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Introduction

It is tempting to write about "Web 2.0" without ever using this term. So much has already been written about various aspects of this topic, that some commentators have characterized the discussion of anything dubbed "2.0" as "trendy" or "hype".[1] It is easy to understand feelings of weariness after being told repeatedly, and sometimes aggressively, that librarians who fail to use these

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[1] *See, e.g.,* Marshall Breeding, *We Need to Go Beyond Web 2.0*, Computers in Libr., May 2007, at 22, 23; R. David Lankes, Joanne Silverstein & Scott Nicolson, *Participatory Networks: The Library as Conversation*, Info. Tech. & Libr., Dec. 2007, at 17, 19; Walt Crawford, *Library 2.0 and "Library 2.0"* Cites & Insights, Midwinter 2006, at 1, 31, http://citesandinsights.info/civ6i2.pdf.

technologies do so at their peril.[2] And the term "Web 2.0" itself appears to have

lost prominence at least in popular, if not literary, consciousness.[3] So, at the

outset, it seems more appropriate to acknowledge that this trend may be more

accurately dubbed: "Web 2.0h!"[4]

Then why visit this contentious, heavily traveled ground again? Despite

the abundant analysis of this topic, relatively little attention has been paid to how

libraries are responding to the flood of opinions and information centered on this

technology. Few commentators have extended their Web 2.0 discussion to

include comparative studies of actual library practices.[5] And, while some data is

available on law library use of individual Web 2.0 tools, at the time of this writing

there appear to be no studies that synthesize this information to describe the

relative adoption patterns of individual law libraries.

This paper is an attempt to fill a small portion of this void by focusing on a

sample group of academic law libraries. It will not endeavor to broadly cover the

specifics of these technologies. As noted, many, including members of the law

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[2] *See infra* notes 28-30.

[3] *See* Google Trends, http://www.google.com/trends?q=web+2.0 (search "Web 2.0"); Deborah Ginsberg, Meg Kribble & Bonnie Shucha, *Inspiring Innovation: Planning, Implementing, and Evaluating the Web 2.0 Challenge*, 101 Law Libr. J. 355, 369 (2009).

[4] This was inspired by Karen Coyle's reference to "Web two-point-oh" in her article, *Managing Technology: The Library Catalog in a 2.0 World,* 33 J. Acad. Libr. 289, 289 (2007).

[5] There are a number of articles describing library experiments with individual applications. *See, e.g.,* Kenneth J. Burhanna, Jamie Seeholzer & Joseph Salem Jr, *No Natives Here: A Focus Group Study of Student Perceptions of Web 2.0 and the Academic Library*, 36 J. Acad. Libr. 523, 532 (2009) (citations to some of these papers).

library community,[6] have done this already. Rather, the literature will be

reviewed to see which commentary and data bear most directly on application of

Web 2.0 to this particular library setting. It will then examine the practices of the

sample group to see the role these tools are playing in their libraries. It is hoped

that this pilot study will provide a useful snapshot of typical Web 2.0 toolboxes

being used in academic law libraries to assist others who are evaluating the utility

of these applications.

"History 2.0"

Versioning began quietly enough as a convenient scheme to help track

software development, albeit one that is loosely applied. Typically, a move from

1.0 to 2.0 to 3.0 etc. marks a significant alteration, whereas less comprehensive

changes are noted to the right of the decimal. In 1999, then technology writer

Darcy DiNucci adopted this labeling to forecast the future of the World Wide

Web:

> [T]he Web, as we know it now, is a fleeting thing. Web 1.0. . . . The
> Web we know now, which loads into a browser window in essentially
> static screenfuls is only an embryo of the Web to come. The first
> glimmerings of Web 2.0 are beginning to appear. . . . Ironically, the
> defining trait of Web 2.0 will be that it won't have any visible
> characteristics at all. . . . The Web will be understood not as screenfuls of

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[6] *See, e.g,* multiple articles by Diane Murley in her recurrent Law Library Journal feature, *Technology for Everyone . . .* ; H. Kumar Percy Jayasuriya & Francis M. Brillantine, *Student Services in 21st Century: Evolution and Innovation in Discovering Student Needs, Teaching Information Literacy, and Designing Library 2.0-Based Student Services*, 26 Legal Reference Services. Q. 135, 149-159 (2007).

text and graphics but as a transport mechanism, the ether through which interactivity happens.[7]

Six years later, "Web 2.0" reappeared publically, this time as the name of a conference held in San Francisco on the heels of the dotcom collapse. Dale Dougherty and Tim O'Reilly, both publishers of O'Reilly Media, Inc., conceived their event to serve as a confidence-booster for a new generation of developers. Dougherty chose the name "Web 2.0 as a way to signal that the next new technology was once again the Web."[8] As O'Reilly explains:

> The original Web 2.0 Conference . . . was designed to restore confidence in an industry that had lost its way after the dotcom bust. The Web was far from done, we argued. In fact, it was on its way to becoming a robust platform for a culture-changing generation of computer applications and services.[9]

And the "Web 2.0 Conference," later renamed the "Web 2.0 Summit," continues as a yearly gathering of Internet industry leaders.[10]

O'Reilly sought to clarify his conception of the future Web in the well known paper, *What is Web 2.0*.[11] Here, O'Reilly delineated commonalities of corporate survivors of the dotcom bust and offered examples of what he

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[7] Darcy DiNucci, *Fragmented Futures*, Print, Jul/Aug 1999, at 32.

[8] Jim Calder, *The Man Behind Make Magazine and Web 2.0*, Publishing Executive, Aug. 2007, available at http://www.pubexec.com/article/the-man-behind-make-magazine-web-20-qandamp-a-dale-dougherty-71966.

[9] Tim O'Reilly and John Battelle, *Web Squared: Web 2.0 Five Years On* (2009), http://assets.en.oreilly.com/1/event/28/web2009_websquared-whitepaper.pdf.

[10] O'Reilly Media, Inc. and TechWeb, Web 2.0 Summit, http://www.web2summit.com/web2010 (last visited March 8, 2010).

[11] Tim O'Reilly, *What is Web 2.0: Design Patterns and Business Models for the Next Generation of Software* (Sept. 30, 2005), http://oreilly.com/web2/archive/what-is-web-20.html.

characterized as "Web 1.0" applications and their corresponding "Web 2.0"

reincarnations. Later, in his equally popular "Compact Definition," O'Reilly

abridged his insights on the most salient features of "Web 2.0":

> Web 2.0 is the network as platform, spanning all connected devices; Web 2.0 applications are those that make the most of the intrinsic advantages of that platform: delivering software as a continually-updated service that gets better the more people use it, consuming and remixing data from multiple sources, including individual users, while providing their own data and services in a form that allows remixing by others, creating network effects through an "architecture of participation," and going beyond the page metaphor of Web 1.0 to deliver rich user experiences. [12]

O'Reilly thus positioned himself to become a somewhat unwitting

protagonist in a marketing frenzy. He asserts that "Web 2.0" was merely intended

to provide a galvanizing conference title, not a literal adoption of a software

version number that it has widely become as evidenced, in part, by talk of Web

3.0 and beyond.[13] Later, in fact, O'Reilly acknowledged that Web 2.0 "was a

pretty crappy name for what [was] happening."[14] And, arguably, what was

described as Web 2.0 would have been more aptly titled Web 1.5 (or something

similar) since there is certainly disagreement about whether we have seen a

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[12]   Posting of Tim O'Reilly to O'Reilly Radar, *Web 2.0: Compact Definition?*, http://radar.oreilly.com/2005/10/web-20-compact-definition.html (Oct. 1, 2005) . *See also* Michael Wesch, *The Machine is Us/ing Us (Final Version)* (Jan. 31, 2007), http://mediatedcultures.net/mediatedculture.htm (an excellent video illustration of Web 2.0).
[13] Posting of Tim O'Reilly to O'Reilly Radar, *Today's Web 3.0 Nonsense Blogstorm*, http://radar.oreilly.com/2007/10/todays-web-30-nonsense-blogsto.html (Oct. 4, 2007).
[14] *Id.*

completely new version of the Web.[15] World Wide Web inventor Sir Tim

Berners-Lee, not surprisingly, has dismissed Web 2.0 as "a piece of jargon." [16]

