

Delivering the message: Disseminating information and professional development in the field of librarianship through technology

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Abstract:

Purpose

The purpose of this paper is to describe the use of podcasts, online radio broadcasts, YouTube channels, and other technology medium to deliver information and professional development to peers in the field and professionals in librarianship.

Design/methodology/approach

This paper explores five case studies of librarians and library professionals who have created online programs specifically geared to the field using technologies such as podcasting, YouTube channels, Twitter Chats, and Google Hangouts. The case studies include librarians in the public, academic, and school settings as well as one professional from The American Library Association. Interviews via Google Hangouts took place to gather information for each narrative. NVivo 10 qualitative data analysis software was used to pull out themes and commonalities among narratives. Some examples include, intended audience, program focus, platform topics, technology, and challenges.

Findings

Face-to-face delivery of information and professional development can be difficult with librarians and professionals located across the USA and the world. These five interviewees share new opportunities and examples in the delivery of training and information in the field of librarianship without ever needing to leave an office or desk.

Originality/value

Podcasting in librarianship is a topic of modest popularity but it is typically used with students and at the academic library level where the topics of podcasts and libraries are addressed. The topics of podcasts, online radio broadcasts, and other technologies in librarian peer-to-peer instruction and professional development are uncharted territory in the field of scholarly research. This piece opens research to multiple opportunities in both practice and scholarship in

how technology can aid in professional development and information delivery to peers and practitioners in the field.

Keywords: Libraries | Technology | Qualitative research | Professional development | Podcasts | Cast Studies

Article:

Introduction

In the field of librarianship, knowing the field and continuously staying up-to-date is vital. To remain current means seeking out ever-changing trends and programs while concurrently maintaining a balance of traditions (Shamchuk, 2015). Finding opportunities in professional development and new information is always a challenge. Is the training on campus or in house? Can it be found at a local university, college, or in the city of current residence? Is there a cost to the professional development or information sought?

Through the process of pursuing training and development opportunities, professionals in the field have come upon a significant idea. While visiting conferences, seeking advice, and attending workshops, a selection of librarians and other specialists have asked; if the information and professional development is not available, can I become a provider? If I am able to offer training, information, and learning opportunities, in what format should I provide these selections?

With the introduction of technology mediums such as podcasting, online broadcasting, unified communication services such as Google Hangouts, and microblogging tools like Twitter, delivery methods for information and professional development continue to change. Podcasts are digital audio files that can be found and downloaded on the internet (Thomas, 2016). Online broadcasting is live streaming radio or audio programs focusing on a particular topic that can later be archived as podcasts. Google Hangouts and other unified communication services offer users the opportunity to video and text chat, while also sharing information with individuals or groups. Microblogging tools like Twitter extend users the experience of expressing information in short bursts and in a steady stream with a multitude of people at the same time. All of these items can be documented, shared, and linked for future viewing or reading and they offer a multitude of opportunities in information and professional development delivery across the field of librarianship regardless of location, language, or ability.

Review of literature

It is important to note the focus of this research lies within how information is being delivered. Research in information dissemination theory dates back to the 1920s, looking specifically at the dispersal of information. When looking at the delivery of information four major components are to be considered: the audience or user, the source of delivery, the content of information, and type of media being used to circulate the information (Garner *et al.*, 2006). A wide range of information is being distributed through a vast array of online media tools. As each practitioner, educator, or librarian considers their topic, whether it be professional development or general

information, to deliver they must also consider whom they plan to distribute the knowledge, where the communication is going, what actual information and material will be delivered, and the kind of technology, media, or tool being used to circulate the information. Along with decisions of media and technology also come the choices of cost, connectivity, bandwidth, and ease of use.

Previous research into the use of Web 2.0 and similar technology tools in information and professional development delivery is scarce but rewarding in that it directs to important conclusions. There are a few case studies which show the benefits and uses of these technologies in training or professional development, but there is ample space for further research as these means and methods increase in use, diversity, and skill.

Predominately articles in this field of research focus more on how this category of resources utilize, generate, and share content which may be used (or are being used) by library patrons or students. Blummer and Kenton (2014) provided an assessment of the availability and impact of Web 2.0 tools, including blogs, wikis, social networking or bookmarking, photo or video sharing, podcasts, chats/instant messaging, and LibGuides, within the setting of community college libraries with large student populations. The authors examine the significance of the library's website (and various applications that can be hosted by, included with, or connected to it) as an introduction and interface for the library's resources and services. An analysis of the comparative presence and use of various tools found that both individually and categorically, Web 2.0 applications were integral in broadcasting and sharing the different materials and tools which the libraries offered to their patrons.

