenomenological study which has examined the motivations and experiences of librarians who author professionally focused blogs. A Web survey was conducted which generated 239

responses from librarian bloggers. The findings showed that the bloggers perceived the librarian blogosphere as a community with both positive aspects – feedback, discussion, and support – and negative aspects – insular voices, divides between technologists and librarians, and generational rifts. Respondents also reported an increased ability to keep current, improved writing skills, and opportunities to speak and contribute to professional journals. Stephens had identified the need for future research to find out the topics that elicit the most comments or the most trackbacks which was taken as guideline for the present research study to identify the subject trends through blog posts and comments. Stephens (2008) further explored motivations of the early bloggers in the authors' work *The pragmatic biblioblogger: examining the motivations and observations of Early Adopter Librarian Bloggers*.

**Hauschke, Christian, Lohre, Sarah & Ullmann, Nadine, Eds. -2008**

*Infobib: Library Blogging Worldwide* (2008) was a culmination of a project to find the blogging librarians from all over the world. Participants from 30 countries commented on the state of library-related blogs in their countries. This book marked a decade in library blogging as Crawford (2005) had considered *Research Buzz* to be the oldest blog which started in 1998. The book has 30 essays written by bloggers from the participating countries with a short introduction to their profiles.

**Aharony, Noa- 2009- 2010**

Aharony researched the LIS blogosphere from various aspects. A thorough examination of blog content conducted by the researcher has revealed that there is a tendency to write essay-type posts with hypertext links; as well as fewer readers' comments, but a

larger number of links and tags which are assigned to the posts. Findings indicate that professional LIS blogs reflect the most up-to-date interests of LIS professionals as well as bloggers' personal lives and experiences. Aharony (2010) further examined the comments written by readers of LIS blogs. The research findings reflected that comments' writers did not express only courtesy comments but they took advantage of the platform and expressed personal, impressive, advisory, as well as reflective comments.

**Salinas, Daniel Torres, D., Cabezas-Clavijo, Á., Ruiz-Pérez, R., López-Cózar, E.D. – 2011**

A metric analysis of blogs by Salinas et al. (2011) on library and information science (LIS) was undertaken between November 2006 and June 2009. It was conducted with a view to characterizing the community's behavior quantitatively. An analysis of 1,108 personal and corporate blogs with a total of 275,103 posts was performed, calculating the blogs' survival rate, production–number of posts published-and visibility. The effect of the emergence of newer social media such as Facebook and Twitter on LIS blogs was also investigated. The study concluded that although blogs as a phenomenon have lost a great deal of their prominence,

“The rise of social networks also makes it necessary to study this phenomenon in depth in order to determine the extent to which the conversation that was established on blogs in the first part of this decade has been transferred without interruption to these new communication platforms”.

(Salinas, et al., 2012, p.16)

### **Hank, Carolyn – 2012**

Hank (2012) conducted an analysis of 153 biblioblogger scholars' perceptions of their blogs in relation to their scholarly cumulative record through a compilation of the blogger's publication history before and after the establishment of their blogs. The study also aimed to identify the bibliobloggers' opinions on the identification of responsibility for long term preservation of blogs wherein 80% bloggers opine that their blogs should be preserved for public access for an indefinite future. 46% scholar bloggers believe that the entire blog should be preserved via an archiving service or independently.

### **M. Jackson-Brown, Grace– 2013**

A content analysis study of 12 leading librarian blogs revealed that blogs are used for professional development, political advocacy for libraries, research and other information dissemination uses. Thorough examination of blog posts, comments, and blogger responses to reader comments showed interaction in the major genres. Findings of the study showed that blog posts and comments "stay on topic" through lengthy exchanges between bloggers and readers, which sets the stage, "for further research into librarian blog content to determine, for example, what professional development areas are covered that are most attended to by readers". Jackson-Brown (2013) categorized LIS blogs into different genres such as social, professional development, political and research. The findings of the content analysis in the Librarian Blog Study show that the primary genre occurring in the librarian blogs as a whole is "social", followed by "professional development", "political" and fourthly "research".

### **Adams, Rachel – 2013**

In *Blogging in context: reviewing the academic library blogosphere*, Adams has conducted a content analysis of 36 blogs of UK based academic libraries along with a survey of academic library bloggers active during 2011. The study also presents an extensive review of literature related to academic library blogs published from 2005 to 2011 concluding with five key tips for potential bloggers.

### **3.5 In Summation**

Library and information science weblogs have been analyzed, evaluated, categorized and studied with different perspectives. Although a few studies have attempted to conduct categorizations, it is evident from these studies that these attempts are more general rather than subject specific. Hence an attempt has been made by the researcher to categorize library blogs into subject categories as evident from the perspective of a library and information science student, practitioner and educator. This research will add an important gap to the existing body of knowledge on library and information science blog research.

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