He has explained that his original conception of the Web was "as a collaborative

space where people can interact;"[17] although his initial focus was connecting the

international scientific community. At its most basic level, it is then perhaps

more useful to think about what has occurred simply as the evolution of the Web

from a platform where content may be created and shared by the technically

savvy, to one hosting streamlined, virtual applications that allow infinite

participation.[18]

Unfortunately, whatever the original intent of those who coined "Web

2.0," it has morphed into something that is easy to depreciate.   On June 10, 2009,

an entity called "The Global Language Monitor" made the absurd, publicity-

driven announcement that "Web 2.0" was precisely the millionth "word" in the

English language.[19] And while not yet appearing in an authoritative reference

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[15]   *See, e.g.,* Matthew Allen, *Web 2.0: An Argument Against Convergence*, First Monday, Mar.
2008, http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/viewArticle/2139/1946.
[16]   IBM DeveloperWorks, Interview with Sir Tim Berners-Lee (Aug. 22, 2006),
http://www.ibm.com/developerworks/podcast/dwi/cm-int082206txt.html (transcript). Although
more recently Berners-Lee has described Web 2.0 as a "useful term." *See* Video, A Conversation
with Tim Berners-Lee (Oct. 24, 2009), http://www.youtube.com/watch?v=KY5skobffk0.
[17] *See IBM DeveloperWorks, supra.*
[18] *See* David E. Millard & Martin Ross, *Web 2.0: Hypertext by Any Other Name*, Proceedings of
the Seventeenth Conference on Hypertext and Hypermedia, 27-30 (2006); Paul Anderson, JISC
Tech & Standards Watch, *What is Web 2.0? Ideas, Technologies and Implications for Education*,
Feb. 2007, at 2, available at http://www.jisc.ac.uk/media/documents/techwatch/tsw0701b.pdf.
[19] The Global Language Monitor, http://www.languagemonitor.com/ (last visited Feb. 16, 2010).
The president of GLM was forced to admit that since there are at least 600,000 named species of
fungus in the English language, there are certainly more than one million English words! *See*

source, the contemporary definition of "new" apparently has become to be

"2.0."[20] This ubiquitous suffix is found in monikers such as those promoting

Library 2.0,[21] Government 2.0 or Enterprise 2.0, to Bicycle 2.0, Love 2.0, and

even something as oxymoronic as Antiques 2.0.[22] A Google search will readily

reveal many more![23] Of more significance, are the legitimate concerns that arise

when tearing down the virtual fourth wall, such as privacy, security, copyright,

and harnessing of the collective ignorance as well as its intelligence.[24]

  However, brushing aside the extremes of the Web 2.0 meme, and

accepting that digital technology invariably yields some negative effects, the

underlying themes that have emerged should appeal to those who care about

information access and bridging the digital divide, such as: ease of use, user-

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Posting of Alexandra Topping to guardian.co.uk, *'Web 2.0' Declared Millionth Word in English Language*, http://www.guardian.co.uk/books/2009/jun/10/english-million-word-milestone (Jun. 10, 2009, 11.58 BST).

[20] *See, e.g.,* David Silver, *History, Hype, and Hope: An Afterword*, First Monday, March 2008, http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/2143/1950; Trebor Scholz, *Marketing Ideology and the Myths of Web 2.0*, First Monday, March 2008. http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/2138/1945.

[21] *See* Michael E. Casey & Laura C. Savastinuk, *Library 2.0: Service for the Next-Generation Library,* Libr. J., Sept. 1, 2006. (Library 2.0 is "any service . . . that successfully reaches users, is evaluated frequently, and makes use of customer input"). But "Library 2.0" has steadily diminished in popular usage. *See, e.g.,* Google Trends, http://www.google.com/trends?q=library+2.0 (search "Library 2.0").

[22] One may perhaps empathize with a venture-capitalist observing the early glut of start-up companies wanting to profit from the viral popularity of Web 2.0: "When people say to me it's a Web 2.0 application, I want to puke." Steve Levy & Brad Stone, *The New Wisdom of the* Web, Newsweek, Apr. 3, 2006, at 47 (quoting Guy Kawasaki).

[23] *See also,* All Things Web 2.0, http://www.allthingsweb2.com/mtree/ (last visited Feb. 16, 2010) (Web 2.0 Directory).

[24] And, especially for libraries, there are also substantial issues regarding preservation. *See* Anderson, *supra* note 18 at 40-44 (discussing the issues surrounding preservation of "content produced using web 2.0 services and applications").

centered, multimedia, socially rich, interactive, and collaborative. And, while the

boundaries of Web 2.0 may remain ambiguous,[25] it provides a useful descriptor

for the set of applications commonly falling under this umbrella, including:

blogging, aggregation tools (e.g. RSS), instant messaging, tagging (folksonomy),

reviewing, micro-blogging (e.g.Twitter), social networking (e.g. Facebook),

photo-sharing, wikis, and podcasting.[26] These tools allow information providers

to expand access points and enhance user engagement by inviting comment,

evaluation, and modification.[27]

Libraries and Web 2.0

The practical import of the history above is that it serves as a reminder

that much of what we have heard about Web 2.0 is hyperbole originating from

Silicon Valley. Unfortunately, the popularity of Web 2.0 outside the library

environment has caused some inside the library community to respond with

trepidation. Librarians have been told, often in stark terms, that because patrons

expect to find these familiar tools in the library, the library *must* satisfy this

demand.[28] Some have argued, or at least implied, that the library is the equivalent

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[25] *See, e.g.,* Mark Greaves, *The Semantic Web 2.0*, IEEE, 2007, at 94; Susan Murugesan, *Understanding Web2.0*, IT Pro, Jul/Aug 2007, at 34, 35.

[26] O'Reilly, *supra* note 11. *See also,* Stephen Abram, *Social Libraries: The Librarian 2.0 Phenomenon*, 52 Libr. Resources & Tech. Services 19, 20 (2008).

[27] *Id. See also*, Casey, *supra* note 21.

[28] *See, e.g.,* Ken Chad & Paul Miller, Talis White Paper, *Do Libraries Matter? The Rise of Library 2.0, 8* (2005), http://www.talis.com/applications/downloads/white_papers/DoLibrariesMatter.pdf ("libraries

of a commercial vendor whose primary role is to satisfy its customers by always

giving them, unqualifiedly, what they want.[29] They caution that libraries must

compete aggressively in the information marketplace and join the Web 2.0

"revolution," [30] or risk becoming irrelevant to their users. And, their position

finds empirical support in OCLC studies concluding that libraries must

"rejuvenate" their "brand" by "restructuring the experience of using the library."[31]

　　　Others have argued, and it is contended here more persuasively, that

libraries are not the equivalent of Burger King.[32] They refuse to equate an

unqualified meeting of customer demand with providing library patrons excellent

service. Instead, they emphasize the importance of a deliberative process that

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must . . . use these Web 2.0 applications to prove themselves . . . relevant . . . and . . . deliver experiences that meet the modern user's expectations"); Michael Stephens, *Web 2.0 & Libraries, Part 2: Trends and Technologies,* Libr. Tech. Rep., Sept.-Oct. 2007, at 32 ("Trends in social software and customized, participatory technologies are changing user expectations. Libraries must, in turn, adjust to meet those needs."); Nicholas Joint, *The Web 2.0 Challenge to Libraries*, 58 Libr. Rev. 168, 172-174 (2009) (if users want Web 2.0 "that is what libraries have to provide").

[29] *Id.*; Casey, *supra* note 21, at 1 ("Library 2.0 is "Customer-driven offerings."). Analogies of libraries to for profit enterprise, however, certainly predate discussion of Web 2.0 technology. *See, e.g.,* James S. Heller, *Finding a New Balance: Technical Services Meets Adidas*, AALL Spectrum, November 2002, at 18 ("Providing library services is not much different than . . . selling shoes"); Jaye A. H. Lapachet, *Proactive Reference Services*, Trends L. Libr. Mgmt. & Tech., May 2001, at 2 (librarians are in the "sales business" bringing people into their "store" to "sell" . . . a "product").

