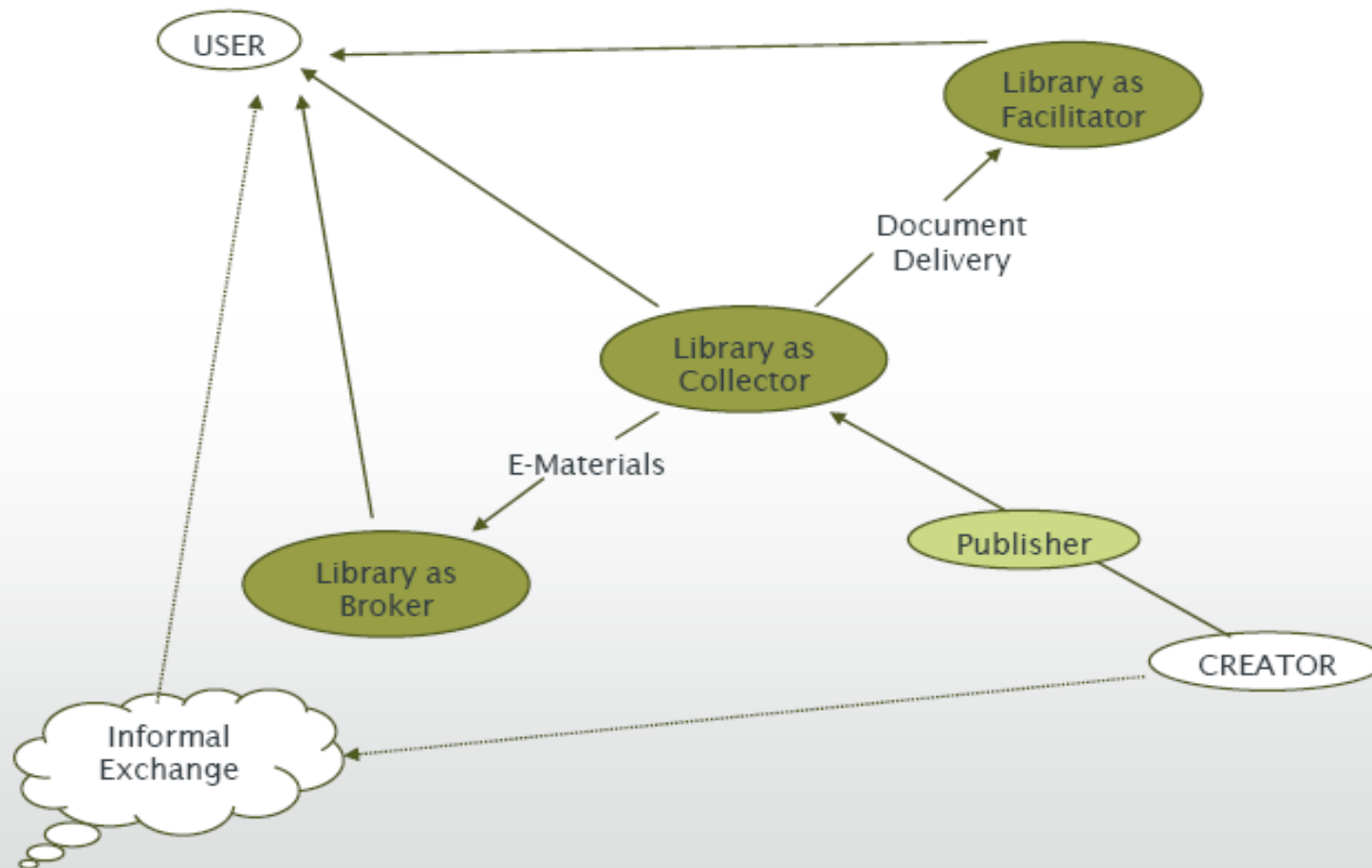

Web 2.0時代的圖書館自動化系統

陳昭珍

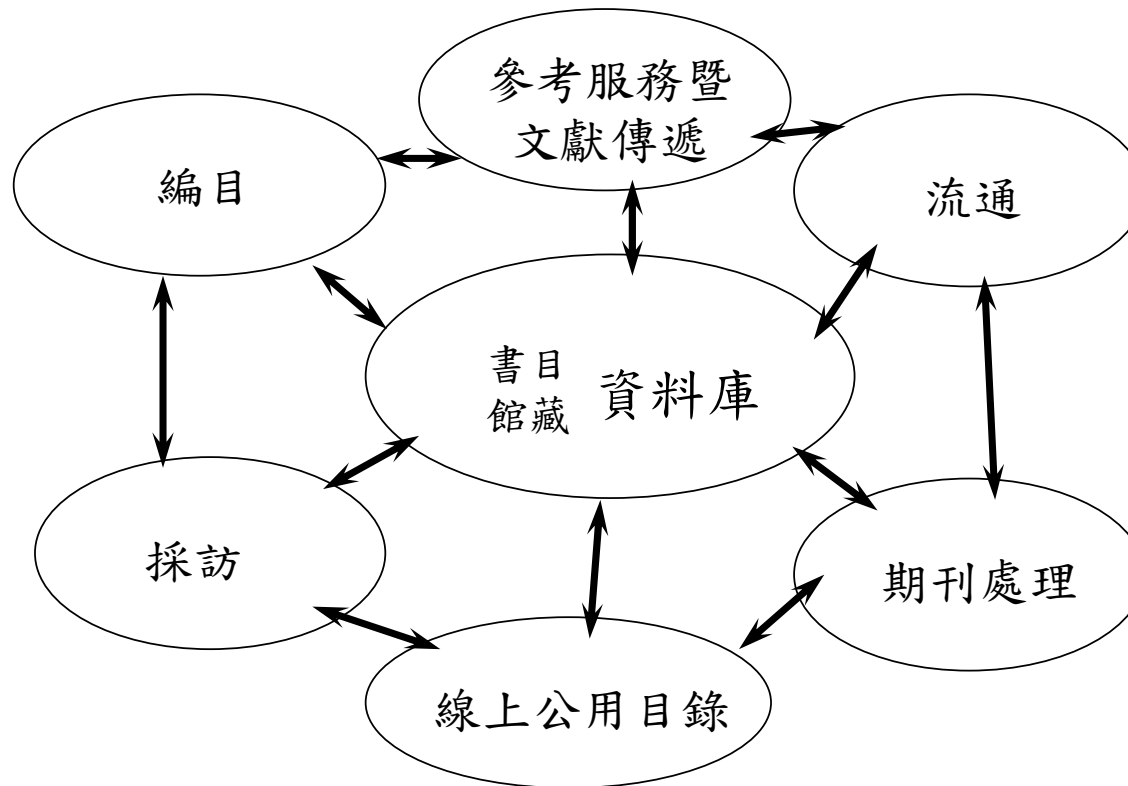
國立台灣師範大學圖書資訊學研究所教授兼圖書館館長

January 8, 2010

'TRADITIONAL' LIBRARY

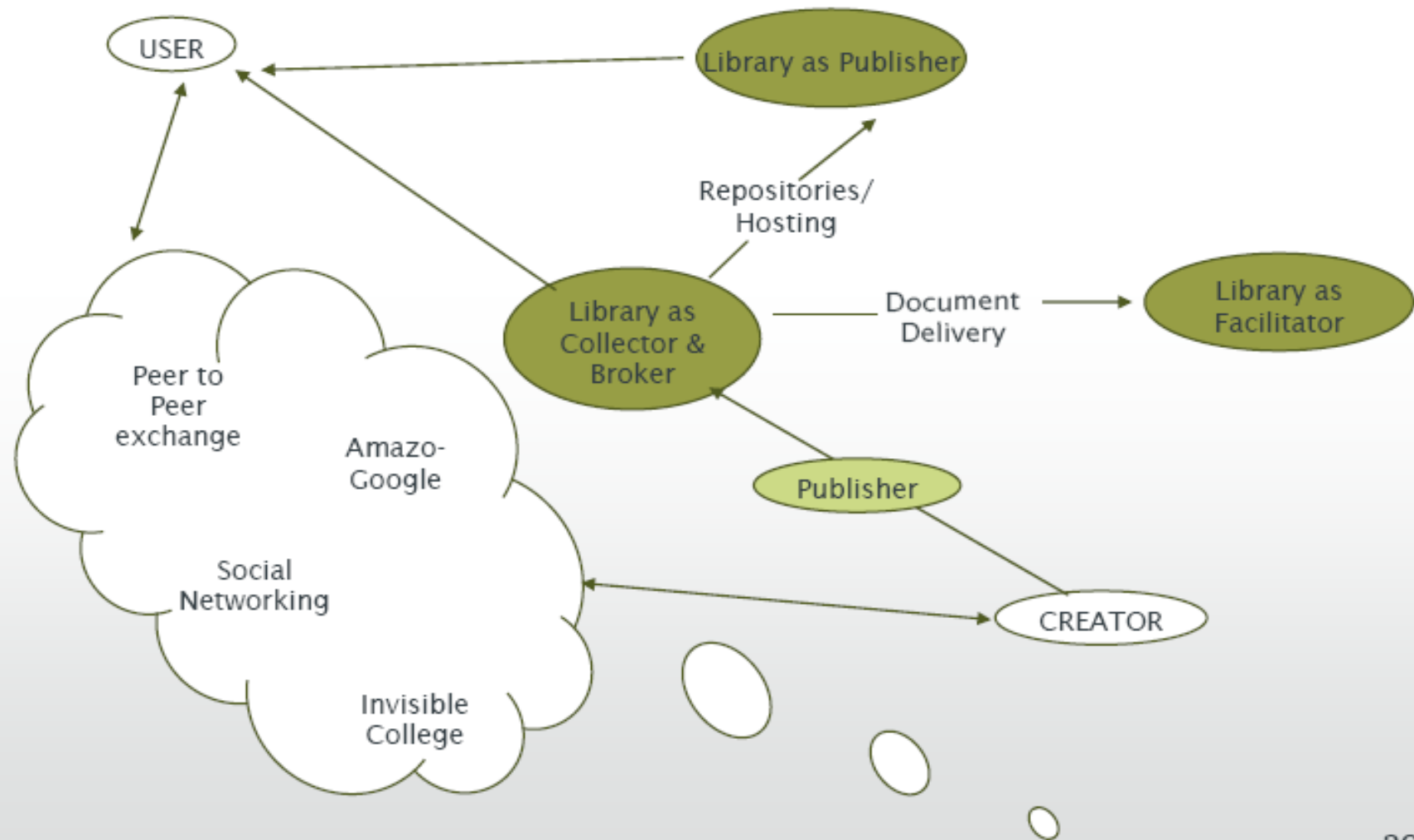


Library Integrated System



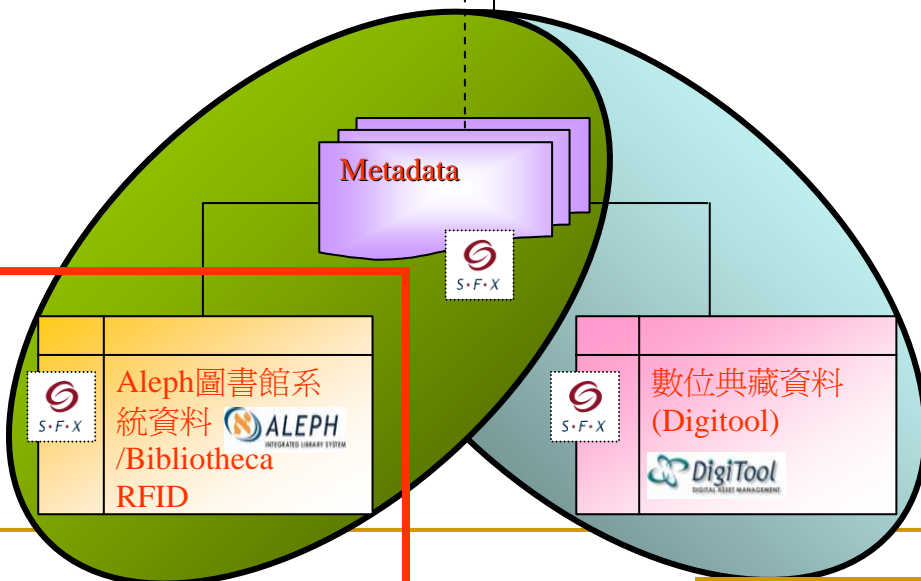