Boateng and Quan Liu (2014) examine the library websites of the US News and World Report's Top 100 best colleges in the USA. After browsing and searching for the presence of various Web 2.0 tools on the respective library websites and their accounts on social media platforms, and analyzing the representation and intent of these services, the authors concluded with statistical rankings of the popularity of different types of resources (Facebook, Twitter, blogs, YouTube channels, etc.) and how those tools were used by various libraries. All of the libraries studied used at least some of the applications. The libraries used these tools to connect with their users in real time with news and updates, instructions or tutorials, answering reference questions, sharing recordings and interviews, and some lessons in information literacy.

Cassidy *et al.* (2011) investigate the challenge of selecting which "emerging technologies" should be implemented in libraries to best serve their particular communities, particularly focusing on a case study at Sam Houston State University. The researchers completed a comprehensive survey of students (including basic demographic information) to examine what services, devices, and other tech tools were easily recognized and actually used. The authors were surprised to discover the extent to which their students welcomed the library's presence in various media and platforms and that use of such tools complemented the core qualities of library services very well.

One of the more ubiquitous tools, podcasting, received specific attention in an article by Gribbins (2007). The author provides an overview into the rise of the podcasting medium in popularity, both generally and in its development as an educational tool. Gribbins then assesses the espoused

benefits and challenges of podcasting with a survey of students regarding attitudes and actual use of podcasts. While there is some debate, the conclusion of the survey is positive and podcasting receives high marks as an economic and effective instruction method.

Peoples and Tilley (2011) also write about Podcasts as an Emerging Information Resource, not only regarding student usage but also as an information source for professionals. The authors note the need for new methods to aid in the development, discovery, access, and evaluation of new podcasts in the same way as more traditional forms of media. Tilley and Peoples provide a comprehensive evaluation of the terms, methods, and framework involved in a library using and/or creating podcasts, for patrons and professionals.

Another vital resource in the Library 2.0 Toolkit is online video. DeCesare's (2014) chapter is a succinct introduction to videos and how they can be used in educational library contexts, including creation and use for and by information professionals, as well as tools and tips for finding and using such materials. DeCesare includes critical materials on fair usage of videos, creative commons, critical literacies, and how to search for and find video materials for information professionals to use in their own research, learning, and teaching.

Majekodunmi and Murnaghan (2012) discuss videos for online consumption as teaching and learning tools. The authors outline the creation and use of library videos as educational tools which were made by interviewing students sharing their own information literacy, critical thinking, and research skills, instead of librarians and other information professionals speaking "at" students as authoritative experts. Murnaghan and Majekodunmi share every step of their process in making the videos, as well as key lessons learned. They conclude by sharing how the student-centered creation of educational videos energized, enhanced, and democratized the educational experience, helping not only students but also the librarians through the process.

Technologies such as podcasts, online video, and streaming broadcasts offer librarians an opportunity to deliver content to students. The availability and continuous expansion of these types of technologies continuously offer new prospects. What is missing from the body of research is how librarians and professionals in the field are using these technology tools to deliver information, professional development, and new learning potential to peers and fellow experts in the field. The aim of this research study is to lessen that gap in the present field of scholarship.

Methodology

In this paper the cases of five librarians and professionals who created podcasts, YouTube channels, Google Hangouts, and similar programs to deliver information or professional development for the field of librarianship are reported. Each librarian participated in one-on-one, in-depth interviews reflecting on their online programs, delivery of information, and professional development, as well as the successes and challenges that accompany such endeavors. Case study research looks at multiple perspectives on a topic. Yin (1994) recommends case study research to describe real-life situations in the context of where they occur.

Sample

A convenience sampling was used for this investigation, speaking only with the librarians and library professionals who volunteered and had the types of technology programs described. Participants received an e-mail and letter of invitation to take part in the research study. The participants worked in a variety of library settings including university or academic, public, and school. One participant was employed by The American Library Association. The five interviews in total were conducted via the Skype online chat service, Google Hangout, or phone. All interviews were audio recorded and transcribed verbatim. The name of each librarian or professional as well as his/her affiliation is shared in this paper as explained and accepted through university internal review board documentation as well as approval for this research.