[30] *See, e.g.,* Paul Miller, Talis White Paper, *Library 2.0: The Challenge of Disruptive Innovation*, 8 (2006), http://www.talis.com/resources/documents/447_Library_2_prf1.pdf ("The Library 2.0 label reflects revolution more than evolution . . .").

[31] Cathy De Rosa et al., OCLC, *College Students' Perceptions of Libraries and Information Resources 6-6* (2006), http://www.oclc.org/reports/pdfs/studentperceptions.pdf; Cathy De Rosa et al., OCLC, Perceptions of Libraries and Information Resources 6-8 (2005), http://www.oclc.org/reports/pdfs/Percept_all.pdf.

[32] *See* Burger King, Have It Your Way (Television Commercial 1976), available at http://www.youtube.com/watch?v=CJMsFGH4eoQ.

doesn't simply rubber stamp the Web 2.0 trend, but focuses on the library as a

mission driven institution.[33] Their approach does not discount what patrons

"want," but recognizes the library's obligation to their user groups is much

broader than delivering on demand. This perspective implicitly reinforces the

obvious: "the library" is not a one size fits all "brand." What makes sense in a

public library, or even an academic library serving a very large constituency may

not, for example, provide a useful service for patrons of an academic law

library.[34] Indeed law students, in particular, often require some education about

what their needs are, in addition to the opportunity to voice their preferences.[35]

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[33] Especially well developed is the argument by James M. Donovan in his article *Skating on Thin Intermediation: Can Libraries Survive?,* 27 Legal Reference Services. Q. 95 (2008). *See also,* Lankes, *supra note 1*; Crawford, *supra note 1*.

[34] Their arguments also find support in the American Bar Association Standards for Approval of Law Schools. *See* Chapter 6, Library and Information Sources, at 46 (2009-2010), available at *http://www.abanet.org/legaled/standards/2009-2010%20StandardsWebContent/Chapter6.pdf* (Standard 605, Interpretation: appropriate library services include those "to further the law school's mission."). *See also,* Philip C. Berwick, *Academic Law Librarians in Transition: The Librarian as Educator*, 16 Trends Law. Libr. Mgmt. & Tech 6, 6 (2005) ("The information age has . . . little impact on the two major missions of a law school[:] . . . to train lawyers and to have its faculty make significant contributions to legal knowledge through publication.").

[35] A pointed example of the need to manage user expectations is a student comment made in response to Georgetown Law Library's Spring, 2009 Law Library Survey: "Instead of helping you actually find the document or law you are looking for, the librarians just point you to a bunch of their own web pages listing resources. They need to be more like firm librarians and stop wasting students' time." As a librarian aptly responded: "The library has an academic duty to teach students to independently answer questions both before and after graduating. We always try to answer questions quickly, but also try to take the time to teach you to become better legal researchers." http://www.ll.georgetown.edu/students/2009studentSurveyComments.cfm . *See also*, Scott Matheson, *The Evolution of Providing Access to Information: Is the Online Catalog Nearing Extinction?* 26 Legal Reference Services.Q. 57, 62 (2007) ("While some expectations should serve as targets for librarians to work towards, others may need to be managed instead"); Richard A. Danner**, S**. Blair Kauffman & John G. Palfrey, *The Twenty-First Century Law Library***,** 101 Law Libr. J. 143, 146 (2009) (remarks of Kauffman noting the importance of "assertive

So, what does this debate mean for academic law libraries considering use,

or expansion of their use, of Web 2.0 technologies? It is arguably more

significant philosophically than practically. However one would like to

characterize the importance of Web 2.0, many of the tools that fall under this

rubric offer academic law libraries the opportunity to provide valuable services

that will likely fit within their mission. And, for that reason alone some of these

applications are likely worthy of experimentation. Much of what has been labeled

Web 2.0 can be readily seen as another logical step in the evolution of library

services[36] that may serve the needs of both academic law library users and their

librarians as well.

In short, the determination of whether to launch Web 2.0 features should

be based upon the resources, priorities, and users of each individual library.[37]

Libraries collectively, however, have long shared the overall mission of uniting

information seekers with information sources, and to do so in ways that ensure

efficiency and responsiveness to change.[38] And, academic law libraries have a

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reference" when many students admitted to selective law schools "think that they can just find it
all by going on to Google").

[36] *See* Breeding, *supra* note 1, at 25 ("Web 2.0 technologies in libraries is only springboard for
whatever comes next").
[37] *See, e.g.,* Diane Murley, *What is all the Fuss about Library 2.0?*, 100 Law Libr. J.197, 201
(2008); Shu Liu, *Engaging Users: The Future of Academic Library Websites*, 69 C. & Res. Libr.
6, 14 (2008).
[38] *See* S. R. Ranganathan, The Five Laws of Library Science (Sarada Ranganathan Endowment
for Library Sci. 2006) (1931). *See also*, Richard A. Leiter, *Reflections on Ranganathan's Five
Laws of Library Science,* 95 Law Libr. J. 411 (2003); Matheson, *supra* note 35, at 81.

further common mandate to support legal education and scholarship.[39] The

features of Web 2.0 technologies, which are characterized not only by expanding

information portals, but also facilitating participation, collaboration, and

discussion, seem tailor-made for a law school environment.

As law librarians Kumar Jayasuriya and Francis Brillantine observed in

their 2007 article, the characteristics of the participatory web "directly fit with the

pedagogy of American legal education."[40] Much of traditional legal teaching

involves use of the Socratic Method, which allows "students to learn through

discussion."[41] It is not a tremendous leap to extend these opportunities to the

virtual world. Moreover, students are being trained to engage in a profession that

will require them to regularly share opinions, advocate for clients, and collaborate

with other attorneys.[42] Use of participatory web tools during law school may also

provide opportunities to guide students toward use of persuasive and constructive

dialogue in these venues, etiquette that is all too often absent in Internet

conversation.

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[39] American Bar Association, s*upra* note 34, at 44 (Standard 601); ALL-SIS Task Force on ABA
Standards Review, Recommendations for ABA Standards Revision Relating to Academic Law
Libraries 5 (Sept. 16, 2009) (law library services "advance[] the mission of the law school").
[40] Jayasuriya, *supra* note 6, at 152.
[41] *Id. See also*, Lankes, *supra* note 1, at 17-18.
[42] *See* Sally A. Irvin & Jason R. Sowards, *ALR 2.0: When Advanced Legal Research Met Wiki*
AALL Spectrum, June 2008, at 9 ("Web 2.0 technologies . . . are collaborative in nature [; s]o is
the practice of law"); Jamie Wilson, *Review of a Literature: The Information Needs and
Information Usage Habits of Lawyers,* http://www.pages.drexel.edu/~jgw25/rol.html (last visited
Nov. 21, 2009) (Law is "a profession with a long history of cooperation and collaboration in
which professionals have learned to depend on one another . . . to solve their day-to-day problems
. .").

Knowledge of Web 2.0 applications itself will be valuable when students

enter legal practice.[43] These applications are increasingly visible in the legal

community, including a growing attorney and law firm presence on social

networking sites and in the blogosphere.[44] According to the American Bar

Association's 2009 Technology Survey Report, 12% of respondents' firms have

social network pages (an increase from 4% increase in 2008), and 43% indicated

that they personally have used one of these sites (an increase from 15% the

previous year).[45] The growing significance of blogging is also reflected by ABA

survey results showing that 11% of respondents work for firms with policies

about lawyer or staff blogging (up from 7% in 2008), and 25% of firms of 100 or

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[43] *See* Camille Broussard, *Teaching with Technology: Is the Pedagogical Fulcrum Shifting?,* 53 N.Y.L. Sch. L. Rev 903, 909-910 (2008-2009). And some students may have limited knowledge of the advanced features of these tools. *See generally*, Burhanna, *supra* note 5.