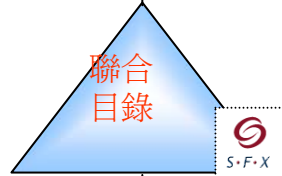
大型圖書館自動化系統各模組關係圖

EVOLVING 'TRADITIONAL' LIBRARY



PRIMO

Library the More Integrated System



Source: 王敏政, Ex Libris 暨相關產品介紹, PPT

World 2.0

- User generated content
- Power of the masses
- New ways to gather and classify information
- Open standards that are easier to use
- Social Networking

Web 2.0 and NTNU Library

- ✓ Blogs
- ✓ Wikis
- ✓ RSS
- ✓ Tagging/Social Bookmarking
- ✓ Social Networking Sites
 - Myspace, Facebook, Twitter
- Multimedia Sharing
 - Youtube
 - Flickr
- Podcasting
- ✓ Data mash-ups
- Virtual Worlds - Second Life
- Gaming

在現實中...

除了圖書館自動化系統以外的 Library1.0

- 大學圖書館與各學系之間
 - 館藏發展
 - 圖書
 - 期刊
 - 電子資源
 - 學科資源網頁及檢索
- 大學圖書館與使用者
 - 學科館員服務
 - 跨校區借書與送書
 - 跨校借書及文獻傳遞
 - 研究小間登記
- 圖書館的KM
- 圖書館的performance evaluation

