Library Patrons’ Preferences for Social Reading of ebooks

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Social dimension of reading

- Reading is connected to different social activities, there is a need to:
  - discuss about the content, make recommendations, share knowledge etc.

- Reading is way to construct and display identity
  - showing your reading preferences is a way to get social acceptance or build a group membership etc.

- Personal library can carry messages about a group membership and values
to his father, Anis, and to everyone else, they were all his, as they were his father’s, bright stories and dark stories, sacred stories and profane, his to alter and renew and discard and pick up again as and when he pleased, his to laugh at and rejoice in and live in and with and by, to give the stories life by loving them and to be.

was the storytelling animal, told itself stories to understand was. The story was his birthright, and nobody could take it away.

His mother, Negin, had stories for him too. Negin Rushdie had been born Zohra Butt. When she married Anis she changed not just her surname but her given name as
Figure 13. Examples of different social reading categories in the Goodreads-service 1) Share what I read now 2) Publish rating 3) Publish review 4) Share history of readings 5) Share recommendations
Levels of social reading

- Sharing the reading material
  - Synchronization of the personal libraries

- Sharing the artifacts of our reading including
  - Annotations
  - Bookmarks
  - Clippings

- Sharing the records of our reading
  - Page views, recommendations, etc.
Research questions

- What are the library patrons’ preferences for social reading of ebooks?

- What are the relevant social functions related to a) "reading for learning" b) "reading for fun" modes?
## Academic/leisure reading

<table>
<thead>
<tr>
<th>Comparison</th>
<th>Academic reading</th>
<th>Leisure reading</th>
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<tbody>
<tr>
<td>Nature of reading</td>
<td>Task-oriented; related to course requirement</td>
<td>Interest-oriented; not related to course requirement</td>
</tr>
<tr>
<td>Activity</td>
<td>Strategic planning of reading activities</td>
<td>Dynamic connections of thinking and ideas</td>
</tr>
<tr>
<td>Cognitive processing</td>
<td>More inferential reasoning and self-regulated reading process for inquiring knowledge</td>
<td>More active, personal reflective thinking in exploring content of interest</td>
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## Categories of reading motivation

<table>
<thead>
<tr>
<th>Motivating factor</th>
<th>Example of social reading tools</th>
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<tbody>
<tr>
<td>1. Intrinsic motivation</td>
<td>Enabling reading anywhere anytime, visualising other readers, recommendation services</td>
</tr>
<tr>
<td>2. Extrinsic motivation</td>
<td>Recognising successful reading Reading grades, Competition award, comments</td>
</tr>
<tr>
<td>3. Feeling for efficacy</td>
<td>Reading achievements, reading history and statistics</td>
</tr>
<tr>
<td>4. Social motivations</td>
<td>Sharing reading history, annotations, social interaction, social recognition</td>
</tr>
</tbody>
</table>
Method 1: focus group discussion

Implementation

- 2 discussions
- 10 persons

Topics covered

- Social interaction
- Ratings and recommendations
- Annotations and notes
- Networking with others

Method

- good/weak side
- recording discussions
- categorising comments
Method 2: Web questionnaire

- Autumn 2013
- Within digital library ebook service
- The library patrons were asked to rank different social reading functionalities (scale 1-5)
- 210 answers
Leisure time reading

Social interaction
- Requires moderation
- "Background" operation
- Requires popular book
- Author participations brings added value
- Could be misleading

Reading archive
- Several services available (Goodreads, Library Thing)
- Basic requirement
- Control for privacy

Entertainment
- Should help to find what to read next
- Source for inspiration
- Should not limit the readers own choices
- Quality? Novel books?

Rankings and recommendations

Annotations and notes
- Irrelevant in this context
Academic reading

- Social interaction
  - focused
  - organised
  - private/public

- Learning

- Archive

- Rankings

- Annotations, notes
  - sharing
  - achieve
Result of web survey

- Own book archive
- Bookmarks
- Magazine and newspaper articles about the books
- Personal book recommendations
- Book ranking with stars or thumbs
- Comments about the books
- Recommendations based on book popularity
- Reader polls
- Friends recommendations
- Own scrapbook
- Reading choices of interesting persons
- Sharing of book choices by email
- Annotating
- Sharing of book choices in social media
- Discussion forum
- Sharing comments about the books
- Reader quiz
- Sharing own book rankings
Conclusions

- Different types of literature and reading modes prefer different features

- Goal oriented reading
  - shared underlining, quotations and discussions
  - cf. modern learning environments

- Leisure reading
  - sharing ratings
  - receiving recommendations
Conclusions

- Equilibrium between reading styles (connected/not-connected, active-passive, non-linear/linear), co-existence of both UX:swithout too much of contradiction between

- Majority of social reading features should reside ”behind the page” which is accessible via tab which opens sliding panel

- The ecosystem for networked reading should be large enough
## Conclusions

Social reading address best for target groups that have difficulties meeting face-to-face, such as people who are **geographically removed**, people who have **limited or irregular time to communicate**, or people with **specific book interests**

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<thead>
<tr>
<th></th>
<th>Web sites</th>
<th>Reading clubs</th>
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<tbody>
<tr>
<td>Time</td>
<td>Asynchronous</td>
<td>Synchronous</td>
</tr>
<tr>
<td>Space</td>
<td>Remote</td>
<td>Collocated</td>
</tr>
<tr>
<td>Interactivity</td>
<td>Semi-active</td>
<td>Active</td>
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Development after study

- The library has formed social reading club that discusses about the ebooks and reading experiences in the public libraries. Anyone interested can participate into these sessions. The social reading club has also private and public Facebook groups.

- The digital learning environments and learning materials have evolved after 2013. Many of the social reading functions are integrated into these services. It seems that the role of the libraries in the digital learning environments will be minor.
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