[44] Or, as it is becoming more commonly known, the "blawgosphere." *See* Blawg.com, http://www.blawg.com/Listing.aspx?CategoriesID=20 (last visited Dec. 1, 2009); Brian A. Craddock, Comment, *2009: A Blog Odyssey: Exploring How the Legal Community is Using Blogs and How Blogs are Changing the Legal Community,* 60 Mercer L. Rev. 1353, 1359 (2008).

[45] *See* Posting of Sarah Palmer to ABA Site-tation, *Law 2.0: Reality or Reality Check?*, http://new.abanet.org/sitetation/Lists/Posts/Post.aspx?ID=513. (2009 ABA Technology Survey Report highlights) (Jun. 8, 2009, 2:10 pm). Attorneys may participate in social networking designed exclusively for legal professionals, such as LawLink, http://www.lawlink.com/about.aspx (last visited March 15, 2010).

more lawyers have such policies (up from 16%).[46] And, members of the legal

community may also be found increasingly on the updating service, Twitter.[47]

Moreover, most law students fit the profile of the top users of Web 2.0

technologies. For example, the average age of law students in the D.C. area law

schools studied here is approximately 25 years old.[48] Statistics gathered by the

Pew Internet and American Life Project show that among adults ages 18-32: 59%

use an instant messaging service, 67% use social networking sites, and 43% read

blogs; and among those ages 18-29, 33% use Twitter.[49] Therefore, using Web 2.0

technologies may assist academic law librarians in their effort to market their

services to their student users.[50] The likely reward of implementing one of these

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[46] *See* Palmer. *Cf.* Posting of Reginald Davis to ABA Journal Daily News, *Getting Personal: Social Networks Appeal, but not to Firms*, http://www.abajournal.com/magazine/getting_personal/ (Aug. 1, 2009, 6:50 CST); Edward A. Adams, Web 2.0 Still No-Go, 94 A.B.A. J. 52 (2008) (finding limited use of Web 2.0 technology among attorneys responding to the 2008 technology survey). *See also,* Blawg, *supra* note 44 (tracking law related blogs).

[47] *See* Posting of Alison Johnson to OnlineBestColleges.com, *Top 100 Twitter Feeds for Law Students*, http://www.onlinebestcolleges.com/blog/2009/top-100-twitter-feeds-for-law-students/ (Apr. 1, 2009). *See also*, Twitter, *infra* note 66.

[48] This is based on data found on the law school websites served by the libraries studied here, *infra* note 62.

[49] Sidney Jones & Susannah Fox, *Generations Online* 5 (Jan. 28, 2009), http://www.pewinternet.org/~/media//Files/Reports/2009/PIP_Generations_2009.pdf ; Susannah Fox, Kathryn Zickuhr & Aaron Smith, *Twitter and Status Updating* 4 (Oct. 2009), http://www.pewinternet.org/~/media//Files/Reports/2009/PIP_Twitter_Fall_2009_web.pdf. In addition, among all adult internet users: 46% use social networking sites, 32% read blogs, 19% use Twitter or another status updating service, and 32% have rated a person, service, or product online. *Id*; Pew Internet and American Life Project, *Adults on Social Network Sites, 2005-2009*, (Oct. 8, 2009), http://www.pewinternet.org/Infographics/Growth-in-Adult-SNS-Use-20052009.aspx.

[50] *See generally*, Kristin Cheney, *Marketing Law Libraries: Strategies and Techniques in the Digital Age*, 26 Legal Reference Servs. Q. 281 (2007) (author applies marketing principles to academic law library setting).

tools is not, however, simply to heighten the visibility of the library by "being" where students are, although this is no doubt relevant too. It will also increase librarian interaction with students, which may afford opportunities to expand information literacy instruction.[51] At a time when many in the legal community express concerns about law students' preparation for practice,[52] it seems prudent to reach out to them through as many avenues as possible, especially ones with which they may be quite comfortable and familiar.[53]

Incorporating Web 2.0 tools may also help academic law librarians enhance services for their other principal user group: faculty. This synergy was well explored by Margaret Schilt in her 2007 article.[54] As she pointed out, increasingly legal scholarship is developed using blogs and working papers. Therefore, if professors are blogging, it seems prudent for librarians who support

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[51] *See* Daniel Mack et.al, *Reaching Students with Facebook: Data and Best Practices,* Electronic J. Acad. & Special Libr, Summer 2007, http://southernlibrarianship.icaap.org/content/v08n02/mack_d01.html (data collected by librarians at Penn State University shows increase in research assistance traffic since creating and promoting librarian Facebook profiles).

[52] *See, e.g.,* Danner, s*upra* note 35, at 147 (Palfrey notes that Harvard Law School Alumni have reported that many new graduates have inadequate research skills); Marjorie Crawford, *Bridging the Gap: Changes to the Way Legal Research is Taught to a New Generation of Students*, AALL Spectrum, April 2008, at 10.

[53] *See, e.g.,* Susan Herrick & Sara Kelley Burriesci, *Teaching Legal Research Online*, 28 Legal Reference Services. Q. 239, 240-241 (2009); Kara Jones, *Connecting Social Technologies with Information Literacy*, 1 J.Web Libr. 67, 68 (2008); Broussard, *supra* note 43, at 913-914. It should also be considered that if a student is not actively engaged in research, they may not see information that is only available on a library's website. Since many of these students are likely to be reviewing their Facebook pages regularly (indeed they may have Facebook selected as the homepage for their personal computer) they can receive library communications as a Facebook feed if they choose to become a library "fan".

[54] Margaret A. Schilt, *Faculty Services in the 21st Century: Evolution and Innovation*, 26 Legal Reference Servs. Q. 187 (2007).

their research to consider entering the blawgasphere as well.[55] Moreover, as

Schilt noted, experimentation with this and other Web 2.0 technologies will help

librarians develop skills to assist faculty in best uses of these tools,[56] knowledge

that may be especially useful as more and more classes are being conducted, at

least in part, online.[57] In addition, librarians may use various Web 2.0

applications to provide "proactive" faculty services,"[58] such as regularly keeping

faculty informed of resources and current information that may be relevant to

their area of interest. [59]

    Thus, perhaps the participatory web need not be thought of as Web

"2.0h!" As the operative literature suggests, users are engaged in the library when

they aware of its services and those services are narrowly tailored to balance their

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[55] *Id.* at 191, 198. The growing importance of blogging was also highlighted by an entire issue of the Washington University Law Review. *See 84 Wash. L. Rev. 1025 (2006).* And, according to Blawg.com, there are at least 48 active law professor blogs. Blawg.com, *supra* note 44. It is also notable that Web 2.0 technologies have begun to appear throughout law school communities. For example, eight of nine law schools studied here*, infra* note 62, have a law school-wide Facebook Page.

[56] Schilt, *supra* note 54*, at* 191, 198. *See also,* Danner, *supra* note 35, at 151 (remark of Palfrey, noting that there are some "digitally no-always-so-savvy faculty members, who are struggling . . .").

[57] *See* John Makdisi, *Improving Education Delivery in the 21st Century*, 95 Law Libr. J.431 (2003); Jayasuriya, *supra* note 6, at 158-159; Margaret Maes Axtmann, *Academic Law Libraries 2.0,* AALL Spectrum, July 2006, at 15-16. Two of the leading online courseware applications are Blackboard, http://www.blackboard.com/ (last visited Dec. 3, 2009) and TWEN, (https://lawschool.westlaw.com/shared/signon09.asp?path=%2ftwen%2fdefault.aspx (last visited Dec. 3, 2009).

[58] Sheri H. Lewis, *A Three Tiered Approach to Faculty Services: Librarianship in the Law School Environment*, 94 Law Libr. J. 89, 97 (2002).

[59] This may also help remind faculty that librarians can be a valuable research partners. *See* Susan Westerberg Prager, *Law Libraries and the Scholarly Mission,* 96 Law Libr. J. 513, 517 & n.8 (2004).

wants and needs.[60] To the extent that technology meets those criteria, it is worth

exploration.   Expanding services to allow and encourage user collaboration does

not require a wholesale revision of a library's mission;[61] it entails consideration of

how fulfilling that mission may best be accomplished in light of the changing

digital world.