在現實中的Library 2.0

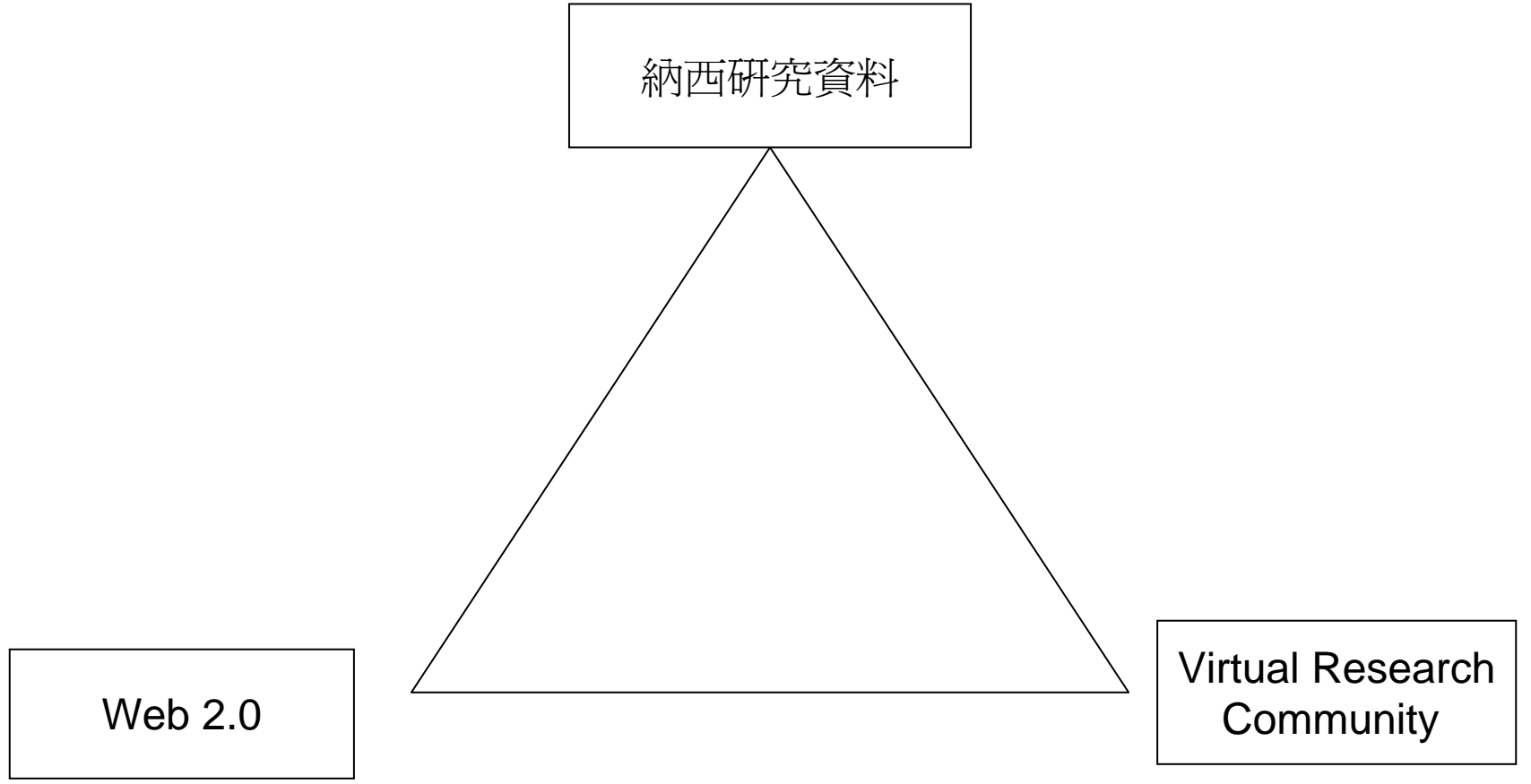
- 不吸引人的
 - RSS
- 沒有焦點的
 - Tagging
- 還是只有單向的
 - Blog
 - Facebook & Twitter

研究社群在改變

- The research community is using social networking technologies to exchange and share research-base information. The role of libraries in these developments is at present ill-defined

但是，台灣的研究社群...

Chao-chen Chen, Pei-ying Yeh, A Study on the Feasibility of Library
Creating Knowledge Sharing Network for Humanities Researchers
PNC 2009



Humanities researchers' perceptions of Web 2.0

- Most humanities scholars and students **do not** understand the definition of Web 2.0
 - Teachers: only three had heard of Web 2.0 (T02, T06, T10), and none were familiar with its definition
 - Students: five had heard of Web2.0 (S01, S02, S03, S06, S07), but only had a vague concept
 - Unaware that Wikipedia, YouTube, and Flickr are Web2.0 applications

Humanities researchers' perceptions of Web2.0 (Cont.)

- Humanities scholars and students are uncertain about the expertise of the contents of social networking sites and usually do not quote from these sources in academic papers
 - Teachers: the editing mechanism of web 2.0 is overly open and not of academic value, and thus do not quote information from these sites in their academic papers
 - Students: follow their teachers

The interviewees' experience of using social networking

- BBS and Wikipedia are the most used social networking tools for the interviewees
 - Teachers: Google search, Wikipedia
 - Clarify academic concepts and create teaching materials
 - Students: BBS
 - Provide diverse information that satisfy all the needs of students

The interviewees' experience of using social networking (Cont.)

