

OLGA EINASTO

Academic Library
E-service Quality and Working User:
Conceptual Model



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28

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E-service Quality and Working User:
Conceptual Model



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LIST OF ORIGINAL PUBLICATIONS

The present PhD dissertation consists of the introductory article and four inter-connected articles:

- I. Einasto, Olga (2009). Using service quality monitoring to support library management decisions: A case study from Estonia. *The International Information and Library Review*, 41, 12–20. DOI: 10.1080/10572317.2009.10762793
- II. Einasto, Olga (2014). Investigating e-service quality criteria for university library: a focus group study. *New Library World*, 115 (1/2), 4–14. DOI: 10.1108/NLW-09-2013-0067
- III. Einasto, Olga (2014). 'Time is out of joint': a postmodern approach to library. In Lauristin, M., & Vihalemm, P. (Eds). *Reading in Changing Society*. Studies in Reading and Book Culture, 2, Tartu: University of Tartu Press, 179–193.
- IV. Einasto, Olga (2015). Transforming library communication. From Gutenberg to Zuckerberg. *New Library World*, 116 (5/6), 247–263. DOI: 10.1108/NLW-05-2014-0055

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AUTHOR'S CONTRIBUTION

Studies I–IV were fully initiated and designed by the author.

The studies were conducted and analysed by the author and the author is fully responsible for the manuscripts.

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Umberto Eco, in his afterword to *The Future of the Book* took delight in the 17th century scientific books and their introductions filled with endless gratitude and elaborate courtesy formulas. Eco believed that if the writers of the Baroque period read our contemporary scholarly books they would be horrified: the authors shortly thank some foundation for a generous grant and their wife or husband for love and support, and also credit a secretary for having patiently typed the manuscript. “We understand perfectly the whole of human and academic ordeals revealed by those few lines, the hundreds of nights spent underlining photocopies, the innumerable frozen hamburgers eaten in a hurry”, considered Umberto Eco (1996: 301) imagining that in the near future we will have three lines saying “W/c, Smith, Rockefeller,” which we decode as “I thank my wife and my children; this research was patiently revised by Professor Smith, and was made possible by the Rockefeller Foundation”.

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Finally, I would like to offer a deep bow to all my teachers at every level of education throughout my life for their support for my learning and development.

Tartu, July 10th, 2016

Dear Diary!

Today I visited the library for the first time in my life. I liked the Librarian although I was afraid to speak to her. She was very strict, like a teacher, and she wore glasses. She asked me how well can I read, and gave me the Rules of Using the Library. I asked for a book about dolphins but the Librarian replied that I get the book only once she has verified that I had learned all the Rules by heart...

by Olga Pavlova, age 7, 01.09.1972

Hi, Diary!

Yesterday was my first workday at the Library. I am a Reference Librarian and I am so excited! Readers ask so many questions!

My boss said that the reference librarian is like Ariadne who helps people in the information labyrinth. That is how I feel!

by Olga Einasto, 01.09.1986

Hello, Diary!

September has begun again, and our library is full of freshmen.

I admire them! They are so self-confident and free, so familiar with computers and technology as if they have a digital sixth sense.

What a surprise it is for them to discover that seeking for information at the library is much more difficult than in Google! But I would like to understand whether it is their problem or rather that of the library?..

by Olga Einasto, 01.09.2012

1. INTRODUCTION

Technological developments and digital evolution have changed library services and environments – thus today’s academic libraries are rapidly expanding into the virtual space, providing new e-services and self-service options. Therefore, it is quite important to understand how the users perceive online services and what is important to users when they use academic library online. Many practitioners and researchers think about the new quality criteria for new library services, as Brophy (2001: 7) suggested, “We need to find new and relevant performance indicators for libraries operating in the networked world”. Library specialists and decision makers must therefore determine how to meet the new and evolving expectations of the academia for library services and documents. In order to be effective, we need a better understanding of the factors that shape the library e-service quality. Thus, service quality (SQ) studies constitute an important field of research in the contemporary library and information sciences (see, e.g. Heath and Cook 2001; Hernon 2002; Vinagre et al. 2011; Wu et al 2013).

The object of this doctoral study is an academic library. *Academic library* (synonym: *university library*) is here conceived as a library serving an institution of higher education, such as a university or college. The libraries of this type support the three main activities of their parent institution: learning, teaching and scientific research, meaning that the academic library has for centuries been vitally important for every academia. However, its role is without doubt changing on the background of the 21st century technological, social and cultural transformations. The main transformation of the academic library, called in this dissertation the “communicative turn”, has a revolutionary nature and as such, poses a serious challenge to libraries, since it is related to deep changes in the relations between the academic library and its users.

Hansson (2011) observes that today, democratic processes are getting more and more influential at the higher education institutions, so academic libraries take them on by finding new ways to approach their users. Online access to digital resources and the rising of self-service provision are changing not only the channels of library service delivery but also the level of user participation and the role of academic library user in the service delivery and outcome. One of the distinguishing characteristics of today’s academic library e-services is the users’ active participation in service design and process, where they receive the needed information, but also make essential cognitive and emotional contributions to the service delivery. Furthermore, an actively participative user can significantly influence the service quality. The growing share of self-services, where users can produce e-service with minimal support from the library, raises a number of issues for academic librarians: whether the user participation has an effect on the e-service delivery and outcome; how the user participation interacts with the quality of e-service; how users can most efficiently help to design and deliver library services.

However, library professionals and researchers actively discuss changes in academic libraries, mostly focusing on digital technology, new e-services and the changing role of the library, while they almost do not talk about the changing role of the user. It is also remarkable that library specialists are worried about how to strengthen and reinforce the position of academic librarians, but almost neglect to reassess the library's relations with its users and to discover the benefits of user participation. Bruun (2011) indicates that until recently, user participation has not really been a part of the librarians' professional sphere and an aspect of the library service quality paradigm. Historically, in the academic library, quality has been associated with the size of library collections or, in other words, what the library had was much more important than what the library did and how they did it. Today, the library service quality is recognised as a multifaceted concept (Hernon and Nitecki 2001). The increasing share of user participation permits to voice a theoretical assumption that in the new paradigm, user participation can become a dimension of service quality. Understanding service quality issues within the changing library and specifying user relations and new roles of users will become an essential problem which should be of interest for both scholars and practitioners.

The aim of this doctoral dissertation is to introduce the conceptual model of the academic library e-service quality and to define the effect of user participation on the library e-service delivery and outcome.

The idea of this doctoral study was suggested by the life of the academic library itself. Since I am an academic librarian and the Head of User Services of the University of Tartu Library with 30 years of library work experience, for me, all library changes and challenges during last decades are not a theory but an everyday practice. Being a practitioner, I feel the need for philosophical interpretation of these (r)evolutionary processes taking place at the academic library, for understanding how the library users have changed and how we develop our services for them. The key challenges facing contemporary academic libraries are how well librarians can make sense of the significant changes in their users' information behaviour and their interaction with the library (Mills and Lodge 2006; Bates 2010; Connaway 2015). This is necessary for designing new services, ensuring effective communication with the users and making the academic library an irreplaceable partner for its parent institution.

The specific object of my research is the University of Tartu Library: a more extensive description of the University of Tartu Library (UT Library, UTL) is provided in Chapter 4.2. I use the University of Tartu Library as an example not because it is typical, but because first, this is the academic library that I know best; and second, because this largest and oldest academic library in Estonia is really interested in the quality issues I want to focus on.

My epistemological position as a researcher-practitioner has potential advantages, for example, a thorough understanding of research context. The quality of library (e)-services and the user-library communication have been my main academic interests for already more than 15 years. My Master's thesis "Service Quality Monitoring in the Academic Library User's Tolerance Zone as

a Start Point for Service Development” (Einasto 2005) was also related to the academic library service quality issues. The present study, focussing on the quality of e-services, is a logical continuation to my earlier work. According to Watson and Clemet (2008), an individual who functions as both a researcher and practitioner essentially brings a certain degree of creditability to their practice based on their research endeavours. Such credibility comes from the benefits derived from basing practice upon empirical information derived from research. Furthermore, according to Lewin (1970), researcher-practitioners are able to utilise their experience and knowledge of practical problems in formulating studies which could ultimately yield results applicable to the discipline in which they practice.

I would like to note that e-service quality is, similarly to user participation, quite a new topic in the library and information sciences. This question of both the theoretical and practical value has more seriously been addressed only in the last decade. At the same time, the analysis of relevant literature shows that the quality of library e-services is mostly studied from the information/technological and business/service angle (see e.g. Westwood and Ager 1999; Kyriillidou and Giersch 2004; Singh 2005; Kiran and Diljit 2012; Vinagre et al. 2011; Griffey, 2010), adopting the instruments for service quality assessment from the commercial sector. Up to now, there are still no theoretical analyses of library e-services, their quality and the users’ role in them from the perspective of social sciences and theories of communication.

This dissertation also considers the fact that the transformation of the academic library and the emergence of new e-services are related not only to the development of information technology and marketing discourse, but to really deep changes in culture, philosophy and world view. It is similar to the way as the new terms like “digital turn” (Pruulmann-Vengerfeldt et al. 2013), “digital divide” (Steyaert 2000), “digimodernism” (Kirby 2009), “e-service” or “virtual environments” imply not only to technological advances, but especially to their integration into social and cultural life. The research problem set in the present work embodies numerous social, technological, service-related, cultural and information issues, including changes in the institution of library in the digital era, transformation of library communication and services, professional expertise and ethics, new partnerships of librarians and users, deeper understanding of academic library e-service with respect to both technological (‘human – computer’), and human (‘human – via computer – to human’) interactions.

As Hernon and Calvert pointed out, “Over time, researchers looking at libraries from different perspectives will be able to refine those features and dimensions and to provide a foundation for understanding better user perceptions of service quality in libraries” (Hernon and Calvert 2005: 378). Thus, I am no exception – my approach to the academic library and to research problems (e-service quality and changing user role) is interdisciplinary. In this study I examine the quality of academic library services and the users’ role in it from the business/service and sociocultural perspective, from the viewpoint of library and information sciences (LIS) and theories of communication. In

addition, I make use of information society theory and the concept of postmodernism, which can be called “the cultural landscape of the information society” (Martin 2009: 2). These two approaches help to understand the transformations of the academic library communication with its users and provide a theoretical background for the comprehension of library services, their quality and the users’ role.

In my doctoral thesis, I examine the library e-service and information system as instruments for communicative action, relying on the position that communication is intentional, expressed in the social action theory by Weber (Weber 1978). This work is based on the understanding that e-services have a technological nature, but their purposes are social and informational. According to Steinerová (2001), information seeking and use are socially-situated human activities. Thus, this study considers the human nature of information seeking interaction, and I approach my research problem by centring on the service- and communication-related aspects of library work, aspiring to a wider understanding of academic library e-services, their quality and users’ role not only from the information technology and business/service perspective. The online use of academic library is viewed as a social process consisting of the technology-mediated service communication.

This doctoral study differs from previous studies in that it attempts to explain the adoption of e-services with the theories of social sciences and communication. To contribute into the knowledge about academic library e-service quality and to improve our understanding of user participation in the library e-service delivery, this doctoral research: 1) focusses on the neglected aspects of e-service quality (the changing library-user communication, role of the user); and 2) uses some additional approaches which are not often applied in the service quality research (postmodernity concept, communication theories).

In the current thesis I define the *academic library user* (synonyms: *reader, patron, customer*) as a person who has some need (information, communication etc.) and interacts with library to meet this need. The library *e-service* (synonyms: *web-service, online service*) is defined in this study as a content-centred and internet-based intentional communicative act between the user and the library, with the goal to provide the user with the needed information resource or access to it.

The present PhD dissertation consists of the introductory article and four interconnected articles (all authored by me): ‘*Using service quality monitoring to support library management decisions: A case study from Estonia*’ (**Study I**); ‘*Investigating e-service quality criteria for university library: a focus group study*’ (**Study II**); ‘*Time is out of joint’: a postmodern approach to library*’ (**Study III**); ‘*Transforming library communication. From Gutenberg to Zuckerberg*’ (**Study IV**).

All these Studies with the introductory article provide answers to the main questions of the thesis: which factors affect the quality of (e)-service in the academic library (**Studies I–II**) and what is the effect of user participation (**Studies III–IV, introductory article**). **Studies I–II** are empirically oriented

articles which help to understand the nature of e-service and its quality criteria in the academic library from the user's point of view. **Study I** gives an overview of quality initiatives at academic libraries in Estonia and in abroad, analyses some mainstream models of service quality and their suitability for applying in the context of academic library. **Study II** describes theoretical approaches to e-service and introduces the results of the empiric study on important e-service criteria. The nature of **Studies III–IV** is theoretical, providing a philosophical analysis of the transformation of the academic library as a social institution and the development of communication between the library and its users through centuries. **Study III** discusses the transformation of the library primarily through the manifestations of postmodernism in library work, treating postmodernism/digimodernism (Kirby 2009) as a cultural background of information society. **Study IV** is focussed on the communication between the library and its users as power relations and analyses changes in the user's role. The introductory article sums up the conceptual framework, theoretical discussion and the results of the empirical study, leading to the conceptualisation of the academic library e-service quality and the user's role in it, and presents and discusses the conceptual model.

2. THE AIM OF THE THESIS AND RESEARCH QUESTIONS

The aim of this doctoral thesis is to introduce the conceptual model of the academic library e-service quality and to define the effect of user participation on the library e-service delivery and outcome. Drawing on theoretical frameworks and adapting them to the academic library context, and investigating the users' opinions, this doctoral study proposes a conceptual model of e-service quality for academic library. The published articles (**Studies I–IV**) and the introductory article answer the following research questions from theoretical and empirical perspectives:

- Which changes have taken place in the academic library communication with users and in the role of the user due to the influence of information society? (**Study III, IV**)
- What could academic library achieve thanks to user participation? (**Study II, III, IV, Chapter 6.1, 7.5 of the introductory article**)
- How does user participation interact with the quality of e-service? (**Study II, III, IV, Chapter 6.1 of the introductory article**)
- How well can the mainstream models of service quality be fitted into the context of the academic library? (**Study I, II**)
- Which criteria of e-services do the users deem to be important? (**Study I, II, Chapter 6.2 of the introductory article**)
- Which factors affect the quality of e-service in the academic library? (**Study I, II, Chapter 6.3 of the introductory article**)

3. CONCEPTUAL FRAMEWORK.

ACADEMIC LIBRARY AND SOCIAL TRANSFORMATIONS

This doctoral thesis posits that the research object – academic library – is a social institution, embodying both information and communication. This institution has always sensitively reacted to changes and challenges in society and its services have transformed together with society. Studying the academic library processes (services, their quality, the role and participation of the user) we cannot leave aside the fact how the library and its communication with its users has changed in time.

3.1. Academic library as social institution and its functions

The object of this thesis is the academic library; I treat it as a social institution, centred on services and communication. In my opinion, what is often referred to as the social role, mission or purpose of the library actually means the functions of the library as a social institution, interwoven into political, ideological, and value structures, and the library's ability to react to the needs of the society.

Institutions are necessary for every society to meet the common social needs and to make everyday life easier. A social institution is “a major sphere of social life, or societal subsystem, organized to meet human needs” (Macionis 2006: 480). Library activity can then be called a form of social order. Library is created to work as a medium for making information easily accessible to society members. North (1994) has stressed the importance of institutions, bringing forth their endogenic character: the form, functioning and duration of institutions depend on social conditions. According to North (*Ibid.*), the importance of institutions is that the analysis of institutional changes helps us to understand the changes and development of both the specific institution and society as a whole.

In other words, library institution represents society. According to Barman (2015), library does not exist for its own sake – its objectives, role, functions, services and types depend on the needs of people served by it. As pointed out Marchionini and Maurer (1995: 68), the library may be defined as:

“an organized set of resources, which includes human services as well as the entire spectrum of media (e.g., text, video, hypermedia). Libraries have physical components, such as space, equipment, and storage media; intellectual components such as collection policies that determine what materials will be included and organizational schemes that determine how the collection is accessed; and people, who manage the physical and intellectual components and interact with users to solve information problems”.

When studying the processes at work at academic libraries, I differentiate academic libraries from other types of library institutions, such as national, public or school libraries. Functions of the academic library enfold the acquisition, classification, maintaining and preservation of knowledge, and providing free legal access to their collections and services. Academic libraries were created in order to ensure the existence of universities by supporting their research and teaching activities. Academic libraries offer their physical and virtual environment for learning, teaching, reflection, researching, student meetings and socialising. Thus various functions of academic libraries can be defined as informational, educational, cultural, and communication. The specificity of academic library can also be seen in the fact that it is an institution within an institution, because academy is the social institution of research and higher education, and, according to Jain (2013), whatever is important to the university must be important to the library.

In order to understand functions of the academic library, we cannot neglect questions about the nature of data, information and knowledge. Maponja (2004: 3) defines data as “raw facts that have no context or meaning of their own”. For data to become information, they should be “organised, patterned, grouped, and/or categorised, thus increasing the depth of meaning to the receiver” (Boone 2001: 3). Webster (2006: 26) has noted that the semantic definition of information conveys that “information is meaningful, it has a subject”. Thompson (1995) conceives data and information in a similar way and also treats information, enriched by context, where information always reflects the environment where it is produced, disseminated and consumed. However, this is not sufficient for transforming information into knowledge, because knowledge is much more than simply information. Machlup and Mansfield (1983: 642) highlight the important features that “information is piecemeal, fragmented and particular, but knowledge is structured, coherent and universal”. Only meaningful information, which has in some way been interpreted, becomes knowledge. In other words, knowledge is information with a meaning.

Afgan and Carvalho (2010) stressed that the capacity for developing information into knowledge is represented by the ability of a cultural system to convert available information into scientific and technological values. In my opinion, the academic library together with its users can be taken as a cultural system of this kind. Converting data into meaningful information needs expertise, relevant skills and professional competence. All this can be found in academic library, where “explicit knowledge is expressed as information in various formats” (Maponja 2004: 4). Thus, the knowledge and expertise of academic librarians are traditionally considered as the academic library’s greatest asset and specificity.

The academic library as a social institution has always responded to the changes and challenges that have emerged in society at different times. Miksa (1996: 101) pointed out that the library has always been “a product of cultural and societal contexts”, “an era-specific phenomenon”. Pruulmann-Vengerfeldt (2015) differentiates between three turns in the social (r)evolution of the recent

decades: the informational turn, caused by the exuberance of information; the digital turn, proceeding from the development of technology; the communicative turn, brought along by mediated communication. Based on this, I consider the transformation of the academic library as a turn in all the above-mentioned dimensions: informational, digital, and communicative.

3.2. Informational Turn

Library information and digital turns are related to the movement into the information society based on the profound influence of modern information and communication technologies, digitisation of information and prevalence of the Internet. The information society is identified by “the shift from industry to an information/service-oriented labour market and the prevalence of information communication technologies” (Martin 2009: 3). Mullins et al (2000: 5) pointed out the main features of the information society: “changed perceptions of the importance of the role of information; the growth in the amount of information now available and the wide variety of formats; the size and continued growth of the information sector in modern economics; and the rate of technological change and the impact of technology”. Webster (2006: 8–9) has identified five ways of defining an information society: technological innovation, economic value, occupational change, spatial (information) flows, and the cultural change as expansion of symbols and signs.

The development of information society offers libraries totally new opportunities and sets new tasks for them (see Friend, 1998; Ray, 2001; Wolff, 2012). In general I can say that information technologies, digital information and on-line access have become the predominant features in the academic libraries of today. All of these transformations should be considered when we conceptualise the quality of academic library services. Information society has drastically changed the academic library, offering both new developments and new challenges. I can draw here an analogy with the invention of the printing press which largely increased the role of the library in the 16 century. Unfortunately, we cannot say the same about the impact of computer technology and social networking.

It can be assumed that the academic library as an information processing institution is supposed to have a rather favourable, vital and stable position in their academies and in the information society. However, the new ways and means of obtaining information have considerably shaken the position of the library institution (see, e.g. Savage 2008; Davis 2008; Basov 2009; LeMoine 2012; Mazuritski 2013; Stepanov 2014), and the academic library is not an exception here. The role of information in the information society grows considerably; furthermore, today, seeking for information by using search engines is so simple, fast, and comfortable, and can be done without leaving home. In such conditions, the academic library can hardly claim to be in the role of the main portal of knowledge.

Informational turn also means changing the learning environment and research strategies, scholarly communication and the structure of higher education. As Dillon (2008: 5) observed, “beyond mere access, faculties view the intelligent management of information as part of their own working practices, bringing with them concerns with repositories, privacy, copyright, and migration across time and distance”, so we must recognise the attitudinal and cultural shifts that have occurred throughout the academy and our world in how information is viewed.

Harland (2009: 518) observes that European universities are moving in the direction of neo-liberalism, which means that in the new context, “knowledge can no longer be contained within the higher education community and new forms of knowledge are seeking a place in higher education”. Lorenz (2012: 600) stresses that neoliberal policies in the public sector are characterised by „a combination of free market rhetoric and intensive managerial control practices“. According to Brentnall (2013), the circulation of powerful neoliberal ideologies throughout academia means the treatment of education as a business, so studying hikes become subject to marketisation, what Lorenz (2012: 606) calls “academic capitalism” – “a move from elite specialization with strong professional controls towards a ‘Fordist’ mass production arrangement.”

Založnik and Gaspard (2011: 205), in the discussion about current trends in European universities, highlighted “the fixation on quality or excellence” and “participatory paradigm and neoliberal discourse and communicative strategy”. Virkus and Metsar (2004: 290) stress that the academic library will be profoundly affected by changes in the academy itself. Thus the nature of academic work is changing, and the institution of academic library is changing and developing as well. All these trends have caused discussions not only about the university of today, but also about the role of the academic library, its services and performance, and also its relationship with its users.

We also cannot neglect the fact that the universities of today face a unique and interesting situation – at present, practically all students have been born around the beginning of the 1990s or, in the information society. As the users of e-services, this generation is characterised by that 1) they have great expectations, 2) they expect customisation, 3) they are technology veterans, 4) they utilise a new communication mode (Gardner and Eng 2005: 406). The world-view and information behaviour of this generation may have a significant impact on the academic library services: access, customisation and service quality have become the main key words for libraries.

As “opportunities and freedom of the young generation as consumers of the media and information increase” and “young people in Europe are highly confident about their proficiency in the Internet” (Kalmus 2007: online), the academic libraries tend to have certain expectations to the “digital generation” (Siibak 2009: 13) and presume that modern students cope well with independent information retrieval. However, the everyday library practice does not confirm it. Harley et al (2001: 25) named as a specific characteristic of the academic library users superficiality, which relates to various aspects of the research

process, from finding one's way in a library to using specific resources. According to their study, most students are not interested in knowing how a library is organised; they simply want the information required for their course assignments.