Data collection and analysis

One researcher collected the one-on-one interviews for the study. Data were analyzed using NVivo 10 qualitative analysis software to gather common themes, narratives, and ideas. Participants knew from recruitment protocol that focus of the interviews was based on their work delivering information and professional development via technology tools to peers in the field of librarianship.

Interview questions

Introductory questions for every interview were, “What is the name of your technology program? Who is your intended audience?” Study participants then received open-ended questions ranging from how their program operated, intended focus, past topics, feedback, and challenges to the ways in which available technology guided decision making. The interview protocol included the following questions:

1. How would you categorize your program?
2. How long has your program been operating?
3. Why did you decide to start this program? How did it come about?
4. What is your set up? How does your program operate?
5. How did the technology guide in your decisions about your program?
6. What is your program’s focus?
7. What are some of your topics that you focus on?
8. Have you had any feedback? Can you share?
9. What challenges does a program like this pose?
10. Having a tech-based program like this, what opportunities does it offer to your audiences?
11. Is your program supported by an outside entity? Grant funded, etc.

Case studies

Circulating Ideas: Steve Thomas (<https://circulatingideas.com/>)

I started just listening to podcasts myself; mostly just NPR shows [...] all the popular NPR kind of shows. I gravitated toward interview shows, just learning about something I didn't know through interview. I realized I would love to have that for librarians and just like you with this study, you notice there is a hole in the marketplace so what do you do

you fill it. You don't wait for someone else to find the spot and get into it (Steve Thomas, Branch Manager, Gwinnett County Public Library, Atlanta Georgia).

Steve Thomas set out in 2011 to provide a service to librarians of all types. He wanted to reach out to peers in the field of librarianship, people who supported libraries but might not understand the work that takes place in libraries. He also wanted to reach out and make people aware of libraries and their function. From this service-based goal the podcast *Circulating Ideas* became a reality.

While interviewing guests every two weeks in a one-to-one setting Steve uses the podcast medium as a professional development tool for peer librarians as well as an educational tool for non-librarians seeking information about the field. He admits in his own words, “The origin is a little bit selfish in that I wanted something that I wanted to listen to. It’s been really helpful for me and I hope that it’s been helpful for the other people that have listened too.” Steve uses Skype as well as a call recorder program to capture conversations with each interviewee. He then goes back through and edits out long breaks and unnecessary noises. Interviews happen from his home office and they also can occur while traveling at conferences and workshops as well. When he is “on the road” Steve will capture interviews using his iPad mini with an attachable microphone.

Overall *Circulating Ideas* is about librarianship with each podcast episode typically focusing on a librarian in the field. The overall emphasis of the entire show is on the twenty-first century librarian. School, academic, public, special, library professionals, and those who support libraries are altogether included. Guests in the past have included librarians from around the world, those who write columns for US-based national newspapers, graphic novelists, and more. Steve’s desire is to facilitate conversations on libraries, the practice, as well as the future of libraries.

***Let’s Talk about Learning Spaces: Forrest Foster* (www.blogtalkradio.com/okellylibraryradio)**

Midway through what we were doing, I found out that we weren't just helping our library; we were helping other libraries because people were actually listening. The phrase act locally, share globally comes to mind. We were also being efficient and effective in creating this particular platform because we were being like a disruptive innovation/service. Our operating costs were not at the level of a large studio with additional personnel and multiple consoles. Our program is a viable web tool via the internet. To sum it up best, I like to use the word – ephemeralization – a term coined by R. Buckminster Fuller and it means doing more and more with less and less until eventually you can do everything with nothing (Forrest Foster, Information Commons and Access Services Coordinator, Winston Salem State University, Winston-Salem, North Carolina).

Four years ago Forrest Foster had an idea. The librarians and staff had been trying to create a learning commons space in the library for years but there were complications. Many steps had to be completed before the space became a reality. During that time Forrest asked individuals and experts in the field for advice and recommendations on getting started with learning spaces and information commons. It was during this time of information seeking that his online radio broadcast entitled *Let’s Talk about Learning Spaces* was introduced. Forrest decided to create his

own avenue to deliver information while asking experts for advice at the same time. In his own words he says, “While I’m asking experts for information, I can take that information and then build upon that without having to bring people in to consult and paying them a certain amount of money. We did away with that.”