- Type of social networking sites they use most
 - Teachers: knowledge-sharing sites
 - Usually only use communities for academic research purposes
 - No enough free time to browse other communities
 - Students: diverse social networking sites
 - Academic, travel, gourmet, shopping, pets, and photography...

The interviewees' experience of using social networking (Cont.)

- Teachers learn about communities through search engines, while students learn about them from peer recommendations
 - Teachers: learn from Google searches
 - Do not actively explore the latest Internet services, even when students recommend sites to them
 - Students: learn from discussion forums, BBS, blog recommendations, and peer recommendations

The interviewees' experience of using social networking (Cont.)

- They usually do not actively participate in community discussions
 - Teachers: Unwilling to interact with other community members
 - Not used to conducting discussions in an open-ended environment
 - Browsing for information
 - Students: passive and careful when interacting in communities
 - Existing information in the communities is enough to answer the questions of other users
 - Cautious in making new friends online
-
- Friends online are friends in real life

The interviewees' experience of using social networking (Cont.)

- Ideological problem about political issues and discussions conducted in foreign languages are problematic to humanities scholars and students

An investigation of professional social networking functions

- The interviewees generally support the establishment of professional communities
 - Teachers:
 - Provide professional information, and experience and knowledge sharing
 - A voting system to decide community experts is not appropriate (academic achievement is important)
 - Students:
 - They will occasionally participate the discussion
 - Voting + academic achievement

An investigation of professional social networking functions (Cont.)

- The interviewed humanities scholars and students have never used RSS or community calendars, but are willing to try them

An investigation of professional social networking functions (Cont.)

- The interviewed teachers **do not support** the inclusion of instant messaging functions in professional communities while the students **support** these functions
 - Teachers
 - Do not have time to engage in conversation
 - Mostly communicate with their peers through face-to-face meetings and e-mail
 - Students
 - Instant messaging and Skype...

An investigation of professional social networking functions (Cont.)

- The interviewees suggested that professional communities should have a moderator that has professional knowledge
 - The Naxi research community should be equipped with Naxi library resources and collaborative editing functions like Wikis
 - Collaborative editing functions allow users to understand different issues through different perspectives
 - Editors and moderators must have professional knowledge

世界在改變，
但圖書館所服務的世代...

圖書館所服務的六個世代

Generation	Birth years	Age on December 31, 2007
GI	1901-1924	83-106
Silent	1925-1942	65-82
Boom	1943-1960	47-64
GenX (13 Gen)	1961-1981	26-46
Millennial (echo bommers)	1082-2000	8-25
iGen	2000-	7

From Library.thingquest.org, 2008

Generation	Qualities	Tech in life	Years from WWW(1991)
GI	High achievers, patriotic, idealistic	Refrigerators, toasters, radios (large furniture)	-78
Silent	Cautious, unadventurous, silent	Transistor radio, television begins, electric typewriter	-58
Boom	High self-esteem, self indulgence, individualism	Television replaces radio, polio vaccine, Toys: Barbi, hula hoop, Dr Seuss	-40
GenX	Me-generation, latchkey, born into troubled world	MTV, computers, CDs Toys: Game Boy, Rubik's Cube, Transformers	-20
Millennial	Hopeful, "precious", murtured, want to change the world	Cloning, Space shuttles, cell phones Toys: Play station, Game Boy	They were there !
iGen		Connectivity, convergence of media	+9 years

From Library.thingquest.org, 2008

圖書館員在Web 2.0是不是參與者

- 是否能以館員的角色與創作者對話
- 是否能以館員的角色與讀者對話
- 是否能以館員的角色與研究者對話

Information + Conversation
= Collaboration + Innovation

Librarian + participation
= Library 2.0

敬請批評指教