Relevant research (Martin 2009, Harley et al. 2001) also show that students who excel in information retrieval, have often problems using library search engines. The problems areas are database and e-catalogue options, such as Boolean operators, truncation, opportunities to expand or limit of searching, also with selection of appropriate keyword. Social practice of Estonian memory institutions also confirm this, for example, Kalmus's research revealed that both European and Estonian adolescents over-estimate their competence: a great proportion of pupils are unable to evaluate information on the Internet (Kalmus 2007: online). According to Pruulmann-Vengerfeldt et al. (2013), it unfortunately becomes clear that only a few users have sufficient information competence.

So students may feel that using library services requires more knowledge and skills than using internet search, and, as Martin (2009) observes, "when our self-confident patrons fail in their searches for academic information, they are left feeling ashamed, confused, and, above all, frustrated with the library". A self-contradictory situation arises when technologically experienced students try to be independent users of the academic library, but fail to use library information system. Thus, "we are facing a situation where traditional forms and patterns of education and socialisation are not fulfilling the function of obtaining digital literacies" (Pruulmann-Vengerfeldt et al 2008: online).

I found that this problem is deeper than it may seem. The main suggestion of Webster about information society is that the information society is not only information which has become so important on all dimensions of society, but "rather that the character of information is such as to have transformed how we live" (Webster 2006: 9). This definition is especially important to this thesis. For academic library, this means the adoption of new methods and formats for working with information, as well as the search for new communication strategies for approaching the academic community. As Marju Lauristin (2012: 4) highlighted, "information society is not only technology, information society is relationship between people and the transformation of these relationships". Libraries have to learn about the new needs, the current information environment, cultural context and information-seeking experience of the people whom they serve today. If we approach the academic library as a social institution, we must analyse how the library communication with users is changing. **Study IV** presents the theoretical reflection on this issue.

3.3. Digital Turn

‘Digital Turn’ of libraries and other memory institutions has in recent years been a much studied theme in Estonia (Lepik 2010, 2013a; Tatsi 2013; Pruulmann-Vengerfeldt and Aljas 2014; Runnel et al. 2014; Lauristin and Vihalemm 2014). The digital turn hereby implies that changes in the use and application of digital technology induce changes in practice and relationship between cultural institutions and audiences (Runnel et al. 2013; Runnel and Pruulmann-Vengerfeldt 2014). It becomes apparent that although the more and more active usage of the new media affects the activity of memory and cultural institutions in Estonia, it nevertheless does not dislodge other forms of cultural work, neither has the full extent of those big technological and cultural changes been fully interpreted yet (Lauristin 2013). From another aspect, those studies affirm that the changes in connection with the digital era take place both at the institutional and the individual level (Lepik 2013).

For academic libraries, the digital turn means the application of digital technology in all aspects of library work. According to Owen (1997), the dominant factor in the development of libraries is the on-going move towards digital distribution of information through the global network infrastructure. This implies a shift from the traditional role of the academic library towards a role as a supplier of networked services for digital information resources. So the mainstream strategy and activities of academic libraries are related to the word “digital”, which comprises both digital collections and digital services.

From the aspect of library e-services, Alan Kirby’s concept of *digimodernism* seems to be especially interesting. In his opinion, a new cultural climate has been created by digitisation (Kirby 2009). Kirby relates digimodernism above all with the distribution of Web 2.0 at the beginning of the 21st century, bearing in mind Wikipedia, blogging and social networks (Ibid). Digimodernism can also mean the active interaction between authors, readers and web-users and the democratisation of culture (Viires 2013). In relation with this, academic libraries started to experiment by adding tagging capabilities to their digital catalogues. Uncontrolled vocabulary as the result of collaborative tagging is known as *folksonomy*. Kroski (2007: 94) defines folksonomy as “a non-hierarchical ontology that is created as a natural result of user-added metadata or tagging” in comparison with the taxonomy (controlled vocabulary) with strict rules and norms.

Folksonomy has become a new trend where the users can add any keyword/term themselves, develop their personal information space within the catalogue, evaluate the books they have read and create communities of common interests. The digital turn in the academic library has given rise to the emergence of newly empowered active library users, who may control and shape the content, evaluate the books they have read and share their searching experiences with other users on the library website.

Lankshear and Knobel (2008: 173) highlight that “digital usages inherently enable new types of innovation and creativity in a particular domain, rather than

simply enhance and support the traditional methods”. Digital technology has indeed changed the academic library domain. According to Nitecki (1996: 186), previously academic libraries were defined by their collections. Today, in the age of the information and the digital turn, the focus is on the user and services for information delivery. So e-services and self-serving are a large part of what the today’s academic library system provides, making the quality of the services and the user’s role even more important.

3.4. Communicative Turn

Analysing the principal differences in the library communication at the time of Gutenberg’s printing press and in the today’s global network society, “Zuckerberg age”, I propose that the library-user relations can be viewed as power relations, where *access* and *expertise* are the main keywords. It may seem unusual to speak of a library as an institution of power, but within the frames of communication analysis, such a discussion is quite relevant. Furthermore, in the information society “information becomes ubiquitous, but information also becomes for those who control it, a source of power” (Martin 2009: 2). Thus, in the academic library context, communicative turn means mainly the changing of power relations in the library and user communication. Based on the history of libraries, I approach the functioning of academic library in the context of power relations, relying mostly on the ideas of Louis Althusser (2006) and Michel Foucault (2011), that power relations do not mean only the army and the police, but also education, culture, and communication, and that power exerts itself also invisibly, through knowledge and technology.

According to Foucault’s concept of disciplinary power, presented in his early work *Discipline and Punish*, power does express itself through norms, control, and discipline, using two simple means: hierarchic surveillance and fixing norms (Foucault 1991). This can be observed in all library models: the strict following of inherently adopted values, norms, behaviour patterns, power hierarchies, and discipline. Everybody who has visited a library knows that a library is really a specific disciplinary space with its own etiquette and norms of behaviour and communication. All these norms are related to the value priorities of the library: the book, knowledge, education, order, and silence. In the communicative space of the library the activity of both the librarian and the users has for centuries been dictated through a binary opposition *allowed-prohibited*.

Thereby, academic library may be considered as a system of knowledge, organised according to logical principles and strict order, which tries to standardise the user’s behaviour. I would like to give as an example the idea of a *panopticon* by Jeremy Bentham which has been used for centuries in the library interior architecture as the embodiment of disciplinary power. In comparison, today, in the library virtual space, the design which restricts behaviour is missing. However, it is wrong to presume that the user is not affected by the

disciplinary power of the academic library when he/she uses it electronically. The reason for this lies in the existential idea of the library – academic library creates a system of knowledge about the reality, organising, classifying and presenting that knowledge in the catalogues. In the other words, this is a *taxonomy* – knowledge organisation structure with controlled vocabulary (Hedden 2010).

While searching for information, the users have to conform to this knowledge classification, regardless of their own and maybe totally different world view. Classifying knowledge, a library offers its users what Foucault (1977) calls a coded view of things. In my work I approach the library as a strikingly Modern Era institution whose work principles and values originate from the Enlightenment Age rationalistic logic, order, reason and professional expertise in the classification and maintaining of knowledge. According to Ray (2001: 251), this Modern Era approach to the world of information has been successful for hundreds of years, and it is no wonder that librarians keep trying to organise also the electronic information environment. The information systems of the present day academic libraries have been developed based on the modern classification systems, such as the American Dewey or the Library of Congress classification systems or the UDC, used in Estonia.

Thus, classification systems of a library may be defined as organising codes. Recalling here the Soviet library classification (BBK), introduced in the USSR in the 1950s, which guaranteed that the reader could reach a book only through the systematic catalogue. This catalogue ‘helped’ to choose only ‘right’ books, and often the reader even did not guess that there were also other books in the storage on the subject (Volodin, 2002). Thus the library classification systems as the products of the Modern Era may not fit well with the world view of the present day users. Moreover, as Deodato (2006: 57) observes, a library can use classifications to demonstrate discrimination: he illustrates this by an example from the Library of Congress Subject Headings, citing headings such as “Women in Politics”, or “Women in Management”, which imply that these are unusual occurrences. Because there are no subject headings referring to men in these fields, it is presumed that men fulfil the roles. Note also that when all information is systematised and catalogued, to get the information needed, the user has to acquire searching strategy, library terminology and classification system. In other words, the user needs a key or a code for library communication and this may become a source of power.

Although Foucault’s earlier works (Foucault 1977, 1991) seem to be well suitable for describing power relations at the library as discipline, norms and control over users and knowledge, established by library, this description would still be lacking without mentioning Foucault’s later discussions of power relations. In analysing the relationship between the academic library and its users, I turn to Foucault’s power theory, because I appreciate his approach to the history of power as the history of changing the power strategy. Therefore, when observing practical changes in the library-user communication, I am reluctant to describe these relations only as the submitting of the user to the requirements of the library system. I am keen to learn whether the digital and

information turns in the library of today are also accompanied by the communication turn, and whether and how the role of the user is changing, in other words, how much space does the structure (library system) allow for the agency of the user. According to Runnel (2009) study, the ICT using can be theoretically contextualised within the notions of structure and agency. Runnel (2009: 26) approaches agency as “a self-reflexive action based on intentions, such as motivation or choice, and capabilities, such as skills, initiative or creativity”, and user participation as a form of user engagement in the production process, but also as “a certain technique to share power and responsibility”. In his later book *The Subject and Power*, Foucault writes that power is exercised only “over free subjects”, who have the “field of possibilities: different ways of leading, reacting and behaving” (my translation from Russian, Foucault 2006: 182). Foucault (2006: 256) believes that these ways are shaped through social practices, which he conceives as “schemes that are offered and imposed over an individual by culture, society and their social group”.

If we talk about the communication between the modern academic library and its users as power relations then, in my opinion, these relations are uniquely characterised by their implicitness. Power is not operating directly and visibly, but unnoticeably, finding expression in the practices which have been developed during the using of the library. These practices include, for example, information search, requesting of materials, access to texts, etc. The user already comes into contact with the power of the library system when using the most wide-spread e-service – the e-catalogue search by the author: as soon as the user tries to search “Michel Foucault”, the authority control of the information system enforces the form “Foucault, Michel”.

According to Foucault, when dealing with power relations, it is necessary to differentiate between the “strategic games which favour the determination/production of people’s behaviour” and the active domineering, which is what we usually call power (my translation from the Russian, Foucault 2006: 268). Panopticon does not demand direct subordination, neither do the subject headings and taxonomy of the library e-catalogue. Here, we can conceive power as the idea of “producing” the user’s information behaviour. Due to the fact that the strategy of power lies in its being unnoticeable, it may be an illusion that today there are no power relations in the communication between the user and the academic library. True, the new library does not pay so much attention to discipline and norms and even to the order of collections. However, power relations have not been eliminated from the library communication, rather, they are transforming. I presume that the fact, that the library institution still feels the need for preserving its modern-era rigid and taxonomic information systems, shows just the system’s attempts to keep its implicit power.

The basic attribute of power in both the Gutenberg era and in the time of the digital turn is the access to knowledge. The user participation in the e-service delivery is also related to access. Such an approach allows us to discover a new power strategy in new modes of library work, which is much more subtle,

compared to the disciplinary forms. User involvement in the self-service processes as a ‘co-producer’ of new services is the example of the new communication strategy of academic libraries.

Theoretical analysis provided above showed that the library has been an important institution of society over the centuries, and library communication has developed constantly together with society. However, the new digital media and processes of socio-cultural transformation have drastically affected the library and its communication. The changes in the academic library work and philosophy, affected from socio-cultural transformation of library institution, can be illustrated as follows on the Figure 1.

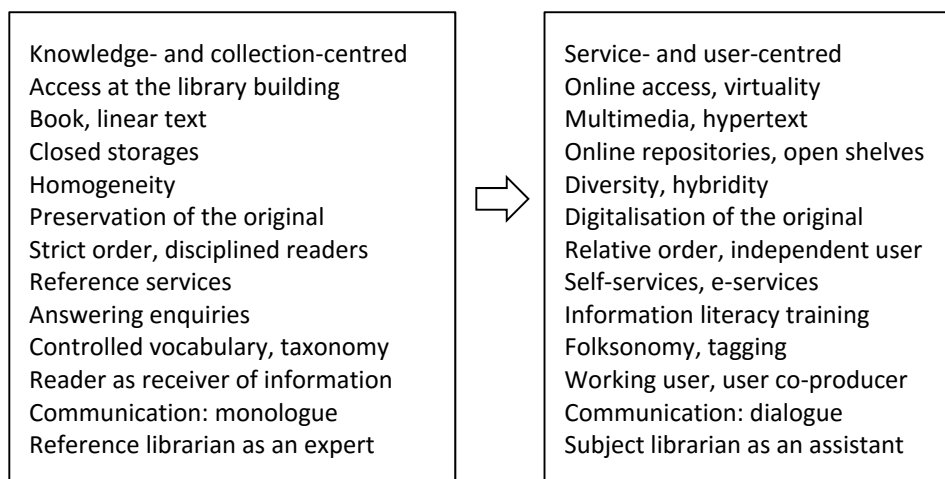


Figure 1. Transforming academic library (by the author)

In the age of information and the digital turn, libraries are looking for such new services and new forms of communication which are really required by the users. Transformation of the academic library offers advantages, but also some problems. The greatest advantage of the digital library is that it has no limitations for its access and opening hours. The problem of physical holding capacity of stacks is solved by digital repositories. However, since both the environment and services are virtual and ever more elusive, it is difficult to establish objective criteria for evaluating their quality and user-friendliness. Therefore we face the need to find out the users’ ideas about the electronic interface of the academic library – which factors are important for them, what is the role of the users’ independence and their participation in the e-service delivery. This is also the objective and the starting point of the research for the present doctoral dissertation.

4. METHODOLOGY

This section provides information about research settings, a brief description of the demographic characteristics of the sample, and describes the design of empirical studies and methods of data analysis.

4.1. Research on the quality of library e-services

Despite the extensive discussion of SQ by library specialists and the increasing number of scientific publications on the topic (see Coleman et al. 1997, Hernon et al. 1999, Cook and Thompson 2000, Kyrillidou and Hipps 2001, Lincoln 2002), libraries are still lacking a unified conceptual model of service quality as well as the definition of high quality library service. The conceptualisation and measurement of quality is a major issue on the research agenda for library e-services as well, however there are also no well-accepted conceptual definitions and models of e-service quality (Seth et al., 2005). I want to point out that, similarly to the case of traditional services, research on e-services mostly treats quality assessment problems, not the theoretical basis of the e-service quality.

Hernon and Calvert (2005) pioneered the library e-service research. They prepared a questionnaire for students asking them about the perceived quality of e-service in order to develop a tool for quality assessment. The problem is under serious scrutiny in American academic libraries (see, e.g., Kyrillidou et al. 2007, 2011), where DigiQual(R) was prepared for assessing digital libraries. Several authors (Wu et al. 2013, Kiran and Diljit, 2012) focussed on the assessment of the quality of library web pages. Shachaf et al. (2008) studied the quality of library e-reference. The geography of such studies is quite wide including different countries, such as Malaysia, New Zealand, Portugal, Taiwan, etc. Notable research on the subject is summarised in Table 1.

Table 1. Research on the quality of library e-service (by the author)

Research	Method	Quality determinants
Hernon and Calvert, 2005. Library e-service quality research (university libraries, New Zealand)	Mixed: focus groups and web-questionnaire	Ease of use and access, site aesthetics, linkage, collections, reliability, support, security, flexibility, customisation/ personalisation
Kyrillidou et al, 2007, 2011. Library web-site quality assessment (academic libraries, USA)	Mixed methods approach, qualitative (focus-groups; staff interviews) and quantitative (web-survey)	Web attractiveness, design, features, accessibility, navigability, other technical aspects of the sites, interoperability of the sites

Research	Method	Quality determinants
Griffiths, 2008. Measuring the quality of academic library e-services and resources (Manchester University, UK)	Quantitative	Performance, conformance, features, reliability, durability, currency, serviceability, aesthetics, perceived quality, usability
Shachaf et al, 2008. Measuring the quality of online reference services (academic and public libraries in North America)	Qualitative (content analysis of e-references)	Timely response, reliability, courtesy
Vinagre, 2011. Digital library quality research (Portugal)	Mixed method (focus-groups and web-questionnaire)	Efficiency, competitive advantage, information adequacy
Kiran and Diljit, 2012. Measured the perception of web-based library SQ among students and staff (four universities in Malaysia)	Mixed method (focus groups and web-survey)	Environment (access and collections, equipment), delivery (personalisation, customer support, customer relationship), outcome quality (reliability, service benefits)
Wu et al, 2013. assessing the service quality of library website from university students' viewpoints (universities in Taiwan)	Quantitative (mail-questionnaire)	Choices for searching according to users' preference, security, availability, promptness of taking care of problems, simple procedure of application, relevant content, downloading speed, promptness of search system response, accurateness of provided information, website updates timely, latest information is provided on the front page, variety of e-resources

Table 1 demonstrates that library e-SQ studies do not fully agree about quality dimensions yet, but they converge in one: library e-service quality is a multi-dimensional construct.

4.2. Research setting

The main facts about the UT Library

The research setting is related to the e-services offered by the University of Tartu Library (UT Library, UTL), the oldest and largest of Estonia's academic libraries (the size of its collections is over 3.7 million items; it has about 55 000 users, and registers over 800 000 visits and over 750 000 loans a year). According to Hallik et al. (2012: 6), founded in 1802, the UT library was created in the spirit of the Enlightenment, applying all advanced methods of the work with information, knowledge classification, and collections maintenance. Being the most universal Estonian research library, UTL has unique collections of manuscripts and publications of scholarly value on all subjects; the oldest items date back to the 13th century. The library has held the legal deposit privilege since 1812, and since this date, it received a censor's copy of all publications issued in the provinces of Estonia and Livonia (Hallik et al. 2012: 7).

Today the library is one of the centres for the Estonian National Bibliography and receives legal deposit copies of all materials printed in Estonia. The library is digitising its historical special collections, and the rising number of virtual visits from all over the world each year confirms its successful role in global scholarly communication. The first robot-scanners in the Baltic States were installed at the UT Library in 2010. The library is a two-time winner of the IFLA Marketing Award in 2007 and 2013 for the projects Night Library (library services for students during the exam periods) and Talking Textbook (new digital services for visually impaired students).

E-services at the UT Library

UT Library develops new services by observing the trends in librarianship and higher education in other countries and by studying the needs of its users. It was the first Estonian library to use an e-catalogue and the subject thesaurus INGRID. Currently, the library is actively developing e-services, providing the self-service module My ESTER of the e-catalogue; the services of electronic document delivery, e-Book on Demand and online reference are heavily used. The online course "Information literacy and information search", created for undergraduate and degree students as well as for Tartu gymnasium students and teachers, is much valued by learners (Seiler 2009; Lepik et al. 2014).

In 2015, the UT Library website utlib.ut.ee was given a visual makeover and new content. The aim of updating the website was to make the library's home page clearer and to highlight information that is most important to database users. The website provides a convenient overview of the opening hours, events and exhibitions at the library, services, and options to use the conference centre. Through its home page the Library also mediates access to a representative collection of electronic scholarly information – more than 100 databases, ca 90 000 e-books, ca 84 000 e-journals, and the collection of Estonian e-textbooks. In addition to general user-friendliness and functionality, the search and

content display options were improved and the new website is also browsable on a mobile phone.

UT Library has pioneered the adoption of Open Access ideas in Estonia. By supporting the Open Access movement, the library aims to contribute to the free dissemination of research results. At present, it is the only Estonian library which offers research data management-related services and coordinates the DataCite Estonia platform, enabling the assignment of Digital Object Identifiers (DOIs) to all kinds of research data sets and objects all over Estonia. The Library also manages the University of Tartu Repository on DSpace, which has joined the e-theses portal DART-Europe.

Quality research in the UT Library

UT Library has long-term traditions of library user surveys, for example Loorits and Dubjeva (1995) reported about the users' satisfaction with the quality of UTL reference services, and Miil (1998) described the UT Library study of performance quality. The library also participated in the study "Library performance measurement and evaluation in Estonian research libraries" in 1995–2000 (Nuut et al. 2001; Lepik 2001, 2002).

UT Library started monitoring its service quality in 2005. My earlier works (Einasto 2005, 2006, 2007, 2007a, 2007b, 2009, 2013) present the service quality initiatives at UTL and the quality assessment tool UTLib Qual. Based on focus group research, a four-component conceptual model was designed for UTL service quality assessment, and a relative evaluation scale proposed. The UTLib Qual survey provided a simple and clear agenda for improvement actions in the academic library: reallocating resources, resetting service priorities; the UT Library service quality monitoring is described in details in **Study I**.

4.3. Research design

An overview of the research in the field of the e-SQ provided above (see Table 1) shows that studies in library e-SQ use a variety of methodologies, but in the main, libraries employ a mixed methodology as a combination of qualitative (focus groups, interviews, content analysis) study on the first stage of research and quantitative (e-mail questionnaire, web-survey) study on the next stage. The same approach was selected for the present doctoral dissertation as well – a mixed method as a combination of qualitative (focus groups) and quantitative (e-mail survey) research. In this mixed research, the main stress was laid on the qualitative method, followed by quantitative collecting of data, its analysis and drawing of final conclusions. Such methodology helps to specify the essence of the e-services and their quality, and to test the results with a larger sample. The advantages and disadvantages of methods were observed in **Study I, II**.

4.3.1. Qualitative study

Focus groups were used to identify the most significant criteria for the library e-service quality (see **Study II**). The focus group study was conducted in 2013. Higa-Moore *et al.* (2002: 86) described the use of focus groups as a strategic planning tool and suggested that service-oriented institutions, such as libraries, need to consult their users in order to gather data about their services and collections. Glitz (1997: 387) pointed out that focus groups as tools of qualitative research can be very helpful in improving library services. Walden (2006) made an annotated bibliography of library research, which had used focus groups, published in 1996–2005. According to this study, focus groups can be effectively used as assisting factors in hypothesis formulation, research design and questionnaire development.

The task of this focus groups study was to discuss the most important issues of using library online, observed from the user's point of view: role of technology in the library, the ways of using the academic library, positive and negative experience in the library e-services, the criteria for successful e-service, and the role of user in the good e-service quality.

Sampling

Invitations to participate in the focus group research were sent by e-mail. The summary of characteristics of the participants who attended to the focus groups is described in details in the **Study II**. All the participants were active users of library services, familiar with e-library sources.