Let’s Talk about Learning Spaces is an online program streamed through Blog Talk Radio. Forrest schedules interviewees based on their availability and proceeds to have a live talk radio program on the topic of libraries and library-based spaces with experts in the field. Forest is not limited by location or distance in his choice of interviewees, the online streaming allows participants to call in and take part in the interview process. Forrest proceeds through the entire interview on his phone; he does not have a mixing board, microphone, or editing program. It is a simple process where interviews occur synchronously and then all recordings can be archived as podcasts for future listening.

Forrest categorizes his online radio broadcast as educational. Initially the intended audience was for those in the field of academic librarianship and practitioners interested in learning spaces. Regardless of intentions, over the past four years of broadcasting the audience has broadened to museums, public libraries, and to anyone who works in a space that could be deemed “learning.” The overall focus on *Let’s Talk about Learning Spaces* is indeed information commons and library spaces but Forrest has branched out into other areas. Faculty collaboration, information literacy skills, banned books week, and the athletic field as a learning space are just a few of the topics that have been discussed on the show. Irrespective of the topic the connection commonly returns to information commons and learning spaces in libraries. Forrest has found his niche and now has an important informational role to fill in the library community.

The University of Iowa: Special Collections (Staxpeditions): Colleen Theisen
www.youtube.com/user/uispeccoll

I see what I want it (the channel) to be, which means that I usually see that it isn’t what I want it to be yet. Ira Glass calls that “the gap,” where you’re stuck between your vision and what you can accomplish right now. I have a lot of goals (Colleen Theisen, Special Collections Outreach and Engagement Librarian, University of Iowa Libraries Special Collections, The University of Iowa, Iowa City, Iowa).

In 2012, Colleen Thiesen was looking for way to encourage outreach and engagement with the Special Collections Department in The University of Iowa Libraries. The process started with a community of followers on Tumblr, a microblogging site where users discuss a wide array of topics. Wanting to add more variables to their Tumblr content Colleen decided that videos would be an alternative and the YouTube channel *Staxpeditions* came into existence. *Staxpeditions* being an online show where viewers and Tumblr followers could submit their favorite Library of Congress call number ranges and subsequently Colleen and her staff opened access to the closed special collections shelves by sharing what materials are housed in that particular area.

The intended audience for all technology outreach released from The University of Iowa Special Collections is a category titled Nerdfighters. The Nerdfighter community was introduced in 2007 by John and Hank Green, brothers who created their own YouTube channel and online project

Brotherhood 2.0. The idea behind Nerdfighting is activism through online-based communities (Wilkinson, 2012). As Colleen states, “When I was conceptualizing it (the channel), I thought of Nerdfighters, because they’re the ones who already have a predisposition to be interested in the cultural factors where our video fits in and consume media along the lines of the places where we share content. Then there’s a great overlap between Nerdfighters and librarians as well, so that works out nicely.”

Colleen and The University of Iowa Special Collections actually have two YouTube Channels the first being *Staxpeditions* and the second is named *If Books Could Talk*. The focus of the latter program is what a person can learn from an object or book in the archive or special collections department, what the object says, the idea that the book is indeed talking. The storyline of the show is driven by what material evidence is there and what it might say about the history of who made the object, who bought this object, who used this object and how.

The set up for The University of Iowa Special Collections projects is detailed. For instance, when the staff requests call numbers for *Staxpeditions* they seek responses on Twitter. The video responses are filmed by a small group of staff and student assistants in the department with one camera and a few lights. Video is shared via their YouTube channel, Colleen makes sure to share all video back to Twitter, consequently Twitter followers click through, watch, and share on Tumblr. Not simply one technology medium but multiple tools used to access and deliver information to their audience.

American Libraries Live: Dan Freeman (<https://americanlibrariesmagazine.org/al-live/>)

We were looking for some way to synthesize several different types of medium. We wanted something that would integrate social media, and a webinar live session type of thing, but to be more than a webinar. We wanted something that was essentially an interactive TV show (Dan Freeman, Director: eLearning Solutions, The American Library Association, Chicago, Illinois).

Three years ago, in January 2013, Dan Freeman was looking for a way to deliver information to the library community, not just librarians, but the population at large. He wanted a program that would deliver information like a webinar with both video and audio; he also wanted to integrate social media and chat. After reviewing many technology tools Google Hangouts and Hangout on Air was released and this particular vehicle provided the perfect platform for his program.