Methodology

How, then, are academic law libraries currently responding to the

popularity of the participatory web? In order to learn about which Web 2.0

applications are being used in academic law libraries, data was gathered from the

nine Washington D.C. metro area law school libraries.[62] The law schools served

by these libraries are located in urban areas that extend across the District of

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[60] *See, e.g.,* Matheson, *supra* note 35, at 79 ("Librarians should make an effort to meet patrons
half-way with . . . [Web 2.0] technologies . . ."). Donovan, *supra* note 33, at 100 (arguing that a
"strong model of librarianship" balances a librarian's responsibility to provide service "with other,
sometimes conflicting, responsibilities"); Robert H. McDonald & Chuck Thomas, *Disconnects
Between Library Culture and Millenial Generation Values*, Educause Q. (Nov. 6, 2006), at 4, 6
(libraries need to "achieve balance between traditional library values and the expectations and
habits of coming generations").
[61] *See* A. Neelameghan, *Library and Information services: User-Centric Models*, 14 Info. Stud.
249, 249 (2008) ("a mere terminology shift (e.g. from LIBRARY to LIBRARY 2.0 . . .) does not
change the fundamental mission and purpose of library and information services"); Emily
Rimland, *Ranganathan's Relevant* Rules, Reference & User Services Q. (Summer 2007) at 24, 25
(noting some of the connections between Web 2.0 and Ranganthan's "Laws").
[62] American University, Washington College of Law, Pence Law Library; The Catholic
University of America, Columbus School of Law, Judge Kathryn J. DuFour Law Library; George
Mason School of Law, Law Library; Georgetown University Law Center, Georgetown Law
Library; The George Washington University Law School, Jacob Burns Law Library; Howard
University School of Law, Law Library; University of Baltimore School of Law, Law Library;
The University of the District of Columbia, David A. Clarke School of Law, Charles A. and Hilda
H. M. Mason Law Library ("UDC"); The University of Maryland School of Law, Thurgood
Marshall Law Library**.**

Columbia, into Northern Virginia and Baltimore. This sample group was selected

for two reasons. The most obvious is the author's proximity to these institutions,

which will hopefully facilitate further study, including gathering anecdotal and

statistical information from staff. More determinative was the diverse character

of this group of law schools, making them an apt representative of the broader

United States law school community. Included in this geographic area are law

schools of every size[63] and level of selectivity,[64] as well as schools with some of

the most diverse student populations.[65]

The study focused on common Web 2.0 applications found in library

settings. Specifically, it investigated whether the libraries are interacting with

patrons using virtual reference, RSS Feeds, Blogs, Twitter,[66] Facebook,[67]

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[63] American Bar Association, JD Enrollment 2007-2008,
http://www.abanet.org/legaled/statistics/charts/enrollment%20FTPT0708.pdf. For example,
Georgetown Law School is the nation's largest, with more than 2500 full and part-time students.
UDC is one of the smallest law schools, enrolling under 300 students.
[64] U.S. News and World Report, Rankings: Best Law Schools, 2009, http://grad-
schools.usnews.rankingsandreviews.com/best-graduate-schools/top-law-schools/rankings
(according to these rankings, the law schools studied fall into all three "tiers" of selectivity).
[65] U.S. News and World Report, Best Law Schools: Law School Diversity Index, 2009,
http://grad-schools.usnews.rankingsandreviews.com/best-graduate-schools/top-law-schools/law-
school-diversity.   According to this ranking, three DC area law schools have some of the most
diverse student populations: UDC (ranked 3rd, 31% African-American), American University
(ranked 16th, 13% Hispanic), and Maryland (ranked 27th 13% African- American).   The
remaining schools are also noted in this ranking: Baltimore (8% African-American), Catholic
(10% Asian-American), George Mason (9% Asian-American), Georgetown (10% Asian-
American), George Washington (10% Asian-American), and Howard (82% African-American).
[66] Twitter, http://twitter.com/about#about (last visited Dec. 3, 2009). Twitter communications,
commonly known as "tweets," must be under 140 characters and may be sent using the web,
instant messaging or mobile texting.
[67] Facebook, http://www.facebook.com/facebook?ref=pf#/facebook?v=wall&ref=search/ (last
visited Dec. 3, 2009). Facebook was the only social networking site examined in this study
because it is the most typical venue for an academic library. *See* Jennifer L. Behrens, *About*

Podcasts, and Wikis, and whether they have opened their catalogs to social

bookmarking and reviewing. Discovering "who's doing what," however, was not

always readily apparent. While each library website homepage was examined

first, this often was not sufficient to locate the full extent of Web 2.0 services

being employed. Therefore, both the broader content of the library website was

searched and sample inquiries were made in each library's catalog to see if users

have the ability to add tags and/or reviews. Facebook and Twitter sites were also

searched directly using the law school and library names to uncover activity not

promoted on the library's website.[68] In addition, several blogs and websites were

consulted that have aggregated information about some library Web 2.0 activity.[69]

Facebook: Change at the Social-Networking Juggernaut Creates New Opportunities for Law Library Outreach, AALL Spectrum, April 2008, at 15-16. Facebook was originally populated by college students. *See* Facebook, Company Time Line, http://www.facebook.com/home.php#/press/info.php?timeline (last visited Nov. 16, 2009). *See also,* Melanie Chu & Yvonne Nalani Meulemans, *The Problems and Potential of My Space and Facebook Usage in Academic Libraries*, 13 Internet Reference Services Q. 69, 83 (2008) (Facebook is the "main social networking site for colleges and universities"). Moreover, Facebook is steadily increasing its popularity relative to MySpace. *See* Greg Sandova, *Growth of Facebook Leaves MySpace in the Dust*, Cnet News, October 13, 2009, http://news.cnet.com/8301-31001_3-10374324-261.html; Broussard, *supra* note 43, at 913 (survey of law students showed 2 to 1 preference for Facebook over MySpace).

[68]   This approach also failed to provide complete information because the name used on a social application may not correspond precisely to the name of the institution. For example, Georgetown Law Library's Twitter username is "GtownLawLib." *See* http://twitter.com/GtownLawLib (last visited Dec. 3, 2009).

[69] *See* Posting of Rex Gradeless to Social Media Law Student, How Law Schools are Using Twitter, http://socialmedialawstudent.com/twitter/how-law-schools-are-using-twitter/ (Feb. 20, 2009) (lists 14 U.S. academic law libraries); Michael Robak, AALL Computing Services SIS, Law Library Blogs, http://aallcssis.pbworks.com/Law-Library-Blogs (last visited Dec. 3, 2009); Jennifer L. Behrens, Law Libraries on Facebook, http://lawlibraries.ning.com/profiles/blog/list?user=11korgyw26wzr (last visited Dec. 3, 2009).

At the outset, some preliminary assumptions were made based upon the

character of the specific Web 2.0 tools studied, their likely utility in an academic

law library environment, and available comparative statistical information. The

latter includes four recent studies of academic library websites and Web 2.0 usage

that have been conducted focusing on information found on individual libraries'

home pages or by surveying librarians.[70] These studies reveal that academic

libraries have generally been slow adopters of most of these technologies, with

the exception of virtual reference, which has widespread use.[71] The only other

tools with a significant number of users, though still a minority, were blogging

technology and to a lesser extent RSS.[72]

Based on this information, and the vigorous push for libraries to use Web

2.0 technologies advocated in the library literature, it seemed reasonable to

assume that many of the D.C. area academic law libraries would have adopted at

least one of these tools. Since the most visible Web 2.0 tool in the wider

academic library community is the use of instant messaging to provide virtual

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[70] Liu, *supra* note*37* (study of the homepages of 111 ARL member websites); Chen Xu, Fendfei Ouyang & Heting Chu, *The Academic Library Meets Web 2.0: Applications and* Implications, 35 J. Acad. Libr. 324 (2009) (study of 81 academic library websites in New York State); Brian S. Mathews, *Social Software and the Search for the Holy Grail*, 3 J. Web Libr. 71, 72 (2009) (survey of 87 ARL members); Lani Draper & Marthea Turnage, *Blogmania*, 13 Internet Reference Services Q. 15, 19-22 (2008) (survey of 265 Academic Libraries).