Recruiting the participants for focus groups was based on the principle that the productivity of members depends on the group's social and intellectual homogeneity (Vihalemm 2014: online). Also, in a homogeneous group, all the participants feel more at ease and may express their opinions more openly, thus we invited participants of the same academic status. However, in forming the groups I considered the fact that representatives of the same academic field can possess quite similar needs, wants and attitudes when using the e-library services; therefore, to avoid any conformism, representatives of various departments were invited. For the same reason, I chose the participants who were not familiar with each other. In summary, for heterogeneously classified participants, groups were homogeneously formed by academic status and specialisation (The Table "Reasoning for recruiting study participants" can be found in the **Study II**). Focus group discussions were followed by a quantitative online survey, where participants were discussed about the criteria of e-SQ which they deemed essential. Fricker and Schonlau (2002: 18) found that the main advantages of an online survey include low costs, less time spent and the convenience of respondents. However, according to Gindery (2011: online), it is harder to draw probability samples based on e-mail addresses or website visitations. Another disadvantage is that complex or contextual questions should not be used, because the respondents may not understand them properly, and they

have nowhere to turn for explanation. To avoid this disadvantage, Gindery (Ibid.) recommends asking simple, clear and intelligible questions.

Data analysis

All focus group discussions were audio recorded and transcribed. For the data analysis I used the coding according to research by Santos (2003). “Importance” was determined by the first-mentioned factor. Several criteria were merged at different stages of the discussions, and three steps of coding were used for the qualitative analysis: 1) *open coding* – categorising information, the transcribed text was examined for important categories; 2) *axial coding* – interconnecting the categories, taking the categories from the open-coding phase, identifying one of them as the central phenomenon; 3) *selective coding* – taking the central phenomenon and relating it to other categories, building a “story” that connects the categories and formulating a discursive set of theoretical propositions (Santos 2003). At the final stage of analysis, the framework provided by Krueger (1994) was used to interpret the coded data by seven attributes: words, context, internal consistency, frequency and extensiveness of comments, specificity of comments, intensity of comments, and big ideas.

4.3.2. Quantitative study

Focus group discussions were followed by a quantitative study – online survey. The quantitative study made use of the importance-performance approach (O’Neill et al. 2001) for investigating the users’ perceptions of library e-SQ. The scale items were based on the 22 criteria of e-service quality, built on the basis of the focus group research and previous studies, seen in the literature review (see Table 3). Respondents were asked to rate the level of importance attributed to each e-quality criterion on the scale from 1 – ‘not important’ through to 5 – ‘very important’.

Additional questions were asked about the general satisfaction of the users with the UTL services, about the ways of using the library, about the frequency of using e-services and about the personal knowledge and skills of the users. The online questionnaire consisted of four sets of questions: 1) demographic information about respondents; 2) importance of the e-service quality criteria for respondents; 3) library performance compliance with users’ expectations; 4) feedback about the UT Library value, e-service usage and the level of digital skills needed for this.

In addition, respondents were asked to rate their perception of the UT library performance on a specially designed scale which included the Zone of Tolerance. Zeithaml et al. (1993: 6) describe the Zone of Tolerance as two comparison standards based on the levels of expectations that were expressed by customers in their service quality evaluation. These are the desired level (what should be provided to the consumer) and the minimum level of service quality that the customer is willing to accept. Empirical research (Devlin et al., 2002;

Johnston, 1995; Liljander and Strandvik1993) has proved that if the perceived quality is located within the Zone of Tolerance, then the customer feels satisfied, moreover, the fluctuations of quality estimations within the ZoT have only a marginal effect. The concept of the Zone of Tolerance and the method for assessing the library service quality that is based on it are in detail described in **Study I**.

Collecting the user assessment of library performance was not the aim of the present doctoral thesis, but this was a welcome opportunity for finding out how the e-services of the UTL meet the users' expectations and for testing the method e-UtlibQUAL. I used the collected data in my everyday library work, which includes the service quality management and service design. The data was also considered in developing the new library web page and in simplifying some e-services.

Sampling

The online questionnaire was distributed among the library users by e-mail. Invitation letters were sent to 1000 registered UT Library users, randomly selected from the integrated library information system. All they had, according to statistics, used the UTL e-services during the previous year. To stimulate and encourage participation, all participants were entered into a lottery to win the free use of a private work room for one semester.

430 persons filled in and returned the questionnaire. Among them, 14 had answered only some questions, stating their too little experience in using the library e-services as the reason. Thus, the quantitative research was based on 416 fully answered questionnaires. In summary, the social and demographic characteristics of the respondents can be presented as follows (see Table 2). Unfortunately, for technical reasons it was not possible to present in Table 2 the information about demographic groups from the TU Library users' database (general sample).

Based on the information provided in Table 2, I expected that the respondents were well familiar and informed about the library and its services; therefore, I can assume that their assessment of the quality of services was in all probability not accidental.

Table 2. Demographic Information of Participants (e-UtlibQual)

Demographic profile		%
<i>Gender</i>	Male	29
	Female	68
	Did not answer	3
	<i>Total</i>	100
<i>Age</i>	16–25	24
	26–35	36
	36–45	21
	46–55	13
	56–...	6
	<i>Total</i>	100
<i>Academic Status</i>	BA and MA students	39
	PhD students	25
	Academic staff	36
	<i>Total</i>	100
<i>Research domain</i>	Socialia	29
	Humaniora	42
	Realia et Naturalia	19
	Medicina	10
	<i>Total</i>	100
<i>Frequency of using UTL e-services</i>	Every day	9
	Several times a week	47
	Several times a month	35
	Several times a year	9
	<i>Total</i>	100

Data analysis

Quantitative study was needed first of all to verify the results of focus group discussions for the larger sample, and in addition, I identified the quality dimensions for SQ model using factor analysis. Statistical Package for Social Sciences (SPSS) was used for processing the data of quantitative study. The data was processed by a professional statistician; I was responsible for setting up the process and for interpreting the results. Data processing included factor analysis and regression analysis. Factor analysis (principal component analysis, using Varimax rotation with Kaiser normalisation) was used as the method of structural classification in order to group and reduce the criteria of quality. The factor analysis was made for 3, 4 and 5 factors. During the factor analysis, one indicator with low communality (factor value 0.381) was removed from the analysis. After that, the factor analysis was run again. The sorted rotated values of factor loading with minimum value of 0,4 or more were considered. The regression analysis examined the associations of the four dimensions of perceived e-service quality with the respondents' gender, academic status and digital skills.

4.4. Conceptual modelling

In this study, I also used conceptual modelling as a research method. According to Creswell (1994), the conceptual model is a conceptual framework which can guide research by providing a visual representation of theoretical constructs and the relationship between them. The conceptual models are used to help us know and understand a subject the model represents. Marx and Goodson (1976) defined the model as a visual representation of elements of theory and a conceptual framework for organising and integrating information. As researchers (see e.g. Goldsmith 1993, Puura 2007; Hill-Briggs 2008) highlighted, the aim of building a conceptual model is the assembling, organising and simplified representation of interrelated factors in order to facilitate the making of analyses, prognoses and decisions later. Using a conceptual model makes it easier to demonstrate, in a simpler form, some processes, to specify the elements and participants of these processes, and to analyse their combined effects and logical connections.

In brief we can say that models are useful, because by using them we can specify the problem; organise and test our knowledge; better understand the existing data; make prognoses; and support decision-making. The method of modelling enables to notice and explain the essence of different processes in a better way by simplifying the complicated processes and phenomena. Discussing models helps us to understand the most important features for the academic life – how the new is created and mediated in science, as well as how the shaping of ideas and communication work in general. Contemplating on these subjects helps us to observe science from the side, on the so-called meta-level.

According to Kotiadis and Robinson (2008: 951), there are two specific processes in the conceptual modelling: knowledge acquisition and model abstraction. Knowledge acquisition is the process of finding out about the problem situation; model abstraction refers to the simplifications made in moving from a system description to a conceptual model. Kotiadis and Robinson (2008: 952) also stress that it is important to recognise the distinction between the system description and the conceptual model: „the system description describes the problem and the real world; the conceptual model describes what parts of the system description will be included in the simulation model“.

5. CONCEPTUAL MODELLING: ACADEMIC LIBRARY E-SERVICE QUALITY AND WORKING USER

This chapter establishes the conceptual framework underlying this doctoral thesis and introduces the research questions by examining relevant literature. At first I provide the analysis of the existing concepts of SQ and their suitability for the library context with the purpose to reshape the traditionally defined concept of service quality to fit the library. Then I focus on theoretical approaches to library e-service, their nature and specificity. I also try to classify the academic library e-service since such classification is still missing in the today's librarianship and information sciences. The concept of the working user and the levels and terms of user participation in the library service delivery described in the last part of this chapter complement the conceptual framework of this dissertation.

5.1. The models for SQ and their suitability in the context of the academic library

The aim of this part is to analyse the generally acknowledged SQ models in order to specify the starting point and to find inspiration for the building of the academic library e-service quality model. **Studies I, II** conclude that there is no consensus on the extent and types of dimensions and definitions of service quality. Over the past decade both academics and practitioners in the field of library and information science have actively adopted SQ theories and terminology (service quality assessment, user satisfaction/needs/expectations) from other fields, such as marketing and servicing. In this connection, two mainstream research approaches to service quality are the most recognised – the Nordic and the American perspective. These approaches to service quality inspired me as quite universal and logical models which could help to describe service quality in different fields including public institutions. I found that these two models can complement each other, and the library context can add some interesting and enriching features. In the following, I shall briefly describe the Nordic and American approaches (both are thoroughly described in **Study I, II**) and analyse how these approaches work in the academic library context.

5.1.1. The Nordic School perspective

The “Total Service Quality” approach by the Nordic school (Grönroos 1984, 1990, 2001; Gummesson 1991; Lehtinen and Lehtinen 1991; Ojasalo 2010) defines SQ in terms of functional quality and technical quality. Technical quality is defined as **what** the customer receives in the service outcome. According to this model, in the academic library context the technical quality may be as-

sociated with real objects – the building, furnishings, books, computers, etc. Functional quality is defined as **how** the customer perceived the service. In my earlier works (Einasto 2005, 2007) I analysed the focus group studies made in the USA, New-Zealand and Estonia about which technical and functional indicators the users connect with good-quality services at academic libraries (see Table 3).

Table 3. Academic library SQ from the user's point of view: international variations (by the author)

	The study of focus groups of academic library users (Andaleeb, Simmonds 1998, USA)	The study of focus groups of academic library users (Calvert, Hernon 1997, New Zealand)	The study of focus groups of University of Tartu Library users (Einasto 2005, Estonia)
Technical quality	The quality of information sources in the library. The physical environment of the library.	Contemporary technical equipment.	The presence of required literature. Work environment in the reading rooms.
Functional quality	Fast responses to user needs by librarians. The competence of librarians. The attitudes of librarians.	The speed of services. Helpful and professional stuff. Easy orientation in the library and navigation in the information sources, OPAC. Books are located in their appropriate locations.	The speed of services. The proficiency of the service provider. The friendliness of the service provider.

According to Grönroos (1998), the functional aspect plays a decisive role in the evaluation of services. However, the library practice demonstrates that in the academic library context the perception of the SQ much depends on the academic competence of the user. University lecturers are objective experts in evaluating the quality of the information sources in their field, or the technical quality. For students, it could still be too difficult, therefore students rely on other criteria of quality associated with the service process and communication – the “how”.

Another aspect, which could influence the ratio of the technical and functional quality of academic library services, is the depth of user-librarian contact. The more intensive is the user's contact with the librarian, the more important is the way how the service is carried out, meaning its functional quality. This seems to be an important aspect in studying the quality of e-services, because

the more services are transformed into the virtual environment, the lower is the contact ratio between the user and the librarian and the importance of functional quality may change as well. According to the social presence theory of Short et al (1976), not only verbal messages are important in communication, but such cues like voice, sight, smell, touch and distance between partners are important as well, because they increase the representation of the communicative partner. If the communicative environment reduces or eliminates these “social cues”, the awareness of one communicating party of the other is lessened as well. This may cause indifference or reduce the trust necessary for successful communication. The effect of “social cues” is negligible in the electronic environment. For example, polite answers to e-inquiries do not draw a similar communicative response from library users as the librarian’s sincere smile or attentive look in face-to-face communication. As Radford (2001: 29) noted, “interpersonal communication between librarian and library user is becoming more complicated in today’s rapidly evolving reference environment”.

In the Nordic School model, the image of the library is also highlighted. Grönroos (1984, 2001) stresses that service users bring their earlier experiences and overall perceptions of a service organisation to each encounter. Depending on whether the image is well-known and positive or negative in the users’ eyes, minor disadvantages in the service delivery will be forgiven or vice versa.

5.1.2. The American School perspective

The so-called *5 Gap Analysis Model*, developed by the North American scholars Parasuraman, Zeithaml and Berry (1985, 1988), proceeds from the supposition that the quality of a service is expressed according to a disconfirmation paradigm (Oliver 1980). An advantage of the theoretical model of the American school is that it focusses on identifying the features which the service user expects from a high-quality service, and on finding out where these expectations may clash with the reality.

According to the 5 Gaps model, the consumer perception of service quality is based on five gaps, each constituting a certain discrepancy (Parasuraman et al. 1988: 36):

1. The gap between customers’ expectations and the service quality specifications set by the management of the service provider.
2. The gap between the pursued quality and the SQ specification. This gap is caused by the fact that services, including e-services, are difficult to standardise due to their immaterial nature.
3. The gap between SQ specifications and the service quality actually delivered.
4. The gap between service delivery and external communication to customers about the service delivery.
5. The gap between the expected and perceived service quality.

Based on this model, researchers of the American School developed the tool SERVQUAL for service quality assessment. According to Parasuraman et al. (1988: 41–50), service quality is affected by five factors: tangibility (physical facilities, equipment), reliability (ability to perform the promised service dependably and accurately), responsiveness (willingness to help customer), assurance (knowledge and courtesy of employees), and empathy (caring individualised attention the firm provides to its customers).

American School perspective has found the widest use in librarianship and information sciences. The model and method SERVQUAL were adapted for the library SQ measuring instrument LibQUAL+™ by the ARL (Association of Research Libraries) New Measures Initiative. LibQUAL+™ is based on the library SQ model which consists of four dimensions: access to information, personal control, affect of service, library as a place (Kyrillidou 2006: 4). According to Miller (2008: 55), the users' perceptions about library staff competency and helpfulness compose the service affect dimension score. The information control dimension focusses on whether the library's collections are adequate to meet customer needs. The library as a place dimension addresses user perceptions regarding the facility's functionality and adequacy for academic activities.

However, most researchers and practitioners (see, e.g. Nitecki, 1996; Heron, 2002; Lincoln, 2002) admit that although the quality library service should meet users' expectations, the generally accepted definition of library service quality is still lacking. Parasuraman et al. (1988: 5) assert that "service quality is a form of attitude, related, but not equivalent to satisfaction, that result from a comparison of expectations with perceptions of performance. Expectations are viewed as customer's desires or wants; i.e. what they feel a service provider *should* offer rather than *would* offer". Accordingly, library service quality can be defined as the difference or gap between users' expectations and perceptions of service performance. Based on this definition, it could be concluded that the goal of the academic library as a service organisation should be to reduce this gap.

5.1.3. Alternative models of service quality

The Nordic School and the American perspective of SQ are quite logical and universal models which can indeed be used in different fields, library and information sciences are no exception here. At the same time I think that in the context of contemporary academic library e-services, these models need some complementing because they do not sufficiently consider the role of the user. The analysis above shows that both of these mainstream models see the user primarily as the evaluator of quality; with such an approach, the users' expectations and their actual experiences with the services are of primary importance.

However, the academic library e-service is born in the communication and cooperation between two contributing parties – the user and the library. So we can use, according to Gummesson (1991), the term "service quality" together

with the term “relation quality”, examining quality primarily as a successful interaction with the service user. Goodwin (1990) has a similar approach, writing that the service and its result greatly depend on the user of the service and their knowledge, experience and motivation.

Self-service forms an important part of e-services; therefore, the role of the user is substantially increased. Empirical results of Andra Siibak’s study indicate that taking advantage of the ICT using and user co-creation “depends mostly on user agency: motivation, creativity and setting of one’s priorities” (Siibak 2009: 53). Compared to the traditional face-to-face library service, the user can use e-library without a mediating librarian. Consequently, if we try to fit the described SQ models into the context of the e-services of academic library, we cannot neglect the independence of the service user and their contribution to the result of the service. The user’s expectations and evaluations are not sufficient any more; the user’s potential and contribution have an important role as well. We need to complement the above-mentioned models with another, a so-called democratic approach, which would specify the user’s role in attaining the quality of the service. This is the reason why I was looking for and also analysed the alternative theories of service quality.

As **Study I** reveals, not all theoreticians agree that SQ and library SQ can be called the gap between expectations and performance. Various other models of service quality can be found in the relevant literature, for example Seth et al. (2005) observed and evaluated 19 different SQ models. In my earlier work (Einasto 2005) I described in detail several alternative models of SQ; the most promising for my current research seems to be the Meyer and Mattmüller (1987) SQ model where service quality is defined by both the service organisation and the customer quality potential. In their view, the service provider can only release this potential through the active involvement of the customer. So, according to Meyer and Mattmüller (1987: 191), the service quality consists of four sub-qualities: potential quality of the service provider and of the customer (i.e. their capabilities, technical and personal skills and willingness), the process quality and the outcome quality. While the Meyer-Mattmüller model is not as widespread and implemented as the SERVQUAL and the Nordic School models, this approach seems especially relevant because the Meyer-Mattmüller model takes into account both the service provider’s and the service user’s roles.

However, still another party besides the user and the library should be mentioned here. This is the university as the library’s parent institution. Through its services, academic library serves the objectives of its university/academy. The university has a role in the quality of e-services as well, since the direction of library development and the volume of its financing, which is needed to guarantee the meeting of the users’ needs, depend on the university. Unfortunately, none of the library SQ models of today consider the interests and effect of the parent organisation. While including in my conceptual model the Meyer-Mattmüller approach to SQ as the quality of a potential, I need to note that the potential of the academic library largely depends on the university. Thus, when

building the SQ model, it is necessary to bear in mind that the potential of the academic library reflects the potential of the university.

5.2. Theoretical approaches to library e-services

The analysis of relevant literature shows that the scholarly investigation of the nature of e-services started in the early 2000s. In librarianship and information science, the theoretical interpretation of the essence and specificity of library e-services, as well as their classification, is still lacking. In this chapter I try to systematise e-services of academic library and the studies which investigate the academic library e-service quality. First, I provide the theoretical analysis of relevant literature which reveals the nature and specificity of e-services and test these theoretical approaches in the context of academic library.

5.2.1. The nature and specificity of library e-service

In simple words, e-service can be called web-based services (Reynolds 2000), interactive services that are delivered on the Internet (Boyer et al. 2002) or internet-based interactions between service providers and their customers (Rust and Lemon 2001). Thus the terms 'e-service', 'online service', and 'web-service' can be considered as synonyms. However, in my dissertation, I do not use the term 'web service', because according to Haas and Brown (2004: on-line), the term 'web-service' is defined as a 'software system designed to support interoperable machine-to-machine interaction over a network', so this term is used mostly in the computer science context. Note that for quite a long time, researchers (see e.g. Dabholkar 1996; Meuter et al. 2000; Dabholkar and Bagozzi 2002; Zhu et al. 2002) described the e-service mainly as a self-service experience. Froehle and Roth (2004) pointed out that the main difference between the e-service and traditional service lies in the nature of service encounters in e-services, notably, in the absence or presence of human contact.

In the present thesis I consider e-services as a communication process, where communication between user and library is held online via a web browser or some other interface. Schultz and Schultz (2004: 153) define communication as a "process which is based on similar features of different subjects which are:

- interconnection for transferring messages;
- expectation-driven behaviour which gives rise to information;
- certain concrete overlapping cognitions, i.e. knowledge, experiences, evaluations, etc.;
- intentions or results concerning one's condition or behaviour."

All these features are present in the library e-service, meaning that the academic library (e-)service is a conscious act of communication, related to the intentions, expectations and needs of the users and also of the library. Outcome of this act

can be seen in the results and quality of the service. Thus this dissertation considers library e-service as a social interaction, having at least two participants – the library and the user – and the result of their interaction depends on both sides, both of them contribute to the quality of the service.

In this thesis I examine the library information system as an instrument for communicative acts. I find support from the well-known theoretician of services marketing John M. Rathmell, who already in 1966 said, “a service is an act” (Rathmell 1966: 33). Foremost, I shall use the viewpoint of Weber (1978) in his social action theory that communication is intentional. Eagly and Chaiken (1993: 168) define personal intention as a “person's motivation in the sense of his or her conscious plan to exert effort to carry out a behaviour”. My view is that the user's communication with the library is, as a rule, intentional, purposeful and premeditated, as people turn to the library as a social institution to satisfy their different needs for information, communication, self-fulfilment, etc.

Conceptualising library e-service as an intentional social action emphasises user's communication with library, librarians and other users through a user interface. According to Cronholm and Bruno (2002), the use of an IT-system is viewed as a social process consisting of technology-mediated service communication. This approach fits into the context of this study, as it was created for highly communicative e-services, such as the library service.

To analyse the library e-service in the context of communication theories I also proceed from Dennis McQuail's (2003: 10) concept that in the communication process it is important to identify the communicating parties and the functions and objectives of communication, to understand how the communication takes place (channels, language, codes), to specify the content and to find out the results and effects of communication. Accordingly, the *library e-service* can be defined as the interaction between the user and the library system/librarian, held on the Internet, in order to meet the user's information needs and resulting in providing the user with the needed information or access to other services and opportunities (renewal of due dates, managing one's search history, etc.). We can first conclude that people use library e-services because they have the information need which the library as the provider of information services is able to meet. Second, the library e-service may be content-centred or/and communication-centred (the classification of library e-services is presented in Chapter 5.2.2). Third, in the process of e-service the user and the library establish online communication where the key point lies in the access to knowledge and other opportunities provided by the library.

The following Figure 2 presents the library information system as a socio-technical system for communicative action. This Figure helps to visualise the user's interaction with the library system in the process of e-services. According to Kling et al (2008), the socio-technical approach to the library information system and e-service takes into account software and technology, as well as the wide social context, such as the existing work and communication practices, the users' experiences and skills, the existing user support structure and its possible need for improvement due to new developments, etc.