Titling the program *American Libraries Live* Dan has a panel of guests in the field of librarianship who are invited each month to chat for an hour on a specific topic. He considers his program to be an “interactive video webcast” where each panel has a moderator asking questions and guiding the discussion while Dan works in the background making sure the technology is running correctly as well as taking questions via text and chat. This is a program for anyone in the library community; while it is broadcast live the program is also archived for future viewing on the *American Libraries Live* website. Regardless of distance or location panelists can take part from anywhere in the world and viewers can watch the program anywhere and anytime.

It is important to note that Dan categorizes *American Libraries Live* as informational. It is not professional development; the sessions are not specified as learning events. These are

opportunities to explore new topics, gain information in the field of librarianship, and events for discussion. Past foci are varied including such issues as job hunting, web scale discovery, social media, online environments for library education, building websites, and eBooks to name only a few. *American Libraries Live* has become a popular online program regarding information in the field. It is free and professionals in librarianship know that invited panelists on each program will offer valid advice and meaningful discussion. Dan keeps the topics current and his audience continues to grow with each passing year.

Teacher-librarian (TL) community: Nikki D. Robertson (TL Chat and TL Virtual Café)
(<http://tlvirtualcafe.wikispaces.com/>)

Our community basically offers three professional development style opportunities for school librarians. TL Virtual Café is the first Monday of every month, and it's a webinar series broadcast on Blackboard Collaborate. Then, the second Monday of every month is the Twitter chat, #tlchat. Then, the third Monday is a live news style show using Google Hangout where we have state library associations or other educational guests on to discuss hot topics as they apply to school libraries (Nikki D. Robertson, School Librarian, James Clemens High School, Madison, Alabama).

Nikki D. Robertson is part of a TL Community. This community has a goal; to deliver information and professional development to contemporaries in the field through a myriad of technologies. Using online learning systems like Blackboard, microblogging sites such as Twitter, and video conferencing tools comparable to Google Hangout, Nikki and a team of librarians across the USA convey a wide array of topics to peers in the field. They have been doing this for over six years.

Each piece of the TL Community corresponds with a separate portion of the overall goal. The *TL Virtual Café* is a live webinar program dedicated to generating discussions about TLs, technology in education, and the collaboration needed to facilitate meaningful and lifelong learning skills. It is presented live and archived for future viewing. During the *TL Virtual Café* attendees vote on the discussion for the *TL Chat Live* via a Twitter Chat session which will occur the next week. *TL Chat Live* sessions follow a moderated question and answer format through the Twitter social media stream. *TL News* is a round-table style of discussion focused on topical school library issues with experts from state-level library associations as well as international education and school library guests.

TLs are the intended audience but anyone is invited to the TL Community. Teachers, administrators, public librarians, community members, parents, and students are all welcome. As Nikki states, "If they want to see what innovative, out of the box thinking librarians are doing, this is the place where they need come to see that and maybe help get their libraries doing some of these things as well." Past topics have included social media and school libraries, science, technology, engineering, and math, making meaningful global connections, race and gender barriers in computer science, and more. By having nine episodes a month via three different styles of technology there are many opportunities for variation.

Discussion and future research

Information dissemination theory

It is important to recall that the emphasis of this study focuses on the way in which information is being delivered. Information dissemination theory specifically looks at the dispersal of information. There are four major components to be considered when looking at the diffusion of information: the audience or user, the source of delivery, the content of information, and type of media being used to circulate the information (Garner *et al.*, 2006). See the comparison chart in Table I as to how each participant in this research determined the delivery of their information.

Table I. Comparison of research participants using information dissemination theory

Participant	Audience	Source	Content	Media
Steve Thomas	Librarians and non-librarians. Anyone seeking information in the field	Steve's Home Office but he can record while traveling	Reach out and make people aware of libraries	Skype to call, call recorder program to capture, Internet Archives to store
Forrest Foster	Anyone who works in a space that is deemed "learning"	Forrest's Office at Winston Salem State	Recommendations on getting started with learning spaces and information commons	Blog Talk Radio
Colleen Theisen	Nerdfighters	Colleen's Office at The University of Iowa Libraries	Access to the closed special collections shelves	YouTube
Dan Freeman	Library Community	Dan's Office at The American Library Association	Information for the library community	Google Hangouts and Hangout on Air
Nikki D Robertson	Teacher-Librarian Community	Multiple parts but each Nikki delivers her portion from her home or school office	Information and professional development to contemporaries in the teacher-librarian field	Twitter and Google Hangout

Each participant in the research had a plan in mind, a goal they wished to achieve. Overall they wished to deliver information of some type to librarians, the library community, or professionals in the field. From there the dissemination of the information may have been different but the overarching goal was the same. How can I best deliver information or professional development to my peers at a distance?