[71] *See* Liu, *supra* note 37, at 8; Xu, *supra* note 70, at 326.
[72] *See* Xu, *supra* note 70, at 326; Matthews, *supra* note 50, at 72. The relative popularity of blogging and RSS has also been found in public libraries. *See* Lorri Mon & Ebrahim Randeree, *On the Boundaries of Reference Services: Questioning and Library 2.0*, 50 J. Educ Libr. & Info. Sci. 168 (2009) (reviews survey responses from staff members at 242 public libraries, in 49 states).

reference services, it was anticipated that most of the D.C. academic law libraries

would offer this service. And, given the prevalence of blogging, it seemed likely

that academic law librarians would want to join their professorial colleagues in

this virtual dialogue.[73] Finally, it was anticipated that there would be a high

correlation between library size and the total level of involvement the library has

in experimenting with this technology because of the available staff and financial

resources. As shown below, many of these predictions, but not all, were accurate.

Findings[74]

Generally, all but one of the studied libraries use some form of Web 2.0

application.[75] The most widely used application was instant messaging services.

Six of the nine libraries offered virtual reference using Meebo,[76] Liveperson,[77] or

directly from services such as Google Talk,[78] Yahoo! Messenger,[79] or AOL

Instant Messenger.[80] Least popular appeared to be Twitter, found to be used by

only one library,[81] and Podcasts, which none of the law libraries appeared to offer

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[73] *See also,* Ginsberg, *supra* note 3, at 364 (program participants identified blogs as one of the Web 2.0 tool they were "most excited about").

[74] The study findings are summarized in Figures 1 and 2 below. These results reflect library practices as of December, 2009.

[75] Only UDC's law library does not currently use any of the tools studied here.

[76] Meebo, http://www.meebome.com/index.html (last visited Nov. 25, 2009).

[77] Live Person, http://solutions.liveperson.com/ (last visited Nov. 25, 2009).

[78] Google Talk, http://www.google.com/talk/(last visited Nov. 25, 2009).

[79] Yahoo! Messenger, http://messenger.yahoo.com/ (last visited Nov. 25, 2009).

[80] AIM, http://dashboard.aim.com/aim (last visited Nov. 25, 2009).

[81] As noted, Georgetown Law Library has an active Twitter account. S*upra* note 68,   At least one other librarian uses Twitter, but as an individual. *See* University of Baltimore Law Library Blog, http://ublawlibrary.wordpress.com/ (April 20, 2007, 4:13 PM).

through their websites. In addition, no public library-created wikis were found,

with the exception of a currently inactive LibGuides[82] page on the George

Washington library's site.[83] [Insert Figure 1]

RSS Feeds were found to be in use in five libraries. A primary purpose

for this service among these libraries was to provide an access point for the

library's blog. Georgetown Law Library also has a service under development

called "Georgetown Law Library Online" which will feed an aggregate of both

law school and external blogs of interest to faculty.[84] Pence Law Library,

although it does not have a blog, provides RSS Feeds for Library News and to

highlight new and existing information resources.[85]

Blogs were also found at five of the law libraries.[86] The content of these

blogs include a variety of topics, such as technology, acquisitions, general library

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[82] Springshare, LibGuides Features, http://www.springshare.com/libguides/features.html (last visited Nov. 16, 2009) (users can tab, post comments, and submit links/resources.). *See also,* Debbie Ginsberg, AALL Computer Services SIS, Law Libraries Using LibGuides, http://aallcssis.pbworks.com/Law-Libraries-Using-LibGuides (last visited Dec. 3, 2009).

[83] GWU Law Library, LibGuides Page, http://law.gwu.libguides.com/ (last visited Dec. 3, 2009).
[84] Georgetown Law Library, Georgetown Law Library Online, http://www.netvibes.com/gull#Georgetown_Law_News (last visited Dec. 3, 2009).
[85] Pence Law Library, Library RSS Feeds, http://library.wcl.american.edu/feeds.cfm (last visited Dec. 3, 2009).
[86] Due Process: Georgetown University Law Library Blog, http://www.ll.georgetown.edu/blog/ (last visited Dec. 3, 2009) (the library also has a "Feedback Blog"); George Mason Law Library Blog, http://law.gmu.edu/blogs/library/ (last visited Dec. 3, 2009) (the library also has a "Circulation Blog" for staff); Howard Law Library, Law Library News, http://hulawlibrarynews.blogspot.com/ (last visited Dec. 3, 2009) (Howard's Blog is only accessible from the library's website); University of Baltimore Law Library Blog, http://ublawlibrary.wordpress.com/ (last visited Dec. 3, 2009); University of Maryland, TMLL News, http://umlaw.typepad.com/tmll_news/about.html (last visited Dec. 3, 2009). GWU has a

news, subject specific updates, and current awareness. But although blogging was facially a popular tool, the extent to which the libraries updated these tools varied tremendously. A review of a three month period showed that the Baltimore, Georgetown, and Maryland Law Library blogs were the most active, generally having several postings each month.[87] The other libraries most commonly had only a single post per month. And, while all but one of these libraries invite users to post comments, users infrequently accepted this offer.[88]

Four libraries' catalogs allow social bookmarking, and three of these also permit users to post reviews. The Georgetown and American libraries have purchased Innovative Interface's Encore product that offers libraries the ability to incorporate Web 2.0 applications into an existing Integrated Library System (ILS).[89] Through a Maryland library cooperative, Maryland and Baltimore law library catalogs have begun using WorldCat Local, a cloud computing ILS introduced by OCLC in 2007 that includes both tagging and review applications.[90]

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newsletter that does not fall under the common definition of a Web 2.0 tool: it is accessible only from the library website, does not allow user comments, and is infrequently updated. *See* Burns Express, http://www.law.gwu.edu/Library/Documents/Burns_Express/BurnsExpress_F09.pdf (last visited Dec. 3, 2009).

[87] Postings were compared for a three month period, September 2009 -November 2009.
[88] George Mason's Law Library Blog does not allow users to comment. *Supra* note 86.
[89] *See* Encore, http://encoreforlibraries.com/ (last visited Nov. 20, 2009). American's Encore feature does not currently incorporate user reviews.
[90] *See* OCLC, WorldCat Local, http://www.oclc.org/worldcatlocal/default.htm (last visited Nov. 22, 2009).

Additionally, three of these catalogs include an "Add This" widget,[91] that offers users the ability to bookmark and share information beyond the catalog using popular Web 2.0 services such as Facebook, Twitter, Delicious[92] and instant messaging services.

Finally, only three DC area libraries have active Facebook pages.[93] Each library has established a "Fan Page," providing basic library information, such as hours and links to their websites as well as photos and virtual library tours. Staff make posts directly to Facebook or content is fed from other sources, such as the library's blog. The libraries have also incorporated a number of optional extra features. Pages are organized using both standard tabs and by library created custom tabs, such as "research tools." And, the libraries provide direct searching from their pages using available applications such as Worldcat, CitMe,[94] and Jstor. They have also included links to other Facebook Pages that may be of

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[91] *See* Add This, http://www.addthis.com/ (last visited Nov.22, 2009).
[92] *See* Delicious, http://delicious.com/ (last visited Nov.22, 2009) (a popular social bookmarking site).
[93] Georgetown Law Library, Facebook Page, http://www.facebook.com/home.php#/pages/Washington-DC/Georgetown-Law-Library/27636649993? (last visited Dec. 3, 2009); Howard University Law Library Facebook Page, http://www.facebook.com/home.php#/pages/Washington-DC/Howard-University-Law-Library/74863848506? (last visited Dec. 3, 2009) ; University of Baltimore Law Library, Facebook Page, http://www.facebook.com/home.php#/pages/Baltimore-MD/University-of-Baltimore-Law-Library/18697948537? (last visited Dec. 3, 2009). Catholic University's law library has an inactive Facebook page, http://www.facebook.com/pages/Catholic-University-Law-Library/20647542236 (last visited Dec. 3, 2009).
[94] "CiteMe" is a Worldcat application for retrieving formatted citations. It was made available on Facebook in June, 2008. Posting by Alice Sneary to Worldcat Blog, http://www.worldcat.org/blogs/archives/2008/06/citeme-on-facebook.htm (June 19, 2008, 11:28 AM).

interest to users, such as pages for HeinOnline, Jurist, and CALI.[95] [Insert Figure

2].