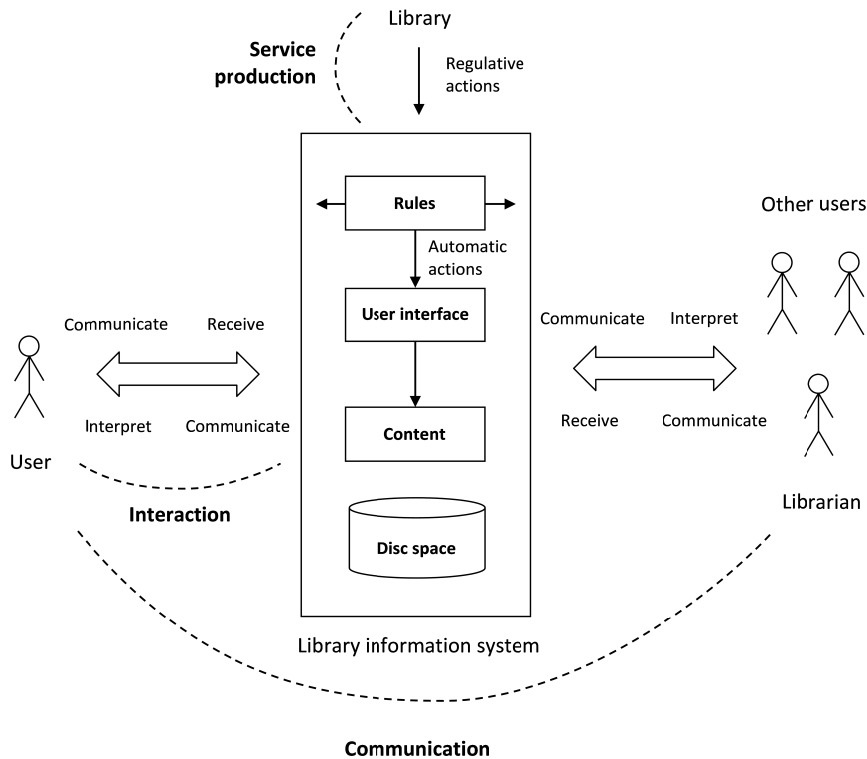


Figure 2. Library information/socio-technical system (by the author, adapted from Goldkuhl 2009: 383)

The model of information systems by Goldkuhl (2009) is adapted to the library context. According to Goldkuhl (2009: 383), there are three important and inter-related levels in the e-service:

- 1) **the interaction** between a customer and an IT-system,
- 2) **the communication** between the services staff and the customer, or between other customers, mediated by an IT-system,
- 3) **the service production**, where the service is produced at a service organisation for a customer.

On the above model, the library user (sender of the message) interacts with the information system or/and communicates with the librarian (recipient of the message) via the information system, e.g., sends an e-inquiry to the reference librarian. The modern information systems enable user communication not only with librarians but with other users as well. Messages from the users are automatically forwarded according to the library information system protocol and rules. The system processes the message and has to have enough disc space for storing many messages. Goldkuhl (2009) highlights that the most important aspect is that the recipient of the message has to be able to understand and interpret it in order to take further action. For example, as a result of a service,

the reference librarian has to be able to send the required information to the user. Information system has to support all these processes: sending, processing, storing, forwarding and interpreting of messages.

The main difference between the traditional service and e-service in a library is that the e-service users have to participate in the service processes more actively. They rely entirely on their ability to use technology to obtain the service. Thus the nature of library e-service is not limited to only a human-computer interaction. This is also a communication with two or more actors (user, librarian, and other users), therefore, I approach the library e-service as a human-to-human communication via computer with the IT-system support producing results in favour of humans. Here I support Goldkuhl (2006, 2009) viewing IT-systems as the media which are used for supporting the communication between a sender and a receiver (in the academic library context – users and librarians or other users) in order to successfully manage the service process that produces value for users.

Conceptualisation of the library e-service is needed because it can help to specify the role and mission of the modern academic library. In the digital age, the role of the library embodies more than simply being an information portal and a book repository. In the course of e-services, the library and the user can have a direct communication or the exchange of messages, but there is also the transmission of content. E-environment makes the academic library a mediator who provides and supports scholarly communication and knowledge transmission, thus the library information system, shown in Figure 2, can be seen as a system for both communication and mediation.

I presume that the role of a mediator makes the library more and more unnoticeable and even invisible. In my work, I have met university members who have never thought about how large prices the library has to pay in order to ensure access to scientific journals and to purchase new technological applications and computer programmes. If we return to the idea voiced in **Study IV** that the library keeps the difficult search engines and a rigid classification system in order to preserve its power, I would want to add that this could also be the library's attempt to become more visible to its users.

5.2.2. Classification of academic library e-services

So far, professional literature has not offered a classification of academic library e-services. Hereby, I attempt to systematise library e-services based on the Fassnacht and Koese (2006) idea to approach e-services through such dimension as the position of the service from the user's point of view. Regarding the position of the service from the user's point of view, we distinguish between stand-alone services and supporting services. In the case of stand-alone services, the e-service is designed to be used by customers without any assistance from the staff, and this phenomenon is referred to as the technology-based self-service.

Adapting this idea to the academic library environment, I am going to add another dimension, connected with the other party active in the service – the library. It has been proposed previously that the academic library has two roles in providing e-services – the mediator of content and the provider of other opportunities. These opportunities include online activities which facilitate the using of the library, such as renewal of due dates, managing one’s search history, online reference, etc. Offering these opportunities to users, the academic library performs the role of the service provider. Accordingly, regarding the library’s role in the e-service, we distinguish between the library as a mediator of content and the library as an e-services provider. In Table 4, I offer the following matrix for the classification of academic library e-services along two dimensions: the user’s position in the service and the library’s role in the service. This classification is based on my analysis of the websites of leading academic libraries with a description of their e-services.

Table 4. Classification of academic library e-services (by the author)

Library’s Position in the Service	
<i>Library as mediator of content Library as e-service provider</i>	
User’s Position in the Service	<i>Stand-alone, self-services</i> <ul style="list-style-type: none"> - Access to full texts: e-journals databases (EBSCO Discovery, Google Scholar etc.) and e-books - Access to the institutional e-repository/digital archive - Research guides (subject information online)
	<ul style="list-style-type: none"> - Searching via OPAC (Online Public Access Catalogue), incl. tagging - “My Library Account”, incl. browsing own checkouts/due dates, online renewal, hold reading history and preferred searches - Rate books via OPAC - Information and news about library work, services and collections - FAQ, User ABC
<i>Supporting Services</i>	<ul style="list-style-type: none"> - Electronic document delivery - E-book-on-demand - Print-on-demand - DataDoi - Patron-driven-acquisition (PDA)
	<ul style="list-style-type: none"> - Stack request via OPAC - References by e-mail and online - Renewal by e-mail - Online request via Interlibrary Loans - User training/inform. literacy web-courses - Library chat - Library online forum/blog - Online reservation of library rooms, computers - E-bookstore

To summarise, when analysing computer-mediated communication in library, we can differentiate between the following human-based and computer-based interactions, see Table 4 and Figure 2 above:

- user – to information system (e.g. information search on the library web page, request and renew books), “Interaction” in Figure 2; the upper part of Table 4;
- user – via information system – to document/content (e.g. access to full-text databases, e-books, institutional repositories), “Interaction” in Figure 2; the upper left block in Table 4;
- user – via information system – to librarian and vice versa (e.g. e-reference service), “Communication” in Figure 2; the lower part of Table 4;
- user – via information system – to other user(s) and vice versa (e.g. writing in library forums and blogs, rating of books, tagging), “Communication” in Figure 2; some services from the right part of Table 4;
- librarian – to information system (e.g. design of user interface, setting rules etc.), “Service production” in Figure 2.

5.3. User participation in the academic library e-service delivery

This chapter analyses the working user concept, which is a valuable theoretical approach for this doctoral work, as it allows determining the user’s role in the service quality and helps in understanding the self-service processes at the academic library. Although the above-described models recognise the role of the user when talking about the service quality, they pay attention mostly to two aspects: 1) the user is the assessor of quality; 2) quality must meet the user’s expectations. At the same time, the practice of academic libraries shows that user participation in the service process and the users’ ability at self-service make them the library’s partner and co-producer in pursuing better quality.

5.3.1. The articulation of the academic library users

The articulation of the users of the academic library services is a necessary starting point for this thesis and analysis, because the terminology we use can help us to establish the quality of our interactions. According to Lepik and Carpentier (2013: 136), the articulations of visitors of memory institutions are “co-existent semantic tools”, used by public institutions “to make sense of the complex relationships with people”. Meaning that the words used in the library communication reflect how librarians think about the people who use library services and how library views the goals of its work. Thus it is necessary to understand what the library is communicating when using these terms, and which term is most appropriate in the context of this study.

Both the practice and literature (Budd 1997; Hampton 2004; Gross 2013) show that there are many ways for articulating library users: library visitor, patron, reader, user, customer, client, member, and borrower. The choice of terms depends on the type of the library and traditions of different countries. For example, the word “patron” is widely used in libraries of the USA, indicating at the supporting role of the public towards the institution of the library. However, American librarians think that the word “patron” is antiquated, because the patron, as a rule, is a benefactor who is above libraries, so this term has the potential to send the wrong message (see, e.g., Molaro 2012, Gross 2013). In recent years, the American colleagues have actively promoted a new term “member”; Molaro (2012) thinks that referring to a patron as a member acknowledges the social role of libraries in the community. In general, this can be taken as a positive trend, but I think that this term narrows down the library usership to members of a concrete community. In the information society of today, the usership of an academic library is global. For example, any person older than 16 years can become a user of the UT Library, no matter where they are located, and thanks to e-services, the library resources and services are not exclusively accessible to UT members.

In Russian libraries, the most used terms are “reader”, “visitor” and “library user”. The difference between the “reader” and the “user” lies in the fact that a user can be any person who uses the resources and services of a library, not necessarily registered at the library, but a reader is an officially registered library user (Glossarij 2013). “Library user” is also the most wide-spread term in European libraries, and I have not found any discussions about this term in professional literature.

Estonian libraries have traditionally used the term “reader”, under the influence of the German model of librarianship where the term “leser” (“reader”) is the most common; however, the term “user” is common in Estonian academic libraries especially in the context of the remote library use as e-service. Both “reader” and “user” are functional terms, related to people’s information needs and library’s functions, such as a loan of a book, information search, access to the library environment and library services. However, this articulation (*reader vs user*) expresses not only the semantics, but also the philosophy of the library nature, functions, and changing role: what is the library, who needs it, and for what? As was discussed previously, the library is a social institution with the memory, learning and cultural functions. Since learning processes increasingly shift to virtual environment, the library as a mediator of content and provider of e-services recognises its audience as *the users*. However, until the library performs its cultural function, promoting the culture of reading and the value of book, arranging book exhibitions and meetings with writers, the library communicates with the public as with *readers*. Thus, the term “reader” seems to be more related to the traditional role of the library of offering printed information and to the time, when the primary need and function of the library user was to read. The word “user” is less

associated to books and more related to e-information and online using of the library, being more universal, contemporary and of wider meaning.

Regarding the terms “customer”, “consumer” and “client”, Budd (1997: 309) writes that “for some good reasons, academic librarians see library users as customers, and library materials and access as commodities”. I think that their “good reasons” involve the shaping of the human-centred attitude of librarians and their favourable relationships with users. Thinking about library users as consumers of information evokes the willingness to help them and to provide quality customer service enhancing the image of library as an information provider. I support the customer-oriented way of thinking, but I do not find it favourable to use the terms “customer” and “client” in the external communication of the library, because I am sure that libraries do not need to borrow terms from the business or any other sphere. Public institutions of such a long history as libraries have a professional terminology of their own and plenty of suitable words for naming their users. I think that the business/ marketing terminology could be useful for the libraries in the philosophical sense, as a semantic value in interpreting their work. In my dissertation, I take “user” and “customer” as synonyms, but when applying some marketing concepts and principles to librarianship, I call library customers “users”.

I presume that the term “user” is well suited in the context of the modern academic library. In this thesis, I define the *academic library user* (synonyms: reader, patron, customer) as a person who has some need (information, communication etc.) and interacts with library to meet this need. Library users are people who have chosen library services, who have chosen communication with the institution of library to satisfy their information needs. I believe that this is a contemporary term, reflecting the notion of information in its widest contemporary meaning, referring to the fact that information can be acquired through different channels and sources: Internet, Google, library. In addition to this, the term “user” fits especially well the context of e-services. I disagree with Anthony Molaro, who wrote about library users as people who “need something the library offers but the library does not need them” and “who consume without creating” (Molaro 2012: online), because the user can create content, start communication, and add their effort and labour to the service process. To support this argument, I shall now discuss the concept of the “working user”.

5.3.2. The concept of the “Working User”

The concepts of service “co-production” (Gartner & Riessman, 1974) and “prosumers” (Toffler, 1980) were coined in the 1970s and 1980s to describe the customers who use self-produced products and services. These concepts expected that service providers should actively involve their customers in the service process in a way that the customers are partial co-creators of the service and its results, similarly to the service staff. Other new concepts emerged, such as “partial employees” (Mills, 1986; Bowen, 1986), “unpaid employees” (Ner-

dinger, 1994) and “quasi-employees” (Ford and Heaton, 2001) to mark the customers who actively participate in the service process, taking on a share of the work of service staff members.

Library users have always in many ways contributed to some extent to the service process, however, the role of the library user as the customer of the information service has been changing since quite substantially over the last century (**Study III, IV**). There are a different driving forces to this changing: the development of self-service technologie (**Study II**) and transforming library-users communication (**Study IV**), the desire of user to gain more control of the information searching process. So the library users today are more like co-workers, who assume specific elements of a service process that remains ultimately under the control of a library. In my dissertation I interpret this development as the emergence of a new type of library user – *the working user*. This interpretation is based on the Rieder and Voss (2010) concept of the working customer.

According to Rieder and Voss (2010: 5), we can talk about a new type of customer – the working customer. This new type of a customer is not only the consumer of service but they 1) are systematically involved in the service process, working and making an effort; 2) become an explicit resource in creating additional value; 3) become a specific worker, whose work is not legally defined or protected. This concept also describes a new type of labor power, enhanced worker self-control, an efficiency-oriented self-exploitation of their work potential, and a correspondingly efficient self-management of their everyday lives (Dunkel and Kleemann 2013). Information and digital turns with self-service technology, as mentioned above, are an important driving forces in the process of outsourcing to the user. Dunkel and Kleemann (2013) also highlighted that in the today information society, work invades the private lives of individuals in a completely new way, because work outside the sphere of paid employment (in this case, self-servicing) is, however, completely new. „Over time, the customer ceases to be a private person“, today he or she is a working customer, and the „employer“ for such work is the service organisation (in our case, the library). Accordingly, „it makes sense to speak of a current erosion of private life which, until now, characterized society“ Dunkel and Kleemann (2013: 190-191).

Rieder and Voss (2010) importantly observed that the *working customer* differs from the *prosumer* and *co-producer*, who are usually only selectively involved. Compared to that, the *working customer* is systematically involved in the service process just as if they were a part-time worker of the service providing organisation. For example, in the academic library the user can independently, without librarian’s assistance, find and request the needed materials, renew the due dates, search for subject literature in databases, download full texts or use the cloud technology to print them out or send them to their e-mail, etc.

Anitsal and Schumann (2007) state in their study that the result of a service often depends on the quality of customer labour. According to this concept,

three main factors may be used for reflecting the customer labour. First, there is “an *action* showing that a specific service task is performed” (Anitsal and Schumann 2007: 353). Considering this in the context of academic library, it may be the scanning of a book at the self-checkout or requesting a book from the stacks via the e-catalogue. The second factor is “the *amount of work* done in rendering of e-service” (Ibid.). In the library it may be associated with the number of books scanned at the self-checker or the number of clicks and input keywords and other data during a search. “The third factor is the *effort* or the user’s perception of his/her individual energy spent” (Ibid.). Introducing the above approach for academic libraries, I prefer, as previously discussed, library terminology, and use the terms “user labour” and “working user”.

5.3.3. User’s potential for participation

I analyse the user contribution to the academic library service process and its results mostly according to the customer participation typology by Anitsal and Schumann (2007), which distinguishes between the physical labour, cognitive labour and emotional labour of the customer. By this distinction, in the case of library e-services we can talk mostly about the intellectual efforts and cognitive potential of the user. I define it as the user’s knowledge, skills and attitudes needed for successful online service – knowledge about library and its services, information literacy, and digital skills.

According to Jan Steyaert (2000: 1–2), there are three types of digital skills. *Instrumental skills* are related to simple basic actions, such as sending e-mail with an attachment or using notebook with touchpad. In the traditional media context, the instrumental skills can be equated, for example, with the reading skills. *Structural skills* are the skills of using hypertext or sufficient knowledge of English. *Strategic skills* include the skill to assess the relevance of the information or make decisions based on available information. Steyaert (2000: 2) finds that the instrumental skills grow with technological progress. People acquire these skills at an early age, using computers at school and at home. However, the strategic skills are much more important than instrumental. Steyaert writes about “digital divide” and stresses that, if even absolutely all people have computers connected to the Internet, there is someone who does not actively participate in the information social practice because they lack the necessary skills. Jenkins (2009) also found that the technology skills of young people are constantly improving, but the willingness to participation remains problematic since it requires other skills and knowledge.

In the academic library context, one of the most important strategic skills can be considered information literacy. Virkus and Metsar (2004: 295) remarked that “user education in libraries evolved at the end of the 19th century, but there is evidence that library instruction was given at German universities already in the 17th century in the form of lectures about reference books, study techniques, and how to use the library”. According to Julien (2002), information literacy

skill makes it possible to use information sources efficiently and effectively, to select appropriate search terminology, and evaluate information appropriately.

Since Sirje Virkus referred to 15 definitions of information literacy (Virkus 2011: 17–18) and concluded that the term “information literacy” has no generally accepted definition, I use here the formal definition from the Association of College and Research Libraries, which states that information literacy requires individuals to “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information” (ACRL 2000: 2). So it can be concluded that information literacy is a much broader concept than just information skills. In connection with the digital environment and e-services it is also appropriate to speak about digital literacy; according to Runnel (2009: 11), digital literacy is “the specificity of using and creating digitally mediated content”. Runnel (*Ibid.*) found that the concept of digital literacy brings the concept of user creativity to the centre of the debate on literacy, as users are becoming active producers as well as receivers of content, making interactivity and online participation possible.

Academic libraries provide great attention to users' information literacy skills. For example, Lepik et al. (2014) describe UT Library information literacy course for doctoral students, tutored by subject librarians. The information literacy training could become the basic service for today's academic libraries, because it helps students in developing lifelong skills and is also required for the successful outcome of e-service.

Thus, we can assume that library e-service users are involved in mental tasks and should make the cognitive effort. Moreover, they also get emotionally involved with the e-service. As Anitsal and Schumann (2007: 354–355) emphasise, “although there is arguably minimal labour, if any, involved in a positive emotional response, dealing with negative emotions (e.g., patience, trying to stay positive) may result in considerable emotional toll... if a customer loses his temper and then has to regain composure, this is viewed as emotional labour”. In addition to that, Anitsal and Flint (2003) showed that people usually do not complain about their emotional efforts, compared to cognitive and especially, to physical efforts. If we approach the online service as a communication process, it is clear that emotional contribution occupies quite an important role here, as the emoticons help the librarians to decode the users' online messages.

Participating in the e-service processes, users can contribute their potential on the different levels. To reveal the levels of user participation, I took as a basis the classification of the academic library e-services provided above in Table 4 and also use the approach by Anitsal and Schumann (2010), who distinguish between three different levels of participation: attendance (low level), information provision (moderate level) and co-production (high level).

The matrix created in Table 5 presents the academic library e-services depending on 1) the library function, and 2) the level of user participation in the service process. In case of the academic library e-services, on the lowest participation level the users make practically no effort in the service process,

they are mostly in the role of information recipients but they also need to communicate their needs and wishes. On the moderate level the users of e-service mostly fulfil the role of working users. In this role they use self-service opportunities to access the information and services mediated and provides by library. They also may be consultants for other users, for example, via library chat. In the role of a co-producer the users are able to participate in the design of services, e.g. by sending suggestions for the acquisition of new materials, assessing the quality of collections in their particular field of research, participating in the making of discarding decisions, assess the user-friendliness of the library web site, draw the staff members' attention to mistakes in the e-catalogue or tagging comments and new keywords.

Table 5. Levels of user participation in the academic library e-service process (by the author)

		Library's Function	
		<i>Library as mediator of content</i>	<i>Library as e-service provider</i>
The Level of User Participation	<i>High level (co-pro- duction)</i>	<ul style="list-style-type: none"> - DataDoi - Patron-driven-acquisition (PDA) 	<ul style="list-style-type: none"> - OPAC (Online Public Access Catalogue): rate books; tagging; feedback; suggestions - User training/information literacy web-courses - Library chat, online forum, blog
	<i>Moderate level (information provision; working user)</i>	<ul style="list-style-type: none"> - Access to full texts and other materials: e-journals databases (EBSCO Discovery, Google Scholar etc.); e-books; institutional e-repository/digital archive - Research guides (subject information online) 	<ul style="list-style-type: none"> - "My Library Account": online renewal; browsing own checkouts/due dates; saving/hold reading history and preferred searches - Searching via OPAC - Information and news about library work, services and collections - FAQ, User ABC - Online reservation of rooms, library computer etc. - E-bookstore
	<i>Low level (attendance; user as information recipient)</i>	<ul style="list-style-type: none"> - Electronic document delivery - E-book-on-demand - Print-on-demand 	<ul style="list-style-type: none"> - Stack request via OPAC - References by e-mail and online - Renewal by e-mail - Online request via Interlibrary Loans

The user of academic library can today assume the following roles: 1) information recipient (consumer of information); 2) independent information searcher (working user); 3) co-producer/prosumer of information and service. Practical librarianship of today is mainly focussed on re-defining the role of the user, using the self-service-related opportunities; so at present, the academic library user performs mostly two main roles in the e-service process: the user as an information recipient and a working user. The working users can be considered as a resource for the library, because it is economically beneficial to have users self-servicing themselves. Using a definition from marketing literature (Bitner et al 1994), their participation can be called customer contribution. If people are ready to contribute into the e-service process to make it better, they can be engaged in the role of working users and quasy-employees by the libraries.

6. EMPIRICAL DEVELOPMENT OF THE CONCEPTUAL MODEL

The structure of this section is based upon the following issues: what could academic library achieve thanks to user participation and what is the impact of user participation on the e-service delivery and outcome; which criteria of e-SQ are important for users; which factors affect e-service quality in academic library.