Challenges

Offering training and material to audiences in this way can come with its own challenges and issues. While feedback has been vastly positive, being in charge of an online radio show or gathering team members for a *TL Chat*, making sure the panel is scheduled for a Google Hangout or setting up the technology for a podcast or video filming all come with their own trials.

Time was a common challenge for many participants. Colleen Theisen with The University of Iowa Special Collections was the only interviewee who had the technology-based program

written in as a portion of her job responsibilities. For everyone else these endeavors were in addition to their positions as librarians and professionals; a labor of love for their peers in the library community.

Technology was mentioned as an additional challenge. Some interviewees used fee-based technology products for their programs. Others used online tools that were freely available. Google Hangout, Twitter, and other social media tools can be very useful in delivering content but there can be concerns in consistency of service. Dan Freeman with The American Library Association shared the following, “When I talk to people about Google Hangouts, I say often the biggest advantage of it is also the biggest disadvantage. It’s free, which is great, but that also means you’re not a customer, it’s free. If something breaks down, or they change the look, you don’t have an eight-hundred number to call and say, let me talk to my customer rep and they’ll help you out. I’ve noticed Google is [...]. They’re changing the look of Hangouts all the time.”

Content was also mentioned as a further hurdle when delivering content in this manner. New topics every week or month, seeking panelists to interview or speak, setting up moderators to deliver Twitter Chats, scheduling and more, all daunting when creating an online technology-based program.

Although challenges were discussed during the interview process the rewards far outweighed them. Each interviewee had been delivering for two or more years. They knew that while there would be challenges in delivering professional development and other types of information via these formats, it would be worth it for their peers and colleagues.

Opportunities for audiences

With no barriers to time or distance offering professional development and other types of information through technology provides a myriad of opportunities to audiences. Colleen Theisen envisions The University of Iowa Special Collections program as one that is dissolving barriers, opening doors to a department or category of library they may have never experienced before. In her own words, “In order for a person to see themselves as a user, they have to be, to know what kind of collections one has, to be inspired, to go either online or in person and click through and look at things. I see this all (the YouTube program) as being broadly part of the foundational work that eventually can inspire someone to become a user. Hopefully, a little bit of our passion and excitement for all of this rubs off.”

Cost is a factor to take into account. It can be seen as a challenge for those who deliver the programs and as an opportunity for those who are watching/listening to these programs. Most librarians’ budgets are limited for conference travel and professional development. Online programs such as the ones being offered by these interviewees provide an opportunity to experience and engage in up-to-date, continuously changing information that is absolutely free and requires no travel. Forrest Foster states very directly, “I think it (the online broadcast) offers them [...] I think the key opportunity [...] It offers them the ability to engage with experts in given subject areas at no cost.”

Steve Thomas also shared how these programs not only offer learning and training opportunities but also offer the chance to explore new technologies. He shares, “I’ve done a couple episodes before where I talk about my (podcasting) process and I’ve got a link on the site that talks about my process so that I can teach them (the audience) how to do podcasts themselves if they want to because a lot of libraries are starting to do that. That’s another opportunity people have. I don’t want to say what I do is nothing but it’s not that difficult, it doesn’t take that much to get started.”

Limitations and future research

This research piece focuses on five distinct cases of librarians and library professionals who offer professional development and information through the use of technology and technology-based tools. More perspectives are needed for a more robust understanding of this topic. Peer-to-peer instruction using technology in the field of librarianship is currently very scarce. How podcasts are used in academic libraries with student populations is a more highly concentrated focus. Research in how podcasts and other technologies are used to deliver information at the public and school library levels would be valuable. Concentrating solely on professional development delivery via technology at the school, academic, or public library level might also have merit. As technologies change and are enhanced more research opportunities will be presented for this body of scholarship. Currently, there is little empirical research in the field and adding to the body of inquiry is essential and needed.

Conclusion

While there is more research to be done regarding the dissemination of information and professional development in the field of librarianship through technology, much can be gleaned from the case studies of librarian and library professional perspectives on their use of technology to deliver training and other types of communication. The goal of creating a community for learning, whether online or face-to-face is to construct a safe space for sharing, experiences, and communication (Shamchuk, 2015). Through an examination of interviews with participants this study explores the real-life significance, use, and challenges of using technology to deliver information and professional development. Further research into this illuminating topic is absolutely necessary and needed.

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