Facebook fan numbers, unlike the quantity of subscribers to Blogs or RSS

feeds, are readily and publically available.[96] While some of these fans are likely

to be nonusers, such as fellow librarians (or researchers), browsing the geographic

locations of the fan listings for the DC libraries suggests that a majority of each of

these libraries' fans are members of the law school community served.   The

libraries, however, have had inconsistent success attracting fans. Both

Georgetown and Baltimore libraries have relatively small fan bases when

compared to the Howard page.[97] A surprising fact here is that these distinctions

may have little to do with the extent to which the libraries have promoted their

Facebook pages.   Both Baltimore and Howard provide a link to Facebook on

their homepages, yet Baltimore attracts a comparable number of fans as

Georgetown that does not advertise its Facebook page on its website.

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[95] *See also*, Ligaya Ganster & Bridget Schumacher, *Expanding Beyond Our Library Walls: Building and Active Online Community through Facebook.* 3 J.Web Libr. 111 (2009) (librarians at the University of Buffalo explain applications for an academic library's Facebook page).
[96] Data regarding Twitter feed readers, known as "followers," is also publically available. Currently, Georgetown has 177 followers. *Supra* note 68.
[97] To date, Howard Library's Facebook Page has approximately 137 fans, more than 29% of the law school's total enrollment numbers. Using a similar measure``, Georgetown Law Library and the University of Baltimore have attracted less than 8% of their users. *See supra* note 93.

Preliminary Conclusions and Goals for Future Study

Beyond providing raw data about the Web 2.0 applications D.C. area academic law libraries have added to their library services, what does the above information show? First, the data generally suggests that these libraries are relatively strong adopters of Web 2.0 tools, but have done so selectively. Collectively, they are using Instant Messaging, RSS Feeds, Blogs and tagging to a greater extent than comparable institutions,[98] and their Facebook and Twitter use appears to be consistent with similar libraries.[99]

Further, the data indicates that institutional size may have some impact on the extent to which academic law libraries are likely to use Web 2.0 tools, but only at the extremes. The library serving the smallest law school, UDC, was also the one library that had not adopted any of this technology. Whereas, Georgetown's Law Library, which serves the nation's largest law school, was the only library that has incorporated virtually the entire menu of common Web 2.0

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[98] *See* Xu, *supra* note 70, at 326 (study found that "less than half of the 81 academic libraries surveyed used one or more Web 2.0 applications"); Mathews, *supra* note 70, at 72 (one third of survey respondents reported using blogs but use of other Web 2.0 tools "barely registered on the radar"); Liu, *supra* note 37, at 8 (study found that 37% of ARL member websites offered RSS feeds); Michael Robak, *supra* note 61 (list to date shows that approximately 40% of academic law libraries at ABA-approved law schools have blogs).

[99] *See* Posting of Rex Gradeless, *supra* note 69 (list here shows that approximately 7 % of academic law libraries at ABA-approved law schools are using Twitter); Law Libraries on Facebook, *supra* note 61 (list here shows that approximately 34 % of academic law libraries at ABA-approved law schools are using Facebook).

applications.   Certainly, Georgetown's staff is relatively large, and a large staff presumably increases the likelihood that there are one or more librarians with the interest as well as skill to explore, incorporate, and maintain these technologies. However, when all the law school libraries studied here are examined together, there is little correlation between size and adoption of Web 2.0 tools. For example, two law libraries that serve more than fifteen hundred students each do not have blogs, while libraries serving communities half that size or smaller are using this tool.[100]

And, it is not very surprising that smaller institutions may exceed larger ones in their Web 2.0 usage, in part, because adoption of many of these tools, such as blogs or incorporating RSS Feeds, can be done with little or no cost. Nevertheless, cost may be relevant in certain circumstances. In particular, allowing users to add tags or reviews directly in a library's OPAC may require a system upgrade or a new ILS. Indeed, the possible relevance of cost is suggested by looking at the DC libraries that have chosen to include these features. The two libraries that have added Encore to their catalogs are also at two of the area's largest law schools. The other two libraries that offer user tagging have OPACs that are integrated into a University-wide system.

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[100]   Libraries at George Washington and American do not have blogs, whereas, as shown *supra* note 63, Howard, George Mason, and Maryland have launched blogs.

Beyond institutional size, and the likely correspondingly larger or smaller

budgets, what other factors are likely relevant to these libraries' use of Web 2.0

technologies? Most obvious is the basic need for each library to balance its own

available time and priorities.[101] It serves no useful purpose to incorporate Web

2.0 tools, or any other technologies, without the staff capacity to update and

maintain them. It is also counterproductive to foist adoption of these tools on

librarians without applicable skills or simply a genuine interest.[102] And these

considerations may help explain why, for example, a law library like George

Washington's, serving the DC area's second largest law school, has incorporated

fewer Web 2.0 technologies than several law school libraries with significantly

smaller user groups.[103]

Further, each law school has a unique user group which may or may not

be responsive to the library's use of these tools.[104] Catholic University's law

library, for example, conducted a survey that reflected a lukewarm interest among

students in the library having a blog or making available podcasts of librarians'

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[101] *See, e.g*., Ginsberg, *supra* note 3, at 365 (program participants expressed concern about the time available to incorporate Web 2.0 into their libraries); ALL-SIS Legal Research and Sourcebook Committee, Summary of Discussions, July 26, 2009, at 15-18 (librarians expressed concern about finding time and appropriate content for social networking and blogs).
[102] *See* Brian S. Mathews, *Libraries' Place in Virtual Social Networks*, 1 J. Web Libr**.** 71 (2007) (social networking should be used "to craft a different message" not simply to promote traditional services).
[103] George Washington has not publically implemented any Web 2.0 tools except IM reference.
[104] *See* Murley, *supra* note 37, at 201; Burhanna, *supra* note 5, at 524.

research lectures.[105] Some students expressed the view that they already have too much to read, and they simply did not think they would have time to read more information flowing from the library.[106] Other library staffs may well have anticipated a similar response from their student users when choosing not to launch Facebook pages, Twitter feeds, or Blogs.[107]

An additional explanation for the Web 2.0 adoption pattern here may simply be timing.   Despite the prevalent literature, blogs, conference seminars, and other sources discussing Web 2.0 tools, many of the most popular are still relatively new.[108] And, not unexpectedly, some of the newest tools were the least used by the libraries' studied.[109] For example, Facebook did not launch "Fan Pages" until November, 2007.[110] Prior to that time, the only way that librarians

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[105] Judge Kathryn J. DuFour Law Library, Student Survey Spring 2008, http://lib.law.cua.edu/home/libpubs/Surveys/surveyreport08.pdf,, at 17 (last visited Dec. 4, 2009).
[106] DuFour Law Library, 2008 Student Survey: Results and Library Response, http://lib.law.cua.edu/home/libpubs/Surveys/survey2008.htm (last visited Dec. 4, 2009). *See also*, Chu, *supra* note 67, at 83 (survey of first year undergraduates revealed some "hesitancy" toward adoption of social networking "for academic purposes," although students reported using this to communicate about school with fellow students); Burhanna, *supra* note 5 at 526-531 (survey of 25 undergraduates indicated that students did not support an enhanced library Facebook presence).
[107]   Catholic University law students were asked about the extent to which they would find a library blog useful. A more revealing inquiry might be to survey students after suggesting specific content that the blog may provide. A query demonstrating the potential value of this service may yield a more favorable response.
[108]   But many of these tools are derived from older Web technology. *See* Anderson, *supra* note 18, at 7-12.
[109]   By contrast, IM reference services have been available for close to a decade and, as shown, are used by the majority of the DC area law libraries. *See also*, Marshall Breeding, *Providing Virtual Reference Service*, Info. Today, (Apr. 1, 2001), available at http://www.librarytechnology.org/ltg-displaytext.pl?RC=9105 ("Virtual reference service has become a major issue in the last year or so").
[110]   Facebook, Press Release: Facebook Unveils Facebook Ads, http://www.facebook.com/press/releases.php?p=9176 (Nov. 6, 2007). See also Ganster, *supra*

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could use this social networking site to interact with patrons was by establishing a personal page and allowing patrons to become a "friend." This meant that librarians would have access to all communications between these patrons and their virtual friends. Given this history, it seems natural that academic law librarians did not immediately jump to use Facebook as a logical venue for interaction with students.