6.1. The impact of user participation

Study II, based on the qualitative study, describes in more detail how users assess their role and participation in the assurance of service quality. All participants of the focus-group discussions described their own reasons for using the academic library online. Students follow library news and look for information about services and service points, use the e-catalogue and the Google Scholar. For the faculty, the library web page is, primarily, the gateway to e-databases and the university digital archive. The discussion revealed that when talking about library e-services, most of the respondents think about the computer-mediated communication with the library. Many of them gave the possibility of getting information immediately at their home or workplace, without paying a visit to the library, as the reason for their preference. Saving of time proved to be the main motive for using the e-service.

In order to determine the effect of user participation in the e-service delivery and outcome, the focus groups talked about their positive and negative experiences in using these services and analysed the reasons of their failure or success. Their negative e-service experiences can be classified by the cause of their failure, such as technical reasons (“server error”, “Internet connection is too slow”, etc.), or associated either with the library (“requested information was outdated”, “uncomfortable processing”, “it was not clear whether my order had been processed”) or the user (“forgotten password”, “could not find an appropriate keyword”, “do not know how to adjust ez-proxy setup in my computer”, “had no idea even where to start”). So the participants considered their participation and potential, which was defined as knowledge, skills and experience needed for successful e-service, as the critical factor for achieving e-service quality. Speaking about the effect of user participation, the groups stated that user experience is extremely important for successful e-services; this is a logical and expected result, because knowledge and skills increase with the growing experience. Thus, the **experience** in using e-services should be taken into account when building the model of e-services.

However, the way how the users are able to apply their potential depends on the service provider. The level of working conditions, provided by the library, is crucial: a comfortable and friendly environment and easy access, clear and

understandable rules, etc. Only under such high-quality conditions it is possible to talk about the successful application of user potential.

The quantitative survey also aimed at finding out what the users think about their role and potential. The questionnaire contained two questions about how the users assess the level of their personal knowledge and skills and the importance of these for successful using of e-services. The absolute majority of recipients (97%) believe that successful use of e-services could also depend on the user's personal knowledge and skills. At the same time, the users of the UT Library assess their skills and knowledge to be of quite high level – only 10% of the recipients thought that they did not have sufficient skills for successful use of e-services.

6.2. The criteria for successful e-service

Discussing the good e-service criteria, the participants of focus groups identified 15 significant criteria and stated their rationale for choosing the particular criteria: *user-friendliness, access reliability, security, speed, credibility, relevance of e-information, clarity of e-information, competence, feedback, dialogue, user participation, responsiveness, courtesy, empathy/support, and aesthetics*. **Study II** provides discussions about each criterion and users' definitions of them. The list of these quality criteria, specified by the focus groups, was complemented with eight additional items selected from relevant literature (see overview in Table 1, Chapter 4.1): *navigation, accuracy, assurance, sufficiency, completeness, easy access, personalisation/customisation and entertainment*. For operational definitions of the criteria see Table 6.

The next task was to specify the quality indicators which the library users regarded as very important and not important at all. I used statistical analysis, computing the average assessment of the importance. The results can be seen in Table 6, where the quality indicators are presented in the ranking by importance according to mean assessment by the users (5 – very important, 1 – not important). The most important quality criteria are credibility (m=4.69) and navigation (m=4.68), the least important criteria – entertainment (m=2.08) and aesthetics (m=3.36).

Table 6. E-utlibQUAL: operational definitions and average value of the academic library e-service quality criteria, (scale: 5 – very important, 1 – no important)

RANK	CRITERIA OF E-SERVICE QUALITY	OPERATIONAL DEFINITIONS	IMPOR-TANCE (average value)	SD
1.	Credibility	library website provides trustful information	4.69	.584
2.	Navigation	easy to find what the user needs, easy orientation on the site, the user should not be lost on the library website	4.68	.582
3.	Clarity	concise and understandable content, terms and conditions, easy requesting and contacting	4.66	.554
4.	Reliability	correct technical functioning of the website; no broken links; databases are up and running; relevant information is available	4.66	.567
5.	Accuracy	whether all the information related to the e-services is accurate	4.60	.606
6.	Assurance	feel confident in dealing with the site; providing personal attention	4.55	.634
7.	Relevance	library website provides useful and relevant information	4.55	.661
8.	Competence	possession of the required skills and knowledge to perform and provide the library e-service; expertise; problem solving	4.47	.697
9.	User-friendliness	the library website is logically structured; easy for quick access and navigation	4.45	.668
10.	Speed	quick navigation, search, and downloading	4.43	.732
11.	Security	user's personal information is protected; transactions are safe from intrusion	4.43	.869
12.	Easy access	Website gives easy access to texts and search features on both the office and home computer	4.37	.633
13.	Responsiveness	quick site-to-user response; effective handling of problems, helpfulness; making new information available; minimising computer response time	4.36	.743

RANK	CRITERIA OF E-SERVICE QUALITY	OPERATIONAL DEFINITIONS	IMPOR-TANCE (average value)	SD
14.	Completeness	exhaustive collections of e-materials to meet the users' immediate needs	4.32	.707
15.	Sufficiency	Information received from the website is sufficient to meet the users' needs	4.29	.746
16.	Dialogue	helpfulness; assistance from online representatives; availability of library chat, virtual area for comments, questions and suggestions; choice of languages; diversity of communication channels; easy finding of the contacts and people needed	4.28	.697
17.	Feedback	personal confirmation from library about successful or failed transactions (requesting, etc.), FAQ availability for the users' convenience	4.18	.924
18.	Courtesy	“netiquette”; respect of the partner; politeness; correctness	3.96	.941
19.	Empathy/ support	supportive guidelines for research and library use; empathy of the reference librarians; print-friendly format of the information; FAQ availability for the users' convenience	3.96	.934
20.	Participation	self-service options; encouraging/enabling the users' independent activities	3.91	.997
21.	Personalisation/ customisation	personalising the website to the users' needs	3.78	1.013
22.	Aesthetics	nice, stylish and visually pleasing design, colourful, with images	3.36	.910
23.	Entertainment	Animations, links to video clips, etc.; attractiveness	2.08	.883

In addition to mean assessment, the standard deviation was computed as well, showing that with some indicators, the assessments of importance differed much and could even be diametrical. The opinions were most diverse considering the importance of personalisation, participation, courtesy, and empathy – the importance of these criteria was high for students of all academic fields, but

low for faculty members of all academic fields, especially in *Realia*. As an example, a remark added to the inquiry by a lecturer of chemistry said, “*I do not expect any special courtesy, empathy or supportive guidelines from the library. I only need new information in my field of research straight to my desktop as quickly as possible*”.

6.3. Factors affecting e-service quality

The faculty and doctoral students in focus groups mostly associated their negative experiences with e-services with the following key words: speed/time, motivation, experience. Time tends to be a critical factor for the perceived e-service quality. Many participants said that time is their most valuable resource and related it with emotional labour. The focus group discussion also made clear an interesting aspect that students said that cognitive labour is the most critical for them, however, faculty members and researchers were more sensitive to emotional effort; especially when it demands patience with technological problems, e.g., too slow downloading. Discussion also revealed that the respondents were quite sensitive to the access to full texts, e.g., a defective link to a full text causes extremely negative emotions.

The key word “**motivation**” had a central place in the students’ discussion. Many students stressed that high information search competence results in pride and respect from their fellow students. Another interesting point of view was voiced by doctoral students who believed that user participation is based on the user's motivation and attitude, on their ideas about different things including studies, technology, information, library, people, communication, independence, etc.

Findings also show that respondents are interested in having more control over the service process, for example, the e-catalogue function My ESTER gives the users a lot of satisfaction, because it gives them control over their own user account: searches, loans, holds, renewals, etc.

Factor analysis enabled to identify factors affecting e-SQ, as a result of factor analysis, four dimensions with their associated 22 scale items were derived. Results of the factor analysis are given in Table 7.

Table 7. Factor analysis of individual dimensions of academic library e-service quality (the given factor values > 0,4), eUtlbQual, by author

Variable	Factor 1 Communication	Factor 2 Content	Factor 3 Access	Factor 4 Design
Support	.720			
Feedback	.716			
Courtesy	.673			
Dialogue	.695			
Competence	.694			
Responsiveness	.578			
Accuracy		.672		
Clarity		.661		
Relevance		.653		
Credibility		.649		
Sufficiency		.564		
Completeness		.537		
Speed			.768	
User-friendliness			.677	
Easy access			.667	
Reliability			.662	
Assurance			.640	
Navigation			.535	
Security			.533	
Entertainment				.759
Aesthetics				.753
Personalisation/ customisation				.501

The first factor, positively related with such quality criteria as support, feedback, courtesy, dialogue, competence, and responsiveness, is **communication**. The second factor, **content**, contains accuracy, clarity, relevance, credibility, sufficiency, and completeness. The third factor, **access**, includes speed, user-friendliness, easy access, reliability, assurance, navigation, and security. The fourth factor, **design**, contains entertainment, aesthetics, and personalisation/customisation. These e-service quality criteria, grouped by the results of factor analysis, led to the development of the conceptual model of academic library service quality provided in Figure 3 (see Chapter 7.1).

7. DISCUSSION

*“A theory is a good theory if it is an elegant model,
if it describes a wide class of observations,
and if it predicts the results of new observations.”*

Stephen Hawking, My position (1993: 44)

As the main result of this doctoral dissertation I propose to discuss the conceptual model (Figure 3) which provides a comprehensive framework for the academic library e-service quality and its determinants. In my articles (**Study I, II, III, IV**) and in **Chapter 6** of the introductory article I described the basis for my conceptualisation of the academic library e-service quality and the role of the user participation – the theoretical analysis provided in **Study III, IV** builds the conceptual framework, and the empirical research (**Study I, II**) helps to elaborate the proposed model.

7.1. Conceptual model of the academic library e-service quality

The conceptual model (see Figure 3) is built upon the understanding of the academic library e-service as an intentional communication act, based on the users' information need. As a result, the library provides access to information or other e-opportunities to meet this need. This is an online interaction with two parties – the library and the user. For successful interaction and service outcome, each of the parties has its own quality potential which will be used in the service process. Thus, the model has two main elements – the library-related and user-related quality determinants. The main specificity of the model lays in the fact that users' participation in the service processes, their potential and contribution are considered as constructs of e-service quality. Thus, in Figure 3, perceived service quality has been shown as an antecedent and consequence of user participation in the e-service delivery.

When building the model, I took into consideration the multidimensional conceptualisation of e-service quality. The dimensions of the model linked to the library are determined by the results of an empirical study. According to this, the four dimensions of service quality have to be considered from the library perspective: 1) communication, 2) content, 3) access, and 4) design. *Communication* is concerned with aspects of the human-to-human (librarian-to-user) communication, *access* is concerned with aspects of the user-information system interaction, *content* is related to the information provided or mediated by the library, and *design* is focused on the aspects of e-environment and website design options. All these dimensions form the library quality potential.

Next, the model describes the user-linked factors; so with the help of this model we can conceptualise user participation and contribution to the e-service process and results. Here, I use the conception of the “working user”, described

in Chapter 5.3.2, according to which user contribution mostly involves cognitive and emotional labour. *Cognitive labour* is in the model conceived as the user's media competence and *emotional labour* includes managing emotions when user is achieving the intended goals, (patience, friendliness, empathy). According to the findings in the empirical study (**Study II**), the user's *experience* and *motivation* were fitted into the model as additional parts of user potential.

The process of e-service is in the present model associated with functional quality, answering to the question “**how** (is e-service delivered)?”. The quality of outcome deals with the result of the e-service usage and is associated with technical quality, answering to the question “**what** (did the user receive)?” (See the Nordic School approach, described in **Study I, II**). In building the model, I also used the Gap theory of service quality, developed by the American school (**Study I, II**). Based on this, I take the above-mentioned dimensions of the library and user potentials as critical points which affect the e-service quality. In my opinion, such conceptualising is essential for librarians because, as shown in **Study I**, by monitoring these points, they can correct them and improve the service quality.

According to the theory of the disconfirmation (described in **Study I**), gaps may emerge in all quality dimensions during the service process; the model lists eight of them. Four of these gaps are related with the library (G1 – communication gap, G2 – access gap, G3 – contents gap, G4 – design gap); the other four are related with the users (G5 – cognitive efforts gap, G6 – emotional efforts gap, G7 – experience gap, G8 – motivation gap).

Based on the focus groups discussions, I thought that in conceptualising the library e-service quality, it is important to take into account the fact that the perception of quality can still depend on some other determinants. To mark these determinants, I use the term “perception filters”, coined by Quartapelle (1994). These filters are not as crucial in assessing the e-service quality as the already mentioned eight quality factors and the quality gaps, but they also play their role in the perception of service quality and these filters can reduce or strengthen the effect of the factors or gaps. In the model, I consider the following filters: the user’s sense of effort spent in the service delivery; the user’s sense of control over the service process; the image of the academic library.

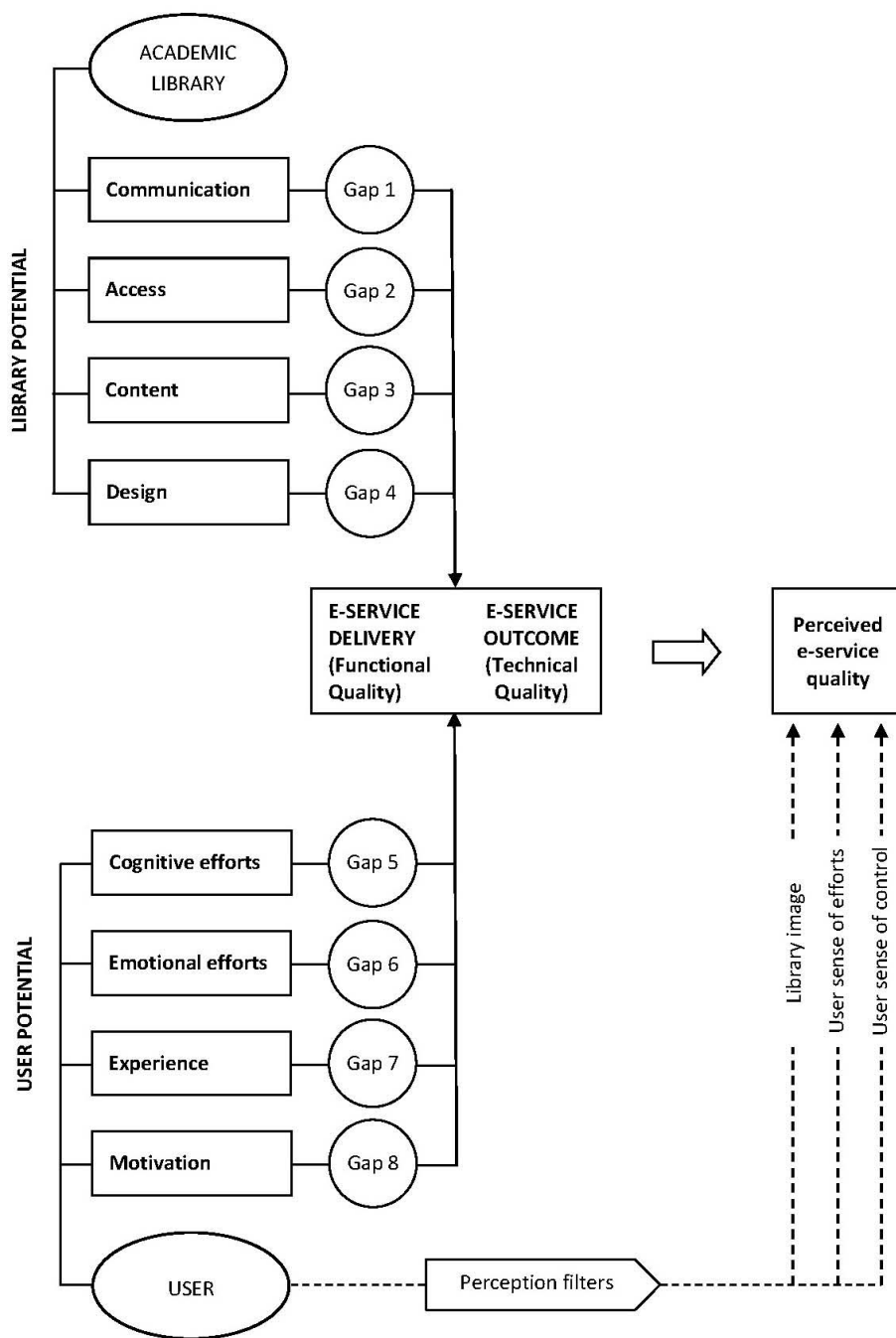


Figure 3. Conceptual model of the academic library e-service quality (by the author)

Findings in the empirical studies (**Studies I-II**) support the importance of user participation. So in my opinion, the basic question for discussion in the present doctoral dissertation is the “user” dimension in the conceptual model of e-SQ (Figure 3). I believe that assigning the user a role, meaning clearly defined user’s participation in the service delivery, is also needed for the communicative turn in the library institution. As this doctoral study has two theoretical contexts (SQ-related business/service context and user participation-related social context), I shall compare the business/marketing and social approaches to the academic library communication. This comparison is presented in Table 8 and forms the basis for my discussion on the following issues: the role of user; the levels and forms of user participation; challenges and risks (extended discussion of the principles of library-user communication is provided in **Study III, IV**).

Table 8. Academic library e-service and user participation in the e-service delivery, business/service and social approaches (by author)

LIBRARY-USER COMMUNICATION	BUSINESS/SERVICE APPROACH	SOCIAL APPROACH
Principles of library-user communication	One-way, vertical Control Taxonomy Digital and information turns Saving library resources Providing knowledge Marketing discourse	Two-way, horizontal Trust, support Folksonomy Digital, information, communicative turns Increasing access Co-creating knowledge Social purposes of communication
The user roles	Information consumer/customer Working user/quasi-employee Quality evaluator	Co-producer Prosumer Quality co-creator
The levels and forms of user participation	User labour Usage, exploitation Access, interaction Involvement	User empowerment Prodisage Access, interaction, decisions Engagement
Challenges and risks	Quality gaps linked to library User motivation User digital skills Tiring for user	Quality gaps linked to library and user User motivation and librarians’ attitude User media competence Expensive for library, resource-intensive

7.2. Changing role of user

The “communicative turn” in academic libraries is centring on the changing power relations in the library-user communication and on the role of user. If we consider the three turns described in this work (digital, information and communicative) which have occurred in academic libraries, the question arises, which one is the most important among the three. Based on the theoretical analysis (**Studies III–IV**), I think that the so-called digital and information turns are not revolutionary turns but, rather, they are new and effective ways the library can use to store and disseminate information and automate its work processes, including user services. This is mainly a technological evolution, whose importance and impact are compared in **Study IV** to the inventing of the printing press by Gutenberg. Despite the huge effect these turns have on library work, the functions, mission and principles of the work with information have remained the same.

Compared to that, the “communicative turn” can be called a true revolution, because the virtualisation of information and services; new technologies for obtaining information are already questioning the irreplaceability of the library as a social institution which offers information services, and require that libraries revised their ways of communication with their users. As Lotina’s (2016: 16) study revealed, “technologies have not only speeded up the process of information dissemination and enabled a convergence between different types of media, but also changed the roles of users – ordinary people become producers and actors, professionals and experts”.

The next question, whether librarians accept the changing role of the user, i.e. whether the communicative turn really takes place in academic libraries? Regarding the position of academic libraries of today in Table 8, I can say that libraries mostly use the business/service approach for developing their e-services, or in the other words, they exploit the user’s potential. Asking for the opinion of their users on the service quality is a widespread practice, but still, libraries do not consult their users on how to systematise information or how to design services. In ensuring the quality of the content and access, the libraries trust only their own expertise.

I am sure that libraries have their own objective reasons. When delegating control to the users, tagging and other types of folksonomy may increase the probability of the occurrence of user-linked quality gaps (see Figure 3). In order to exclude them, or at least to diminish their effect and to guarantee the quality of the content, the library has to check regularly the activities of its users (**Study IV**), or, according to Lynch et al. (2010), to apply the “radical trust” and focus on the rising of the media competence of its users. All these ways are related to quality gaps and additional costs. Thus, the “working user” approach helps the libraries in economising their resources and is in a greater accord with the role and responsibilities of the libraries – by having a complete control over the content and access, the library is able to ensure high quality and to direct its resources to eliminating of possible quality gaps.

I should note that not all librarians think that users have sufficient skills to cope independently with the e-service process. To guarantee service quality, the user will, rather, be assigned only the smallest role of the sender of an information request, and the relevant information will be found and forwarded by the librarian. However, I do not want to state that the reason for a service gap is, as a rule, the user's insufficient knowledge and skills. As it was analysed above, the library sets some barriers for the users, for example, controlled vocabulary schemes (subject headings, taxonomies), which provide a way for organising information at the academic library. For example, a good language skill (structural skill) is sufficient for a Google search, which is based on natural language vocabularies, but it is insufficient for a library search, governed by a controlled vocabulary with authorised terms, which can successfully be used only by an experienced user with specific skills. I think that here we can see the power technology of the library system, which attempts in such an implicit way exercise its power in communication with the user.

It is also important to distinguish between the foundations for the library's contribution and the user's contribution to the e-SQ. The library's contribution is based on its institutional mission – academic library **has** to make an effort to offer high-quality service, this is the social task of the library. The user has no such task and they cannot be made to take responsibility for service quality. Thus, the user does not have to, but **could** actively contribute to the e-service process, but at the same time, the user has the right to remain simply an information consumer, sending their inquiries to a reference librarian. In this case, the user's active participation is of a minimal level, limited to the formulating and sending of information requests.

In summary, the concept of user' participation and their role in the quality creation has not yet been adequately defined since it is quite a complex problem with different focuses (**Study IV**). In this doctoral thesis I try to clarify, which of the user's roles would add to the service quality and which one would make it more complicated. I would not want to oppose these roles to each other but, rather, it is clear that one and the same person can assume different roles in different situations and that each time, they can use the library in a new role. The library has to offer high-quality e-services to its users no matter their present role. Besides, in all their roles, the users contribute more or less of their cognitive and emotional efforts to the service delivery process. But when thinking about services for future academic libraries, we have to reflect about which of the user's roles are really effective and productive in library (e-)service development and in the consolidation of the library-user communication. The level of user participation and contribution is different in each role and it is important to understand, which level is more acceptable for the academic library or for the users, and accordingly to improve library service quality.

7.3. The levels of user's participation

In the e-service process the library offers its users free access to its resources and ensures their independent interaction with the information system. However, can we say that it is a partial delegation of power over the process? Though this is not the power over the library info-system, because, as rule, the library users do not make decisions about design of system/process, they only use the e-service design that is offered by library. Thereby, the question arises whether this can be called “user participation”. Nico Carpentier (2012: 170) says, “The balance between people’s inclusion in the implicit and explicit decision-making processes, and their exclusion through the delegation of power (implicit or explicit), is central to discussions on participation in all fields”. So, it appears that we often call the “participation” other things, such as “self-servicing” and “working user”, where we offer users mostly access to service and interaction with library info-system.

However, when talking about e-services, I consider very important Carpentier’s observation that participation is not the same as access and interaction, and that access and interaction do not automatically lead to participation “because of their less explicit emphasis on power dynamics and decision-making” (Carpentier 2012: 172). In the activities of the “working user”, which are restricted to access and interaction, we can find only a minimal amount of participation. I propose that the most important factor which the library is ready to delegate to its users is the control over the e-service process. But real control over the library information system with all regulative rules is held by professional librarians. Such minimal participation, using Carpentier’s words, “mainly serves the needs and interests of the mainstream media system itself, instrumentalising and incorporating the activities of participating non-professionals” (Carpentier 2012: 171). Consequently, it may be risky for academic libraries to consider their users as a resource and to increase the share of self-service in order to economise their staff costs, because this may erode the trustworthy communication between the academic library and its users.

There is another important aspect when discussing participation levels – terminological, e.g., differentiation between *involvement* and *engagement*. A definition of “involve” is “to enfold or envelope”; conversely, “engage” can be defined as “to come together and interlock.” Thus, involvement implies “doing something to someone”, whereas engagement implies “doing something with someone”. Moreover, the term parent engagement indicates a shared and continuous responsibility (Collaborating... 2011: 57). A library user in the role of the “working user” is involved in work, but they are not responsible for the result. In the role of the “co-producer”, both the control and responsibility are partially delegated to the user.

Table 5 (see Chapter 5.3.3) shows that today the academic library e-services are mostly designed in such way that the level of the users’ involvement in service process varies from low (attendance; user – information recipient) to moderate (information provision; working user). Another observation is that the

library can offer users more opportunities for participation on high level (rate books, tagging, suggestions and feedback) if the library performs the function of services provider. In the role of mediator of content, the libraries mainly provide the moderate and low level of user participation, since most of the mediated content is protected by copyright. Users can independently search and access the full texts but they cannot share this content freely. Therefore the open access (OA) movement supported by academic libraries seems promising, because the open data can freely and without any restrictions be downloaded, disseminated and re-used. So the users may use and share OA materials, and thus become co-mediators. In this regard, the DataDoi (e-service that collects, preserves, and distributes scientific research data) seems especially promising for the academic library user participation on the high level.

7.4. Supporting role of the academic library

As an academic library practitioner, I am interested in how could the active user participation be stimulated in service delivery. It is also important to realise that the academic library is in a pressing need for trained information specialists who, with their high media competence, can support and help motivated users. It may happen that the user, who is not confident in their information skills, prefers not to use the library in order to avoid negative experiences. In this context, we can also question the irreplaceability and visibility of the library among other service providers and Google.

Study IV indicated that Google has already won a large portion of search territory from libraries and is not likely to return it. At one time, people turned to libraries to get information, but today, there are so many free sources of information that many people can meet their needs outside knowledge institutions. As the present qualitative study explores, students admit that Google is their first information source. However, the empirical study showed that people trust information from an academic library more than that found on the Internet. I suppose that academic libraries have a better position in their competition with Google because the academic community trusts their expert staff. For example, although my fellow PhD students are well able to find information from research databases, they would still often turn to me as the librarian for some consultations, e.g., about scientific journals ranking.

In the model of e-SQ (Figure 3) the users' cognitive potential has been recognised as a factor which determines service quality; however, it also determines the level of user participation and independence in using library e-services. TU Library practice shows that instrumental skills of users, especially of the new generation, are often higher than those skills of librarians. Students - online library users - are very good in setting up their computer with an e-proxy server or installing a new version of Java for using a digital archive. Their structural skills, especially English language skill, are also best developed. But they are often in trouble and ask for help in searching for correct keywords, in

using logic operators, in assessing the relevance of information. Insufficient strategic skills of the users may prevent their participation in service delivery and their contribution to SQ. Thus, the promotion of information literacy and media competence training as a basic academic library service is very important today. The task of the academic librarian of today is not to teach students “our tedious classification systems” (Harley et al. 2001), but to support them in information search and information quality evaluation.

Consequently, a perspective issue in the academic library services is the user support, understood as the help that the academic library specialists and other library users can give to the e-service user. This support may be technical (e.g., consultation about accessing e-journals), information-related (Help and FAQ at the user interface), or emotional (e.g., humorous emoticons or even specially designed “librarianship emoticons”). The aim of such help is to minimise the risks of user-linked quality gaps and to motivate the users to contribute more to the service result. Consequently, the dimension of the service quality model (Figure 3) which is related to the emotional part of the service process is no less important than its technological or cognitive parts. Moreover, it was a little surprising that so many emotions can be related to using e-services in the academic library; focus groups listed such key words as happiness, pride in oneself, interest, enthusiasm, courage, thankfulness, patience, anxiety, and frustration. This confirms the importance of emotional labour in conceptualising the service quality (Figure 3), because knowing this, libraries are better able to motivate their users by evoking their positive emotions and minimising negative ones in order to avoid quality gaps in emotional efforts.

The importance of emotions in the e-services gives rise to another problem for discussion – the human aspect of the library e-service. In this doctoral work, I cannot leave aside the issue of academic library e-communication regarding personal contact with the library system, meaning, how hypothetical library users perceive e-communication, whether they feel that they communicate with the information system itself or, if to quote one of the respondents, “with friendly people behind the computer screen” (**Study II**). For example, the users are not very happy receiving standardised formal responses in the course of the service because it feels too machine-like to them. Some users mentioned that they can even reconstruct the face and voice of the librarian who answers their e-mails.

Thus, the human aspect did not disappear in the library service delivery. Even if the service is rendered in the virtual environment, the “human touch” in the “high-tech” settings of library services is still important for academic library users. The users find equally important the possibility of getting information independently, quickly, comfortably and without physically visiting the library, and the possibility of getting the needed consultation and support from the librarian. The observation that it is not enough for users to have the “human-computer” interaction; they need the “human-via-computer-to-human” communication as well is intriguing. Perhaps one of the most surprising findings was that younger users value the human aspect more than older academics. The

higher is the users' academic status, the larger independence and control they need. Students appreciate support and assistance; furthermore, they desire a dialogue not only with the librarian, but with their classmates and other, more experienced users. However, this aspect embodies certain risks and challenges to libraries.

7.5. Quality challenges for academic library

Risks and challenges linked to library are discussed in **Study III**, focussing primarily on the problem of expertise, examining it in the context of the socio-cultural transformation. One of the most drastic changes for today's libraries is that librarians can no longer present themselves as experts. Library expertise translates into the bibliographical control of knowledge and universal classifications for systematising information. **Study III** pointed out that this approach to the world of information has been successful for hundreds of years. I agree with Ray (2001) that it is no wonder that librarians keep trying to organise the electronic information environment. However, I am rather sceptical about Ray's (1998: 251) opinion that "the elegant, hierarchical, and logical simplicity of the library's traditional system has served us well and is likely to do so for a long time to come". The logical hierarchy systems of the library, being a product of the Modern Era, are not very compatible with the today's users' world-view, because the information overflow and digital transformations have dramatically changed the conceptions of knowledge production, classification and use, where anyone can be in the role of an expert. I rather agree with Martin's (2009) opinion that it is important for library services not only to examine the fact that people do not consider libraries to be portals of information, but also the fact that today's users see themselves as being capable information seekers.

However, information expertise has for centuries been a playground of librarians, so handing this playground over to non-professionals could become a great challenge to academic libraries. As a professional librarian, I am interested, for example, in Lankes' question, how a traditionally strict and rigid system, such as the library (e-)catalogue, might offer possibilities for user participation in, for example, the e-service process, if users could add their own data, keywords or comments to the catalogue to assist other users (Lankes 2008). Moreover, my practical work shows that the e-service user may send questions not to a reference librarian, but to other users, who then give answers in the role of a consultant. For libraries, this is a truly new and seemingly risky approach.

It's clear that active user participation in the e-service delivery raises a number of questions, in particular about quality, professional ethics and responsibility, to academic librarians. The library is a public institution, providing public services and being responsible for their high quality. Examining the suggested model of quality (Figure 3), we can see that the user dimension can have an effect on the achievement of a high quality result by increasing the number of possible quality gaps. For example, if the library does not control the

content any more, we cannot be sure that the quality of the content will meet the criteria which are important to the users – accuracy, thoroughness, reliability and correctness (according to **Studies I-II**).

Hence the next discussion issue is how well academic librarians are prepared for the related anxiety, disruption and chaos which can be viewed as the risks linked to users. For many centuries, perfect order and discipline formed the main principle of library work. User participation, which may involve some loss of control, can damage this order. However, I do not think that user participation could lead to total disorder. Rather, user participation may bring uncertainty and unpredictability to the library system and to the service delivery, but despite this, because of the real communicative turn, today's libraries should trust their users' skills and knowledge to a much greater extent. However, practice shows that academic libraries are not so enthusiastic in accepting everything that user participation might bring along.

On the one hand, user participation may endanger the quality of library service, but if we want to match our services to our users' expectations, academic libraries should adopt new ways of information work and make their rigid cataloguing and classification systems more flexible. I agree with Duderstadt (2009: 220), who thinks that librarians have developed knowledge in many forms, and "so much of this wisdom, many of these fundamental concepts and principles, continue to be valued as they are applied to the digital world". However, based on my own experiences in the work with users' requests, I would suggest that we need to develop our services in a way which could make information search in an academic library as comfortable as in Google, offering, for example, spell checking in the searching process and, maybe, also tagging the user's own keywords and comments.

Our taxonomy-based principles, stemming from the Modern era, could perhaps be reassessed and enriched with folksonomy, delegating some of the power and control to users. Coyle (2007: 290) proposes that "librarians might take the advantages of both folksonomy and traditional information organisation systems and use them simultaneously to increase access to library collections". Academic libraries are right now facing the challenge of the need to consider library users not just as working users whose effort is systematically exploited in the e-service process. Academic libraries could not only put users to work, but also, utilising the possibilities of user participation and co-creation, trust them with more control over the system, give them empowerment and a greater freedom for making decisions. Librarians could see their users as, using Siibak's words, "knowledgeable" human agents (i.e., people who know what they are doing and how to do it) and understand that users engaging in online environments "need to put into practice their necessarily structured knowledge" (Siibak 2009: 18). I also support Lankes's (2010: 1) opinion that the academic libraries of today should "focus on connection management instead of collection management". However, this challenge requires the changing of some basic attitudes in communication with the users, but also the maintaining of the high quality of the service.

In principle, I find the ideas of participatory cataloguing, collaborative tagging, and folksonomy interesting and perspective, because they are democratic, collaborative, empowering and oriented to users' needs. These ideas may have their future in the development of the library communication strategy and new services. Furthermore, these ideas could be successfully applied just in the academic library with a larger user competence and potential. However, we cannot forget that the library has to be responsible for the reliability and correctness of information (**Study II**), which informs the criteria for e-service quality.

This is why I think that finding the balance between quality assurance and partial delegating of control over the e-service process to the users will be the most serious challenges for the academic libraries already in the near future. According to Zwick et al. (2012: 184), "if the balancing act between user control and freedom cannot be accomplished, the creative labour of the user may be become stifled". The analysis of the Table 8 above allows us to conclude that today, academic libraries are facing a serious dilemma: should they continue developing their services as self-service, making their users act as "working users", but not changing their rigid taxonomic information systems and search engines that demand high media competence, or should they start to develop folksonomy and involve their users as "co-producers". It is difficult to decide what is right and what is wrong, because here may clash the values of the modern and the postmodern/digimodern eras, the challenges of professional ethics and information society, and the users' needs and the responsibility of the library (**Study IV**).

According to Weise (2004), the library is subject to change and must be flexible to accommodate change. It does not mean the academic libraries have to abandon their traditions and values, but rather "to find a way to incorporate the old and the new in rational manner" (Weise 2004: 11). In this regard, **Studies III–IV** pointed out that today's academic librarians should not only diligently use new technologies and marketing approach in their work, but also have a deeper understanding of the processes of social and cultural transformations. This understanding will also help libraries in designing new high quality (e-)services and assigning the users their role. It is important because the users' experience, information competence and skills, combined with their motivation and willingness to participate in the service process, also affect the user-perceived quality.

7.6. Limitations and implications of the study

The conceptualisation of service quality has up to now been the most debated and controversial topic in the scholarly literature. The information provided by this doctoral thesis may have implications for library managers as well as for academics. The theoretical contribution of research lies in complementing the technological and marketing approaches with a communication and user

participation-based social approach for better understanding of the e-service quality. Thereby, contacts with the library IT-system are viewed as a social process, based both on technology and communication.

The proposed conceptual quality model can help professional librarians to understand the essence of the library e-service from the user's point of view, and to find out which factors affect it and which quality gaps can appear during the e-service delivery. The practical value of the study is that it shows the possibility to design e-services in accordance with the users' expectations, based on the quality criteria important to them. I hope my study will create awareness among academic librarians to pay more attention to e-service quality attributes, as well as assist them in improving e-service performance.

Librarians could find inspiration from the proposed model, as well as from the methods used for conducting the survey assessing the e-service quality. Although this was not the primary aim of the dissertation, this study also developed a comprehensive instrument for evaluating the academic library e-service quality. The method of UtlibQUAL and e-UtlibQUAL, developed and used in this work, were empirically tested and they can be offered to library managers for monitoring e-service quality and for analysing the survey data.

Although this research was carefully prepared, I am still aware of its limitations and opportunities for further research. First, the empirical study was conducted only in Estonia and at one specific library, the University of Tartu Library. This academic library is unique for its history as well as its resources and environment. However, it should be noted that this library context has been used mainly for empirical development of the e-SQ model, and not for all processes of conceptual modelling. Since an essential part of conceptual modelling is knowledge acquisition, or the process of specifying the problems and describing the system, such theoretical analysis demanded more general information related to previous research studies with a wide geography, different types of libraries, as well as to various socio-cultural contexts. This fact allowed suggesting that the proposed conceptual model can be generalised to fit other libraries as well. Here, I primarily consider such European academic libraries which are comparable with the UT Library, as they offer services to universities comparable to the University of Tartu. Whilst, for the future research it would be interesting and useful to widen the scope over the whole of Estonia area, and also Baltic and other European academic libraries.

Second, it could be useful to conduct a similar survey at other types of library, for example at public libraries, and to compare the results. Investigating the librarians' opinions about the e-service quality dimensions would also be a promising idea. The concept of “working user” is also promising for future research. Academic libraries could explore which factors motivate users to contribute their effort to the success of e-services more actively, and how libraries can show users the recognition for their efforts.

A limitation of this study is also its small sample. The qualitative study was conducted with two focus groups. The response rate in quantitative study was 41%. Moreover, for technical reasons it was not possible to receive the

information about demographic groups from the TU Library users' database (general sample) to compare it with the sample of quantitative survey. In addition, since I am a professional librarian (a representative of the library system), it is unavoidable that a certain degree of subjectivity can be found (coding and interpreting of the focus groups discussion, theoretical analysis) in my dissertation.

8. CONCLUSIONS

This chapter provides answers to the research questions of this doctoral dissertation. The conclusions, based on theoretical analysis (**Studies III–IV**) and empirical research (**Studies I–II**) and set into the framework of the main research questions, are the following.

- *The communication of the academic library with its users is changing under the influence of information society, but real “communicative turn” is still in development (Study III, IV)*

Transformation of the academic library communication is illustrated in detail in Figure 1 (Chapter 3.4) and **Study III, IV**. This doctoral thesis concludes that the academic libraries of today have gone through the information, digital and communicative turns. Communicative turn is the most important among them because it establishes a new type of relations with the users. The theoretical analysis made in the **Studies III–IV** shows that for centuries, the communication between the academic library and its users has been based on power relations, where librarians had the authoritative position as information experts. However, processes of cultural transformation and democratisation have influenced the nature of these power relations. Today’s library readers are self-confident and empowered media users, who can control the content provided by library and share their information experiences with other users. User involvement in the library projects, design and delivery of services means the creation of a new type of interaction in library communication, based on dialogue. With the development of user roles and the rise of self-services technology, user participation has become an important issue for libraries.

As the authoritarian position of the library was left in the past, we may have an illusion that there are no power relations any more in communication between the user and the library. For example, this fact that the library institution still feels the need for preserving its modern-era rigid and taxonomic information systems shows just the system’s attempts to keep its implicit power. Such an approach allows us to discover a new power strategy in new modes of library work, which is much more subtle, compared to the disciplinary forms. User involvement in self-service processes is an example of the new communication strategy of academic libraries.

Academic libraries of today are very successful in applying the marketing ideas and digital technologies; however, **Study III, IV** conclude, that the communicative turn is still in development because the librarians are still clinging to the business/marketing approach to their users and Modern era principles in communication with them. Academic libraries develop their e-services with the aim of assigning their users the role of a working user and delegating to them a part of work functions, but not control, so we can find only a minimal amount of participation in the activities of the “working user”, which are restricted to access and interaction.

This thesis concludes that the most important factor which the library is ready to delegate to its users is the control over the e-service process. But the real control over the library information system with all regulative rules is held by professional librarians as information experts. This dissertation proposes that considering the quality of services, it may be the most reasonable because the library is a social institution, providing public services and being responsible for their high quality. But it is important to provide diverse opportunities for user participation and make the participation easy and convenient.

- *User participation has drastically affected library philosophy and practices, thus the concept of librarianship and its practices have changed considerably. User involvement offers to the academic libraries new opportunities in the service design, delivery, and in achieving high quality of services (Study II, III, IV, Chapter 6.1, 7.5 of the introductory article)*

The theoretical and empirical analysis provided in this study allows to conclude that user participation can be really effective and perspective in library (e-)service development and in the consolidation of the library-user communication. Library users can contribute to the service design and the service delivery; they can even consult and support other users as library quasy-employees.

With regard to the quality of services, users can offer physical, intellectual and emotional contribution to the library e-service process, thus they can be co-producers of service quality (**Study II**). This means that libraries can acquire a great deal of effort, knowledge and valuable information from their users, and this requires librarians to trust their users and their potential much more. In practice this idea means, for example, the implementation of folksonomy and tagging – users can add own data, keywords or comments to the catalogue for assisting other users.

Study III describes the new type of library services and interaction between libraries and their users. **Study III, IV** conclude that users can help shape the library space and services more directly by using the tools and methods which are common in digital culture. This in turn can create new opportunities for an effective dialogue between the academic library and its users. The level of user participation and contribution may be different, and it is important to understand, which level is more acceptable for the academic library or for the users, and to use this understanding in the service design, delivery, and improving library service quality.

- *User participation in the e-service delivery and outcome influences the quality of e-service, it may depend on the potential of user and on the level of participation (Study II, III, IV, Chapter 6.1 of the introductory article)*

Empirical results (**Study II**) confirmed that for library users, the e-service process is more than an interaction with the information system (user-computer); rather, it is the “user – via computer – librarian/other users” communication. Users are ready to contribute their cognitive and emotional labour and they wish to have more control over the process, meaning that they agree that their participation in the e-service delivery could have an effect on the result and they are ready to make an effort for a better result. At the same time, they do not wish to overexert, neither do they want to take the final responsibility for the service quality. Thus, the way the users can apply their potential depends on the academic library as the service provider, most importantly, on the level of working conditions the library has established: comfortable and friendly environment and easy access, understandable rules, etc.

This doctoral thesis considers that the user of the academic library e-services can have the following roles: 1) information recipient, consumer of information; 2) independent information searcher, working user, library quasi-employee; 3) co-producer of information, prosumer.

The users have the least effect on the service quality in the role of an information recipient. Although they do not remain entirely passive in this role, they still have no control over the process as the library offers them the content and access to information in answer to their information request. In the role of a working user or a quasi-employee, users can exert much more influence on the service quality – the result of the service may depend on the effort they make to use their cognitive and emotional potential. We still must not think that in this role the user would be responsible for the service quality. Their level of participation remains minimal and only a few functions, which are usually fulfilled by librarians, are delegated to them via self-service. The library still has control over the library information system and bears responsibility.

In the role of a co-producer of the service, the users' contribution to the service process and results is the largest and in case the library uses folksonomy and collaborative tagging, they can also have some control and power. They can contribute to the content creation, cataloguing process, the design of access channels and the library webpage. Certain power functions are delegated to the users and their level of competence and skill can have a positive or negative effect on the service quality.

However, active user participation raises a number of questions, in particular about quality, professional ethics and responsibility, to academic librarians (**Study IV**). User participation may bring uncertainty and unpredictability to the library system and to service delivery, because their participation involves an aspect of loss of control (**Study III**). This challenge requires the changing of some basic attitudes in the library communication with the users, but also the maintaining of the high quality of the service.

- *Some elements and constructs of the mainstream models of e-service quality can be fitted into the academic library context. However, these models do not take into account the user potential, so an alternative*

approach is needed for the conceptualisation of the e-service quality (Study I, II)

A thorough analysis of the mainstream and additional alternative models was made in **Study I, II**. The American School and the Nordic School SQ theories inspired the development of the conceptual model (Figure 5) for this dissertation. It was also concluded that the mainstream SQ models do not consider the users of the service, their potential and contribution as the constructs of service quality. To summarise, I included in my model some ideas and concepts that seem to fit into the context of academic library:

- Gap approach to the SQ as disconfirmation between the expected and perceived levels of service, from the American quality school (Parasuraman et al. 1985, 1988);
- the Nordic school perspective, where the outcome of the service and the process of service delivery are both recognised as the forming parts of the perceived quality (Grönroos 1984, 1990);
- Meyer and Mattmüller (1987) idea that the quality, in particular, is a potential of the service provider and the service user that has to be realised in the service process;
- the multidimensional conceptualisation of service quality (Parasuraman et al. 1985; Brady and Cronin 2001; Janda et al. 2002; Santos 2003; Hernon and Calvert 2005) described in **Study I, II**.

- ***The criteria of the e-service quality related to the quality of information and quality of access are the most important for academic library users (Study I, II, Chapter 6.2 of the introductory article)***

This doctoral thesis revealed the following significant criteria of e-services: *user-friendliness, access reliability, security, speed, credibility, relevance of e-information, clarity of e-information, competence, feedback, dialogue, user participation, responsiveness, courtesy, empathy/support, aesthetics, navigation, accuracy, assurance, sufficiency, completeness, easy access, personalisation/customisation and entertainment*. For operational definitions of the criteria see Table 6 and **Study II**.