The data further suggests that in some, but not all cases, Web 2.0 tools take time to catch on with users and librarians. Among the libraries studied, early and enthusiastic adopters seemed to have the greatest success using blogs. The two libraries that have been blogging for the longest period of time, each for more than two years to date,[111] also have frequent postings. And, not surprisingly, these same libraries received the greatest number of user comments.[112] But, the pattern was different with the user response to Facebook. Howard University Law Library has the newest Facebook page but also has the highest percentage of students as fans, as well as the most frequent user comments to its postings. In comparison, Baltimore's law library has had a Facebook page for close to a full

note 95, at 4. Similarly, Twitter was not fully established until May, 2007. *See* Twitter, *supra* note 66 (after launching a prototype in March, 2006, Twitter Inc. was founded in May, 2007).
[111] Begun in March 2003, the University of Baltimore Law Library's Weblog was the first academic law library blog. *See* American Association of Law Libraries, AAL-SIS, Firsts in Academic Law Libraries, http://www.aallnet.org/sis/allsis/centennial/firsts.asp (last visited Dec. 1, 2009).

[112] *See also,* Draper, supra note 70, at 22 (survey shows that librarians who post daily to blogs receive more user responses). Maryland's Law Library blog generally has regular postings, but was not launched until January 2009, and has not yet attracted user comments.

year longer than the Howard library, posts content on a regular basis, and has both

few fans and correspondingly few responses to its content. As noted above, since

both these libraries also have links to their Facebook pages on their websites,

there are clearly other factors that are producing these different apparent levels of

success.

One explanation may be the character of the content provided by each of

these libraries. Much of the content that is on the Baltimore Facebook page is

identical to the content on the library's blog. Given the age of this blog, perhaps

the law students have chosen to simply remain with that more established format

for virtual interaction with the library, since becoming a Facebook fan would

provide somewhat duplicative information. Similarly, Georgetown Law Library's

Facebook page also has overlapping content from both of its blogs. By contrast,

Howard's blog has very few total postings, whereas the library's Facebook page

has regular updates.   These facts indicate that the raw usage numbers of any one

particular tool may not be an accurate measure of user interest in library-

generated content in Web 2.0 formats.[113]

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[113]   Another factor here may be the law school-wide adoption of Facebook. There are close to
double the number of Howard University Law School related Facebook groups than there are
groups that are affiliated with the University of Baltimore Law School. And the Howard Law
School Facebook Page has just about as many fans as students enrolled in the law school.
Therefore, it could be argued that one school has more of a Facebook "culture," where students are
more likely to expect to engage with members of their community in this forum.

What all the speculation above suggests is the need for further study to fully understand the behavior of librarians in selecting Web 2.0 tools and how they use them. Surveys of librarians and personal interviews would provide valuable information about the reasons for libraries' choices, the full extent to which any tools have been promoted to users beyond mention on library websites, as well as evidence of success or failures in experimenting with these tools. Some information cannot be fully understood without this type of inquiry.[114] For example, wikis are often used for internal or course-specific activities[115] therefore review of a library's public presence cannot provide accurate information about whether the library has employed this tool. And, now that social networking continues to lose its status as a special activity for chatting with friends, and is rapidly becoming a primary mode of virtual communication for many,[116] it would be important to discover whether libraries are now anticipating incorporating Facebook, as well as other Web 2.0 applications, into their services if they have not done so already.

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[114] *See* Jennifer L. Boxen, *Library 2.0: A Review of the Literature*, 49 Reference Libr. 21, 30 (2008) (noting the void in library literature of "hard data that shows results endorsing Library 2.0").

[115] *See, e.g.,* Irvin, *supra* note 42, at 8-9, 19 (discussing use of wiki in legal research course).

[116] *See* Jessica E. Vascellaro, *Why Email No Longer Rules… And what that means for the way we communicate*, Wall St. J., Oct. 12, 2009, at R1; NielsonWire, http://blog.nielsen.com/nielsenwire/online_mobile/time-spent-on-facebook-up-700-but-myspace-still-tops-for-video/ (Jun. 2, 2009) (Facebook use increased by 699% between April 2008 and April 2009).
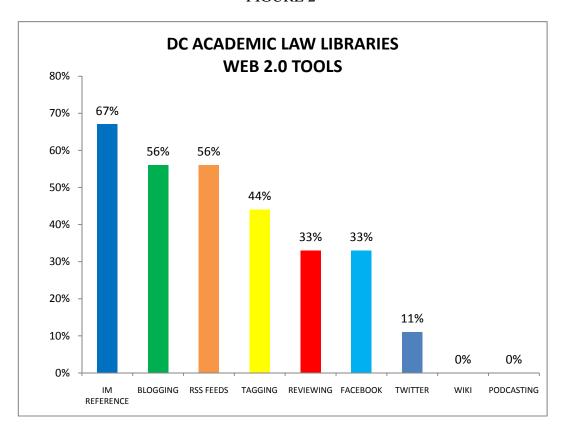
It would also be beneficial to expand this inquiry to a wider sample group to offer academic law librarians the fullest information about how their colleagues are responding to the growing participatory web environment. The relative adoption patterns of the smaller sample here, however, does provide encouraging evidence that members of the academic law library community are actively experimenting with these tools, but they are doing so selectively. It seems prudent for librarians to recall that the significance of Web 2.0 is in the eyes of the beholder and for many, the extent of their own self interest in promoting its status. If we get caught up in notion that these applications are the equivalent of an information revolution, rather than the offspring of the Web itself, valuable deliberation may be lost.

FIGURE 1

LIBRARY	IM	Blog	RSS	Tags	Reviews	Facebook	Twitter	Wiki	Podcast
AMERICAN (PENCE)	YES	NO	YES	YES	NO	NO	NO	NO	NO
CATHOLIC (DUFOUR)	YES	NO	NO	NO	NO	NO	NO	NO	NO
GEORGE MASON	YES	YES	YES	NO	NO	NO	NO	NO	NO
GEORGETOWN	YES	YES	YES	YES	YES	YES	YES	NO	NO
GEORGE WASHINGTON (BURNS)	YES	NO	NO	NO	NO	NO	NO	NO	NO
HOWARD	YES	YES	NO	NO	NO	YES	NO	NO	NO
UNIVERSITY OF BALTIMORE	YES	YES	YES	YES	YES	YES	NO	NO	NO
UNIVERSITY OF DC (MARSHALL)	NO	NO	NO	NO	NO	NO	NO	NO	NO
UNIVERSITY OF MARYLAND (MARSHALL)	YES	YES	YES	YES	YES	NO	NO	NO	NO

Data Current as of December, 2009

FIGURE 2

DC ACADEMIC LAW LIBRARIES
WEB 2.0 TOOLS

Bar chart showing percentages:
- IM REFERENCE: 67%
- BLOGGING: 56%
- RSS FEEDS: 56%
- TAGGING: 44%
- REVIEWING: 33%
- FACEBOOK: 33%
- TWITTER: 11%
- WIKI: 0%
- PODCASTING: 0%

Data Current as of December, 2009