Study I, II revealed that in the UTL users' opinion, credibility of information and easiness of website navigation emerged as the main criteria of e-service quality. Thus, the most important indicators of academic library e-services are related to the content and access. Users want to feel comfortable on the library website, just as in its physical space. The aesthetics of the library webpage (colourfulness, images, videos, animations) is the least important factor for the users.

- ***The quality of e-services in the academic library is affected by a combination of factors related to both the library and the user potential (Studies I, II, Chapter 6.3 of the introductory article)***

The answer to this question gave me the building blocks of the conceptual model of the academic library e-service quality. The model of e-SQ as the main result of this doctoral thesis (see Figure 3) indicates that the academic library e-service quality is a multidimensional construct. Four factors affecting the e-service quality (content, access, communication, and design) can be listed from the perspective of academic library, and four more factors (emotional and cognitive efforts, experience, and motivation) are linked to the academic library users. In addition to this, the e-service quality can be affected by some gaps that may emerge when the user's actual experience does not meet their expectations or is lower than their tolerance level. These gaps can be also caused by both the library and the user. E-service quality may also be influenced by the so-called perception filters – the user's sense of control, the sense of effort and the image of the library.

Understanding of the important SQ criteria and factors that drive the e-service quality, seeing the relations between these factors and considering the risks are the fundamental success elements of the academic libraries of the future. I hope that this doctoral dissertation will encourage academic librarians to pay more attention to e-service quality attributes, to improve their e-service performance and to develop the communication between the academic library and its user.

9. BIBLIOGRAPHY

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SUMMARY IN ESTONIAN

Ülikooliraamatukogu e-teenuse kvaliteet ja „töötav kasutaja“: kontseptuaalne mudel

Doktoritöö „Ülikooliraamatukogu e-teenuse kvaliteet ja „töötav kasutaja“: kontseptuaalne mudel” koosneb sissejuhatavast artiklist ja neljast omavahel seotud uuringust, mis käsitlevad ülikooliraamatukogu e-teenuse kvaliteedi ja raamatukogu-kasutaja kommunikatsiooni. Käesoleva doktoritöö uurimisobjektiks on *ülikooliraamatukogu* (sünonüüm: *teadusraamatukogu*), mida käsitletakse töös sotsiaalse institutsioonina, mille põhifunktsioon on pakkuda informatsiooni õppe- ja uurimistööks ning mille keskmeks on infoteenused ja kommunikatsioon akadeemilise kogukonnaga. Ülikooliraamatukogu institutsioon on loodud selleks, et toetada kõrgharidus- ja teadusasutuste õppe- ja teadustegevust, tagades sellega nende eksisteerimise. Just ülikooliraamatukogud oma stabiilsusega on sajandeid olnud akadeemilise kultuuri ja pärandi säilitamise garantiiks paljude sotsiaalsete transformatsioonide vältel. Samas on ülikooliraamatukogu kui ühiskondlik institutsioon alati reageerinud aja muutustele ja väljakutsetele, on alati olnud, kasutades Miksa (1996: 101) sõnu, „kultuurse ja sotsiaalse kontekstide nähtuseks“, „ajastu-spetsiifiliseks fenomeniks”.

Ülikooliraamatukogu roll on kahtlemata muutunud 21. sajandi tehnoloogilise, sotsiaalse ja kultuurilise transformatsiooni taustal. Esmapilgul võib tunduda, et raamatukogu kui infoga tegeleva institutsiooni positsioon ja staatus tänapäeva infoühiskonnas peaks olema päris soodne või vähemalt stabiilne, kuid reaalne olukord seda ei kinnita. Raamatukogudele on tekkinud tugevad konkurendid (internet, Google, Wikipedia), lisaks sellele on oluliselt muutunud inimeste infokäitumine: enam ei pöörduta raamatukokku, et otsida vajalikku informatsiooni, mistõttu ei saa raamatukogu enam pretendeerida kõige esmasele ja tähtsamale kohale, kust otsitakse ja leitakse vastuseid inimeste infopäringutele. Viimasel kümnendil on muutunud aktuaalseks küsimus, kas raamatukogu institutsioon elab kriisi üle; sealjuures on arutletud palju raamatukogu tuleviku, väärtuste ja vajalikkuse üle (vt nt Savage 2008, Davis 2008, Basov 2009, LeMoine 2012, Mazuritski 2013, Stepanov 2014). Spetsialistide arvates võib raamatukogude tulevik sõltuda eelkõige sellest, kas nad saavad pakkuda ühiskonnale konkurentsivõimelisi teenuseid, mille kvaliteet vastab kasutajate reaalsetele vajadustele, ootustele ja soovidele. Sellega on põhjendatud raamatukogude huvi teenuse kvaliteedi probleemide vastu. Et teenindada edukalt akadeemilist kogukonda ja disainida uusi e-teenuseid, on tarvilik nii teoreetiliselt kui praktiliselt mõtestada e-teenuse kvaliteeti ülikooliraamatukogu kontekstis ning selgitada välja kvaliteeti mõjutavad faktorid ja võimalikud kvaliteedilõhed.

Võrgujuurdepääs digitaalsetele ressurssidele ja iseteeninduse osakaalu tõus muudavad mitte ainult raamatukogu teenuste osutamise kanaleid, vaid ka kasutajate rolli ja nende osaluse taset. Tänapäeva ülikooliraamatukogude e-teenuste üheks oluliseks tunnusjooneks on see, et kasutaja ei ole enam ainult infotarbija. E-teenus eeldab, et kasutaja panustab aktiivselt teenuse protsessi,

seega võib ta mõjutada teenuse tulemust. See on üks põhjustest, miks ülikooliraamatukogud hakkasid mõtlema sellele, kuidas saab iseteeninduse võimalusi ja tehnoloogiat kõige efektiivsemalt tööle panna ja mida peavad kasutajad oluliseks, kui kasutavad raamatukogu võrgus, ning mida võivad raamatukogud saavutada tänu kasutajate osalusele. Siit tuleneb ka käesoleva töö teoreetiline eeldus, et kasutajate osalus võib saada raamatukogu teenuse kvaliteedi oluliseks teguriks.

Käesoleva doktoritöö eesmärk on ehitada ülikooliraamatukogu e-teenuse kvaliteedi kontseptuaalne mudel ning määrata kasutaja roll teenuse protsessis ja selle tulemuses. Teisisõnu, selles töös püüan ma kontseptuaalse modelleerimise abil vastata küsimustele, mis on hea e-teenus ülikooliraamatukogus ja kas/kuidas võib kasutaja osalus seda mõjutada. Kontseptuaalne modelleerimine on, vastavalt Marxi ja Goodsoni (1976) definitsioonile, teooria elementide visuaalne representatsioon ja kontseptuaalse raamistiku loomine info korraldamiseks ja integreerimiseks. Modelleerimise meetodi abil saab paremini seletada erinevate protsesside sisu, sest mudelit ja skeeme kasutades saab keerulisi protsesse ja nähtusi lihtsustada ja paremini näha.

Töö eesmärgi saavutamisele aitavad kaasa järgmised uurimisküsimused:

- kuidas on muutunud ülikooliraamatukogu kommunikatsioon lugejatega ja lugeja roll infoühiskonna mõjul (**Uurimus III, IV**);
- mida võivad ülikooliraamatukogud saavutada tänu kasutajate osalusele (**Uurimus II, III, IV, sissejuhatava artikli peatükk 6.1, 7.5**);
- kuidas raamatukogu kasutajate osalus suhestub teenuse kvaliteediga (**Uurimus II, III, IV, sissejuhatava artikli peatükk 6.1**);
- kuidas sobivad ülikooliraamatukogu konteksti teenuse kvaliteedi *mainstream* mudelid (**Uurimus I, II**);
- milliseid e-teenuste kriteeriumeid peavad kasutajad olulisteks (**Uurimus I, II, sissejuhatava artikli peatükk 6.2**);
- millised faktorid mõjutavad ülikooliraamatukogu e-teenuse kvaliteeti (**Uurimus I–II, sissejuhatava artikli peatükk 6.3**)?

Doktoritöö eesmärk ja uurimisküsimused näitavad, et töös on kaks mõõdet: üks keskendub teenuste ja teenusekvaliteedi uurimisprobleemidele teeninduse, turunduse ja majanduse seisukohalt (**Uurimused I, II**) ja teine keskendub raamatukogu ja kasutaja kommunikatsioonile, kasutades selleks kriitilise sotsiaalteaduse lähenemist (**Uurimused III, IV**). Seetõttu on töö interdistsiplinaarne, selle teoreetilise raamistiku moodustavad erinevate distsipliinide teooriad, ideed ja kontseptsioonid, milleks on kommunikatsiooniteooriad, kriitiline sotsiaalteadus, kulturoloogia, raamatukogundus ning infoteadus, klienditeenindus ja turundus.

Uurides protsesse, mis toimuvad tänapäeva ülikooliraamatukogus (teenused, nende kvaliteet, kasutaja roll ja osalus), ei saa jätta arvestamata, kuidas on aastate jooksul muutunud raamatukogu institutsioon ja selle kommunikatsioon kasutajatega. Seepärast tegeldakse käesolevas töös selliste küsimustega, nagu raamatukogu olemus ja funktsioonid modernsel ja postmodernsel/digimodernsel

ajal, raamatukogu kommunikatsiooni transformeerumine, võimusuhted raamatukogu kontekstis, lugeja ja raamatukoguhoidja rollide muutmine. Töös eeldatakse, et arutelu nende küsimuste üle võib aidata paremini mõista ülikooliraamatukogu e-teenuste eripära ja kontseptualiseerida nii teenuse kvaliteeti kui ka lugeja rolli selles.

Väitekirja põhineb neljal artiklil, millest kaks (**Uurimus I, II**) on empiirilise suunitlusega ja tutvustavad empiiriliste uuringute tulemusi ning moodustavad töö teenindus-majandusala konteksti, keskendudes (e-)teenuse kvaliteedi uurimisprobleemidele ja -metoodikale. Teised kaks artiklit (**Uurimus III, IV**) on teoreetilis-analüütilised: nendes arutatakse raamatukogu institutsiooni ja raamatukogu-kasutaja kommunikatsiooni transformeerumist ning need moodustavad töö sotsiaal-kulturooloogilise konteksti, avades kasutaja rolli muutmist.

Tegeledes käesoleva doktoritööga, sain ma inspiratsiooni TÜ Ühiskonnateaduste Instituudi (meedia ja kommunikatsiooni eriala) uuringutest, mis on ilmunud viimasel kümnendil. Käesolev doktoritöö puutub mingil määral kokku Linda Lotina (2016), Krista Lepiku (2013), Taavi Tatsi (2013), Pille Runneli (2009) doktoritööde ja teiste uurimustega (Aljas *et al.* 2010; Runnel *et al.* 2013; Lauristin ja Vihalemm 2014; Runnel ja Pruulmann-Vengerfeldt 2014), jätkates sama koolkonna mäluasutuste kommunikatsiooniuringuid.

Ülikooliraamatukogu transformatsiooni analüüsimisel (**Uurimused III–IV** ja väitekirja peatükid 3.1–3.4) on lähtepunktiks võetud Pille Pruulmann-Vengerfeldti (2015) lähenemine sotsiaaltransformatsioonidele läbi kolme dimensiooni: nendeks on info (üle)küllusest lähtuv **infopööre**, tehnika arengust lähtuv **digipööre** ja vahendatud suhtlusest lähtuv **kommunikatiivne pööre**. Raamatukogu info- ja digipööre on seotud infoühiskonna arenguga, mis on töös määratletud vastavalt Martini (2009: 3) definitsioonile kui „liikumine tööstusest informatsiooni- ja teenuste tööturule ning info- ja kommunikatsioonitehnoloogia kasutusele“. Info- ja digipööre tähendavad ülikooliraamatukogu jaoks info- ja digitehnoloogia rakendamist kõigis raamatukogu töö aspektides: arvuti- tehnoloogial põhinevad tööprotsessid, e-informatsioon ja *online* juurdepääs infoallikatele on muutunud kaasaegses ülikooliraamatukogus ülekaalukaks. Kui rääkida lugejateenindusest, siis uued võrguteenused on saanud üha levinumaks ja kasutajate poolt eelistatuimaks ülikooliraamatukogu kasutamise võimaluseks, koos sellega kasvab iseteeninduse osakaal ja kasutaja roll.

Käesolevas doktoritöös rõhutatakse, et raamatukogu e-teenused pole mingi eksootiline raamatukogulik instrument ega ka mingi lisasuund raamatukogude põhitegevuses. E-keskkonna ja võrguteenuste arendamine on raamatukogu funktsioonide ja kommunikatsiooni uus viis infoühiskonna tingimustes, mis seisneb selles, et lugeja interaktsioon raamatukoguga ja juurdepääs infole võib toimuda ka füüsiliselt kohale tulemata.

Ülikooliraamatukogu transformatsiooni illustreerib selles väitekirjas joonis 1 (peatükk 3.4). Töös tehakse järeldus, et info- ja digipööre on raamatukogu jaoks pigem evolutsioon – infokandjate, töövahendite, töömeetodite loomulik, kuigi tormiline areng, mis toimub koos uue tehnoloogia juurutamisega. Kuid, nagu rõhutab Marju Lauristin (2014), pole infoühiskond ainult tehnoloogia, vaid

eelkõige suhted ja nende muutmine. Raamatukogu jaoks tähendab see mitte ainult uusi vorme ja meetodeid töös infoga, vaid ka uute kommunikatsiooni-strateegiatega otsimist suhtlemises akadeemilise kogukonnaga. Raamatukogud püüavad mõista, kes on need inimesed, keda nad täna teenindavad, mis on nende uued vajadused, ootused, teadmised ja oskused, milline on nende infokeskkond, kultuurikontekst ja infokäitumise omapära. Raamatukogu kommunikatiivset pööret vaadeldakse selles töös mitte lihtsalt raamatukogu-kasutaja suhete arenguna, vaid (r)evolutsioonina, mida **Uurimuses IV** võrreldakse selle mõju järgi Gutenbergi ajastu revolutsiooniliste muutustega.

Uurimustes III, IV tehtud teoreetiline analüüs, mis põhineb kommunikatsiooni, infoühiskonna ja postmodernismi/digimodernismi teooriatel, lubab järeldada, et raamatukogu ja kasutaja kommunikatsiooni aluseks on sajanud olnud võimusuhted, mis väljenduvad järgnevas:

- kasutaja käitumise normeerimine ja distsiplineerimine;
- kontroll teadmiste ja neile juurdepääsu üle;
- raamatukoguhoidja kui informatsiooni liigitava ja korrastava eksperdi autoritaarne positsioon.

Kasutajaid distsiplineerides kasutas raamatukogu nende käitumise normeerimist, nt sisearhitektuuri abil (*panopticum*'i stiilis kujundatud lugemissaalid, vt joonis 5 **Uurimuses IV**), ja binaarsel opositsioonil „lubatud–keelatud“ põhinevaid käitumisreegleid. Viimase all mõeldakse töös mitte ainult erinevate keeldude süsteemi, vaid eelkõige seda, mida Foucault (2006) nimetab „süsteemiks strateegiliste mängude jaoks“, mis soodustavad inimeste käitumise määramist raamatukogu praktikates, nt infokäitumises. Selle jaoks kasutab raamatukogu oma ekspertiisi töös infoga, kontrollitud ja normeeritud kataloogimis- ja liigitamissüsteeme ehk taksonoomiat. Kasutaja puutub kokku raamatukogu võimuga, kasutades raamatukogus kõige lihtsamat autoriotsingut e-kataloogis: et otsida nt Foucault' töid, ei saa sisestada kataloogi otsivälja „Michel Foucault“, nagu näiteks Google'is, sest taksonoomiline raamatukogusüsteem nõuab normkirje kasutamist: „Foucault, Michel“. Selle lihtsa näitega võib illustreerida raamatukogu ja kasutaja kui agendi ja süsteemi võimusuhteid, mis ei kao kuhugi ka e-keskkonnas.

Doktoritöö põhineb arusaamal, et elektrooniline teeninduskeskkond, mis võimaldab teenuse kasutajal tegutseda iseseisvalt, on palju enam kui lihtsalt tehnoloogia. Raamatukogu e-teenus on protsess, kus osaleb kaks osapoolt – raamatukogu ja kasutaja. Väitekirjas analüüsitakse ülikooliraamatukogu e-teenuse olemust, mille käigus toimuvad erinevad interaktsioonid:

- kasutaja–infosüsteem (info otsimine raamatukogu kodulehelt, OPACi kasutamine, raamatute tellimine, pikendamine jm);
- kasutaja–infosüsteem–dokument, informatsioon (legaalne juurdepääs andmebaaside täistekstidele, e-raamatutele, institutsionaalsetele repositooriumitele jm);
- kasutaja–infosüsteem–raamatukoguhoidja (e-päringud);

- kasutaja–infosüsteem–teised kasutajad (kirjutamine raamatukogu blogides, teiste kasutajatega konsulteerimine foorumites, raamatute hindamine, *tagging* jm).

Töös on ka välja pakutud ülikooliraamatukogu e-teenuste klassifikatsioon (tabel 4, peatükk 5.2.2), mis siiani teaduskirjanduses puudus. Sõltuvalt kasutaja infovajadusest saab raamatukogu olla tema jaoks kas meedium/infovahendaja või nende erinevate e-teenuste/võimaluste pakkuja, mis teevad raamatukogu kasutamise mugavamaks (nt e-pikendamine, e-tellimine, *chat*, e-päringud). Siit võib järeldada, et raamatukogu e-teenuse olemus pole piiratud ainult „inimene-arvuti“ interaktsiooniga. See on ka kommunikatsioon kahe või suurema arvu agentide vahel (kasutaja, raamatukoguhoidja, teised kasutajad). Töös toetutakse Goldkuhli (2005) käsitusele IT-süsteemist kui kommunikatsiooni protsessi meediumist ja McQuaili (2003: 10) ideele, et kommunikatsiooni protsessis on oluline mõista, kes on kommunikatsiooni osapooled, millised on kommunikatsiooni funktsioonid ja eesmärgid, kuidas interaktsioon toimub (kanalid, keel, koodid), mille kohta see käib (teabe sisu) ja millised on kommunikatsiooni tagajärjed ja mõju. Seetõttu käsitletakse selles doktoritöös **ülikooliraamatukogu e-teenust** kommunikatsiooni aktina kasutaja ja raamatukogu/teiste kasutajate vahel läbi võrgu ja IT-süsteemi eesmärgiga rahuldada inimese info- jm raamatukoguga seotud vajadused ja mille tulemusena antakse kasutajale vajalik info või ligipääs sellele.

Eeltoodud definitsioonist saab järeldada esiteks seda, et inimesed kasutavad raamatukogu e-teenuseid, sest neil tekib infovajadus, mida raamatukogu kui infoteenuste osutaja saab rahuldada. Raamatukogu kodulehte ja infosüsteemi vaadeldakse selles doktoritöös eelkõige kommunikatiivse toiminguga instrumendina, toetudes Weberi (1972) sotsiaalse tegevuse teoorias esitatud seisukohale, et kommunikatsioon on tahtlik. Töös eeldatakse, et lugeja kommunikatsioon raamatukoguga on reeglina tahtlik, sihilik, ettekatsetatud, sest inimene pöörduv raamatukogu poole, et rahuldada enda vajadusi (infovajadus, eneseteostuse vajadus, suhtlemisvajadus jm). Teiseks tähelepanekuks on, et e-teenuse käigus tekib kasutaja ja raamatukogu vahel võrgusuhtlus, mille võtmeküsimuseks on raamatukogu poolt tagatav juurdepääs teadmistele. Ja kolmandaks, võrreldes traditsioonilise, „näost näkku“ teenusega, saab võrgukasutaja olla teenindusprotsessis üsna iseseisev, otsida ja kasutada informatsiooni ka ilma infoeksperti abita, nii et ühtlasi osaleb ta teenuse protsessis palju aktiivsemalt. Seega, ehitades e-teenuse kvaliteedi mudelit, soovitakse käesolevas dissertatsioonis läheneda akadeemilise raamatukogu e-teenuse kvaliteedile kui tulemuslikule interaktsioonile kasutaja ja raamatukogu vahel, mis võib sõltuda mitte ainult raamatukogust, vaid ka teenuse kasutajast ja tema potentsiaalset – teadmistest, oskustest, kogemustest ja motivatsioonist.

Kommunikatiivne pööre on võimaldanud sellise fenomeni sündimist nagu aktiivne ja enesekindel raamatukogu kasutaja, kes võib kontrollida ja kujundada sisu, hinnata raamatukogu teenuseid, jagada oma lugemis- ja infootsingu-kogemusi teiste kasutajatega, neid aidata ja neile nõu anda. Saksa uurijad Rieder & Voss (2010: 5) leiavad, et tänapäeval puutuvad teenuseid osutavad orga-

nisatsioonid kokku uue klienditüübiga, keda võib nimetada „töötavaks kliendiks“ (*working customer*) ehk „töötavaks teenuse kasutajaks”.

Uut tüüpi klient pole üksnes teenuse tarbija, vaid teenuse kasutaja, kes 1) kaasatakse süstemaatiliselt teenuse protsessi, mille käigus ta teeb tööd ja pingutab, ehk see protsess muutub suures osas iseteenindusprotsessiks; 2) muutub ettevõtte eksplitsiitseks ressursiks lisaväärtuse loomisel; 3) muutub omamoodi töötajaks, kuigi tema töö ei oma mingit legaalselt vormi ega juriidilist kaitset.

Working customer kontseptsiooni on kasutatud käesolevas töös, et avada ülikooliraamatukogu kasutaja panust e-teenuse protsessi ja tulemusse. Toetudes Anitsali ja Schumanni (2007) kliendiosaluse tüpoloogiale, eeldatakse väitekirjas, et kasutaja võib panustada e-teenuse käigus oma kognitiivse, emotsionaalse ja kogemusliku potentsiaaliga. Kognitiivse potentsiaali all on siin mõeldud kasutaja instrumentaalseid, strukturealseid ja strateegilisi oskusi, vastavalt Steyaerti (2000) digioskuste klassifikatsioonile. Töös rõhutatakse, et eriti oluliseks strateegiliseks oskuseks e-teenuse kasutamisel on raamatukogu kontekstis infokirjaoskus ja meediapädevus. Kui läheneda e-teenusele kui kommunikatsiooniprotsessile, siis on emotsionaalsel panusel siin samuti oluline roll, sest emotikonid aitavad raamatukoguhoidjal lugejate võrgusõnumeid paremini dekodeerida. Lisaks näitasid Anitsali ja Flint (2003, 2003) uuringud, et inimesed ei kurda tavaliselt oma emotsionaalsete, vaid kognitiivsete pingutuste üle. Oluline on ka Riederi ja Vossi (2010) tähelepanek, et töötav klient eristub kaasprodutsendist, keda kaasatakse tavaliselt valikuliselt. Võrreldes sellega kaasatakse töötavat klienti teenindusprotsessi süstemaatiliselt, nagu oleks ta teenindusorganisatsiooni osakoormusega töötaja, kusjuures Anitsali ja Flint (2003) uuring näitab, et teenuse tulemus sõltub sageli sellest, milline on kliendi töö kvaliteet. Teenuse kasutajast saab niimoodi partner püüdluses hea teeninduse poole.

Toetudes tehtud teoreetilisele analüüsile (**Uurimused III, IV**) ja empiirilisele uuringule (**Uurimused I, II, sissejuhatav artikkel**), tehakse käesolevas doktoritöös järgmised järeldused.

- ***Ülikooliraamatukogu ja kasutajate kommunikatsioon transformeerub infoühiskonna mõjul. Raamatukogud on edukalt teostanud digi- ja infopöörde, kuid kommunikatiivne pööre on alles kujundamisel***

Ühiskonnas ja kõrgkoolides toimuvad sotsiaal-kultuurilise transformatsiooni ja demokratiseerimise protsessid, uute e-teenuste ja iseteeninduse areng on mõjutanud raamatukogu-kasutaja võimusuhte iseloomu. Et raamatukogu autoritaarne positsioon jääb minevikku, siis võib tekkida illusioon, et kaovad ka võimusuhted kasutaja ja raamatukogu vahel. Kuid **Uurimused IV** rõhutatakse, et võimusuhted pigem transformeervad: näiteks vaadeldakse väitekirjas fakti, et raamatukogu institutsioon püüab ka tänapäeval säilitada oma rigiidsed taksonoomilisi süsteeme, kui raamatukogu institutsiooni püüet kehtestada ja säilitada sellisel implitsiitsel viisil oma võimu. See arusaam võimaldab meil avastada uusi võimustrateegiaid tänapäeva ülikooliraamatukogu kommuni-

katsioonis kasutajatega, mis on võrreldes eelmiste, distsiplinaarsete vormidega palju peenemad ja peidetumad. Kasutaja kaasamine teenuste disaini ja ise-teenindusprotsessidesse on uue kommunikatsioonistrateegia näited.

Väitekirjas tuuakse välja, et tänapäeva ülikooliraamatukogud on üsna edukad uue tehnoloogia ja turunduse ideede juurutamisel. Kuid, nagu järeldub **Uurimustest III, IV**, on kommunikatiivne pööre alles kujundamisel, sest raamatukogu(hoidja)d on veel ülemäära majanduslikult/turunduslikult orienteeritud oma lähenemises raamatukogu kasutajatele ega ole veel vabanenud modernse ajastu kommunikatsiooni põhimõtetest (**Uurimus III**). Ülikooliraamatukogud disainivad oma teenuseid, kindlustades kasutajatele „töötava kliendi“ rolli ja delegeerides neile osaliselt töötajate funktsioone, ehk sisuliselt ekspluateerides neid. Selles kasutaja kaasamises, mis on piiratud vaid juurdepääsu ja interaktsiooniga, võib näha osalust vaid minimaalsel tasemel. Selline minimaalne osalus, kasutades Carpentier (2012: 171) lähenemist, teenib peamiselt süsteemi vajadusi ja huve mitte-professionaalide abil.

Töös jõutakse järeldusele, et kõige olulisem võimutegur, mida raamatukogusüsteem on valmis delegeerima kasutajale, on kontroll e-teenuse **protsessi** üle. Kuid tõeline kontroll raamatukogu infosüsteemi üle koos kõikide regulatiivsete reeglitega kuulub raamatukogutöötajatele kui infoekspertidele. Dissertatsioonis pakutakse, et see võib olla kõige mõistlikum strateegia, sest ülikooliraamatukogu on sotsiaalne institutsioon, mis osutab avalikke teenuseid ja vastutab nende kõrge kvaliteedi eest. Kuid samas on oluline pakkuda kasutajatele mitmekesiseid võimalusi e-teenindusprotsessis osalemiseks, tehes nende osaluse lihtsaks ja mugavaks.

- ***Kasutaja osalus mõjutab oluliselt ülikooliraamatukogu kommunikatsiooni paradigmat, pakkudes uusi võimalusi teenuse disainimiseks, korraldamiseks ja teenuse kvaliteedi tõstmiseks***

Töös tehtud teoreetiline analüüs ja empiiriline uuring lubavad järeldada, et kasutaja osalus raamatukogu e-teenuste ja kommunikatsiooni arendamisel võib olla efektiivne (**Uurimus II**). Raamatukogu kasutajad saavad panustada uute teenuste väljatöötamisse ja osaleda e-teeninduses konsultantide rollis kui raamatukogu osakoormusega töötajad. Teisisõnu võib kasutajast saada raamatukogu e-teenuste kaasprodutsent ja teenuse kvaliteedi kaaslooja. Töös pakutakse, et selleks võiksid ülikooliraamatukogud minna aktiivsemalt kaasa kommunikatiivse pöördega, liikuda ekspertiisilt ja kontrollilt „radikaalsele usaldusele ja koostööle” (Neal 2011) kasutajatega – sisuliselt võib see tähendada folksoo- noomia lubamist raamatukogude infosüsteemides. Näiteks võiksid kasutajad lisada e-kataloogi oma märksõnu, jätta märkusi, kommentaare ja linke (*tagging*), mis võivad olla teistele kasutajatele infootsingul huvitavad või kasulikud.

Töös esitatud tabelist 5 (peatükk 5.3.3) on näha, kui vähe on e-teenuseid, mida raamatukogu praegu kasutajale kõrgeima osaluse alusel pakub. Seega on raamatukogudel oluline aru saada, milline osaluse tase oleks neile vastuvõetav,

et kasutada seda teenuste disainis, osutamises ja teenuse kvaliteedi tagamisel/parendamisel.

- ***Kasutaja osalus võib mõjutada e-teenuse tulemust, ja see võib sõltuda kasutaja potentsiaalst ja osaluse tasemest***

Empiirilise uuringu tulemused (**Urimus II**) näitavad, et ülikooliraamatukogu e-teenuse protsess on kasutajate jaoks enam kui lihtsalt interaktsioon infosüsteemiga (kasutaja–arvuti), see on pigem „kasutaja–arvuti–raamatukoguhoidja/teised kasutajad” kommunikatsioon. Fookusgruppide uuring näitas, et kasutajad on valmis panustama oma kognitiivset ja emotsionaalset potentsiaali e-teenuse protsessi ja tulemusse. Teisisõnu, kasutajad leiavad, et nende pingutused võivad mõjutada e-teenuse õnnestumist. Kuid samas ei soovi kasutajad pingutada üle ja leiavad, et lõplik vastutus teenuse kvaliteedi eest lasub raamatukogul kui infoteenuse pakkujal.

Anitsal ja Schumann (2010) eristavad osaluse määraga seotud kolme taset: kohalolek (madal tase), modereerimine (keskmine tase) ja kaasprodutseerimine (kõrge tase). Sellele toetudes pakutakse töös lisaks ülikooliraamatukogu teenuste klassifikatsioonile ka liigitust, kus e-teenused on eristatud vastavalt kasutaja osalusele (vt tabel 5, peatükk 5.3.3). Kõrge potentsiaaliga kasutajate panus on raamatukogu jaoks kõige väärtuslikum, sest nemad võivad osaliselt asendada raamatukogu spetsialiste, nii et neid võib käsitleda „osakoormusega töötajatena“ (Bateson 2002; Kelley *et al.* 1990) või „kvaasi-töötajatena” (Ford, Heaton 2001). Sellest lähtuvalt tuuakse doktoritöös välja ülikooliraamatukogu e-teenuse kasutaja erinevaid rolle: 1) informatsiooni vastuvõtja, infotarbija; 2) sõltumatu infootsija, töötav kasutaja, raamatukogu kvaasi-töötaja; 3) informatsiooni ehk teenuse tulemuse kaasprodutsent, *prosumer*.

Kõige väiksemat efekti teenuse kvaliteedile osutab kasutaja **infotarbija** rollis. Kuigi ta ei jää selles rollis täiesti passiivseks, puudub tal kontroll teenindusprotsessi üle ja ta tarbib seda informatsiooni, mida raamatukogu pakub, nt vastates päringule. **Töötava kasutaja** rollis saab ta palju rohkem mõjutada teenuse tulemust, panustades protsessi oma kognitiivset ja emotsionaalset potentsiaali. Kuid ta ei saa vastutada teenuse tulemuse eest, kuna omab protsessi üle vaid osalist kontrolli, mille delegeerib talle iseteeninduse käigus raamatukogu. **Kaasprodutsendi** rollis on kasutaja panus kõige suurem, ja kui raamatukogu lubab oma infosüsteemis nt folksonoomiat, siis saab kasutaja ise ka luua ja jagada informatsiooni – sellel tegevusel võib olla nii positiivne kui negatiivne efekt e-teenuse kvaliteedile. Seoses sellega rõhutatakse väitekirjas, et kommunikatiivse pöördega seotud kasutajate aktiivne, kõrgel tasemel osalus paneb ülikooliraamatukogud silmitsi tõsise väljakutsega, mis on seotud teenuse kvaliteedi, kutse-eeetika ja raamatukogu kui ühiskondliku institutsiooni sotsiaalse vastutusega. Kasutaja osalus võib kaasa tuua ebakindlust ja ettearvamatus teenuse kvaliteedi suhtes, sest osalus hõlmab kontrolli kaotamise aspekti süsteemi jaoks. Et tagada teenuse kvaliteeti, peab raamatukogul olema võim ja kontroll infosüsteemi üle, delegeerides seda kasutajatele ei saa aga

enam täielikku kvaliteeti garanteerida. Ka töös esitatud e-teenuse kvaliteedi mudel lähtub sellest, et teel teenuse kvaliteedini peab elimineerima võimalike kvaliteedilõhede mõju teenuse tulemusele.

- ***Üldtunnustatud teenuse kvaliteedi mudelite mõned elemendid võivad hästi sobida ülikooliraamatukogu konteksti juurutamiseks. Kuid samas pole need mudelid piisavad ülikooliraamatukogu e-teenuse kvaliteedi kontseptualiseerimiseks, sest nad ei võta arvesse teenuse kasutaja potentsiaali***

Kontseptuaalse modelleerimise käigus analüüsiti töös tuntud teenuse kvaliteedi mudeleid. Väitekirjas järeldatakse, et **Uurimustes I, II** kirjeldatud Põhjamaade ja Ameerika koolkondade teenuse kvaliteedi mudelid on üsna loogilised ja universaalsed, mis inspireeris kasutama neid erinevates valdkondades, ja raamatukogundus pole siin erandiks. Samas järeldub töös tehtud teoreetilisest analüüsist, et ülikooliraamatukogu kontekstis vajavad need mudelid täiendamist, ehk rohkemat arvestamist kasutaja muutuva rolliga. Mõlemad mudelid näevad kliendis eelkõige teenuse tarbijat ja kvaliteedi hindajat, selle lähenemise puhul on olulised kliendi ootused ja tegelik kogemus teenuse kasutajana. Kuid kasutaja ise mõjutab oma osalusega nii teenuse protsessi kui ka selle tulemust (Meyer ja Mattmüller 1987), seega võib raamatukogu kasutajat vaadelda ka kvaliteedi loojana. Siin on olulisel kohal mitte ainult kasutaja ootused ja hinnangud, vaid ka kasutaja potentsiaal ja panus. Seega tekib vajadus uue dimensiooni järele, mis avaks kasutaja rolli teenuse kvaliteedi saavutamisel.

Kokkuvõtvalt on dissertatsiooni põhitulemusena välja pakutud kontseptuaalne mudel inspireeritud mitmest ideest ja kontseptsioonist (põhjalikult kirjeldatud **Uuringutes I, II**), mis tunduvad eriti sobilikud ülikooliraamatukogu konteksti:

- Ameerika koolkonna lähenemine teenuse kvaliteedile kui diskonfirmatsioonile, lõhele oodatud ja tajutud teenuse taseme vahel (Parasuraman *et al.* 1985, 1988);
 - Põhjamaade koolkonna teoreetiline perspektiiv, kus teenuse kvaliteedi moodustavad mõlemad, nii protsessi kui tulemuse kvaliteedid, mis vastavad küsimustele, *mida* raamatukogu pakub ja *kuidas* (Grönroos 1984 1990);
 - Meyer-Mattmülleri (1987) idee, et kvaliteet on eelkõige teenuse osutaja ja teenuse kasutaja potentsiaalide summa, mis tuleb realiseerida teenuse protsessis;
 - teenuse kvaliteedi mitmedimensiooniline kontseptualiseerimine (Parasuraman *et al.* 1985; Brady ja Cronin 2001; Janda *et al.* 2002; Santos 2003; Hernon ja Calvert 2005).
- ***Ülikooliraamatukogu kasutajad peavad e-teenuse kvaliteedi hindamisel eriti olulisteks kriteeriumiteks informatsiooni ja juurdepääsu kvaliteediga seotud näitajaid***

Kontseptuaalse mudeli ehitamisel kasutati doktoritöös kombinatsiooni kvalitatiivsest (fookusgrupid) ja kvantitatiivsest (*online* anketeerimine) uuringust. Fookusgruppide uuringu tulemusena selgusid e-teenuse kvaliteedi kriteeriumid ja nende olulisus (vt tabel 6, peatükk 6.2), osalejad määrasid e-teenuse kvaliteedi viisteist tähtsaimat kriteeriumit: kasutajasõbralikkus, juurdepääsu töökindlus, kindlustunne, turvalisus, kiirus, informatsiooni selgus ja usaldusväärsus, kompetentsus, tagasiside, dialoog, kasutaja osalus, paindlikkus, viisakus, empaatia, esteetilisus (**Uurimus II**). Enamik määratud näitajatest on seotud informatsiooni ja juurdepääsu kvaliteediga. Seda nimekirja täiendati teiste sarnaste uuringute (vt tabel 1, peatükk 4.1) analüüsi tulemusena välja selgitatud kriteeriumitega. Järgneva faktoranalüüsi abil olid kõik need kriteeriumid jaotatud nelja faktori vahel: *interaktsioon*, *sisu (informatsioon)*, *juurdepääs* ja *teenuse disain*. Need dimensioonid on võetud aluseks e-teenuse kvaliteedi kontseptuaalse mudeli ehitamisel.

- ***Ülikooliraamatukogu e-teenuse kvaliteet sõltub nii raamatukogu kui kasutaja potentsiaalidest***

Dokoritöö tulemusena esitatud ülikooliraamatukogu e-teenuse kvaliteedi kontseptuaalne mudel (vt joonis 3, peatükk 7.1) on mitmedimensiooniline. Mudelil on kaks põhilist komponenti: raamatukogu ja kasutaja potentsiaalid ning nii raamatukogu kui kasutajaga seotud faktorid, mis võivad mõjutada teenuse kvaliteeti. Sel moel on mudelis kajastatud raamatukogu kommunikatiivne pööre ja kasutaja rolli muutmine. Empiiriline uuring (**Uurimus I, II**) kinnitas töös tehtud teoreetilist eeldust, et e-teenuse edukas tulemus võib sõltuda kasutaja potentsiaalidest ja sellest, kuidas ta on valmis oma potentsiaali panustama. Kasutaja potentsiaalina käsitletakse antud töös teenuse eduka tulemuseni jõudmiseks vajalikke kasutaja teadmisi, oskusi ja kogemusi ning kasutaja motivatsiooni teha tööd ja pingutada teenuse tulemuse nimel. Kasutajapoolsed e-teenuse kvaliteeti mõjutavad faktorid on *kognitiivne ja emotsionaalne pingutus*, *raamatukogu kasutamise kogemused* ja *motivatsioon iseteeninduseks*. Raamatukogupoolsed tegurid on seotud *kommunikatsiooni*, *juurdepääsu*, *sisu (informatsiooni)* ja *teenuse disainiga*.

Teenuse protsess assotsieerub pakutud mudelis funktsionaalse kvaliteediga ehk vastab küsimusele, **kuidas** teenus on viidud kasutajani. Teenuse tulemus assotsieerub tehnilise kvaliteediga ja vastab küsimusele, **mida** saab kasutaja teenuse tulemusena. Kõik see moodustab kokkuvõttes tajutud e-teenuse kvaliteedi. Samuti näitab mudel, et teel teenuse tulemuseni võivad tekkida teatud lõhed ehk mittevastavused teenusekvaliteedi ootustele – neid võib põhjustada nii raamatukogu kui kasutaja (joonisel märgitud kui Gap 1–8). Seda, kuidas tajutakse e-teenuse kvaliteeti, mõjutavad lisaks nn *kvaliteedi tajumise filtrid*, milleks on mudeli järgi raamatukogu kuvand ning kasutajapoolne pingutuste tunnetamine ja kontrolli tajumine.

Töös rõhutatakse, et suurimaks diskussiooniobjektiks selles mudelis on kasutaja dimensioon. Töö tulemuste seisukohalt on oluline tabel 8 (peatükk

7.1), kus on toodud kaks lähenemist raamatukogu ja kasutaja kommunikatsioonile ja kasutaja osalusele. Töös tehtud teoreetiline analüüs, empiiriline uuring ja ka praktiline kogemus raamatukogus lubavad järeldada, et tänapäeval näevad ülikooliraamatukogud kasutajates eelkõige töötavat klienti ja kasutavad kasutajatega suheldes enamasti teenindus-turundus põhimõtteid keskmise osalusega (töötav kasutaja). See põhineb arusaamal, et „töötav klient“ on teenindus-organisatsiooni jaoks lisaressurss, kusjuures tema osaluse määr võib varieeruda väga intensiivse ja väga kerge vahel (Lehtinen and Lehtinen, 1991). Seda võib põhjendada eelkõige majanduslike põhjustega – töötav kasutaja, kes teenindab end ise, võib aidata ressursside kokkuhoidmisel, sest osa oma tööst võivad raamatukogud usaldada kasutajale.

See on ka üldine põhjus, miks raamatukogud nii aktiivselt juurutavad kommertssektori ideid ja praktikaid, mõeldes oma tööle majanduslikust seisukohast. Osalus on väärtuslik, kuid see on üsna kallid, nõuab aja ja raha investeerimist ja võib olla seotud riskidega (teenuse kvaliteet, info usaldusväärsus ja korrektsus). Kui projitseerida raamatukogu ja kasutaja suhted teenuse kvaliteedi probleemile, siis võib eeldada, et raamatukogu püüab iseseisvalt kontrollida infosüsteemi, kasutades oma ekspertiisi, võib aidata kvaliteedi tagamisel. Kuid palju tähtsam on siiski see, kui palju iseseisvust ja kontrolli on valmis raamatukogu kasutajale delegeerima ning milline kasutaja osaluse tase on parasjagu aktuaalne ja vastuvõetav ülikooliraamatukogude jaoks.

Töös pakutakse, et raamatukogud ei pea siiski vältima kasutajate osaluse suurenemist ja neile võimu delegeerimist, kuid sellega peab kaasnema raamatukogu vastutus kasutaja potentsiaali eest: raamatukogud võiksid rohkem mõelda sellele, kuidas suurendada kasutaja kognitiivset potentsiaali, pakkudes tuge ja infopädevuse õpetamist (töös pakutakse näiteks infopädevuse õpetamise arendamist raamatukogudes põhiteenusena), kuidas toetada kasutajaid emotsionaalselt ja motiveerida neid. Kui raamatukogud näevad kasutajates nn kvaasi-töötajaid, siis peab ka mõtlema, kuidas neid tunnustada nende töö eest. Kokkuvõttes on oluline leida tasakaal kvaliteedi tagamise ja võimu/kontrolli osalise delegeerimise vahel, vanade, modernse ajastu raamatukogusüsteemide ning infoühiskonna ja digimodernismi vahel, Gutenbergi ja Zuckerbergi ajastu kommunikatsiooni põhimõtete vahel. Loodan, et selle töö tulemused, refleksioonid, analüüsid ning e-teenuse kvaliteedi ja kasutaja osaluse kontekstualiseerimine aitavad ülikooliraamatukogudel nende teenuste ja kommunikatsiooniprotsesside disainimisel ning annavad ka ainet tulevaste kvaliteediuuringute jaoks.

SUMMARY IN RUSSIAN

Качество электронных услуг академической библиотеки и «работающий читатель»: концептуальная модель

Докторская диссертация «Качество электронных услуг академической библиотеки и «работающий читатель»: концептуальная модель» состоит из вступительной обзорной статьи и четырех взаимосвязанных исследований (**Исследования I–IV**), касающихся вопросов качества библиотечных услуг и библиотечной коммуникации, опубликованных в международных рецензируемых научных журналах. Объектом настоящей работы является *академическая библиотека* (синонимы: *университетская, вузовская библиотека*), которая рассматривается здесь как общественный институт, функцией которого является обеспечение учебных и исследовательских процессов высшего учебного заведения необходимой информацией и в центре деятельности которого находятся информационные услуги и коммуникация с академическим сообществом.

Институт академической, или университетской библиотеки был создан для того, чтобы обеспечить поддержку учебной и научной деятельности университетов, вузов и научных учреждений, обеспечивая таким образом их существование. Именно университетские библиотеки с их стабильностью были оплотом и гарантией сохранения академического наследия и культуры на протяжении столетий и в ходе многочисленных социальных трансформаций. В то же время библиотека как общественный институт всегда реагировала на вызовы времени и всегда была, по выражению Miksa (1996: 101), «явлением культурного и социального контекстов», «специфическим феноменом эпох».

Общественная роль академической библиотеки, несомненно, меняется в XXI веке на фоне технологических, социальных и культурных изменений. На первый взгляд может казаться, что позиция и статус академической библиотеки как информационного института должны быть вполне благоприятными или по крайней мере стабильными в условиях информационного общества, однако реальная ситуация не подкрепляет это предположение. У библиотеки появились серьезные конкуренты (интернет, Google, Wikipedia), к тому же значительно изменилось информационное поведение людей – они больше не обращаются к институту библиотеки, чтобы получить необходимую информацию, поэтому библиотека не может больше претендовать на первое и главное место, где ищутся и находятся ответы на информационные запросы. В последние десятилетия возникло много дискуссий и мнений о будущем, ценности и необходимости библиотеки как общественного института (см. Savage 2008; Davis 2008; Басов 2009; LeMoine 2012; Мазурицкий 2013; Степанов 2014). Специалисты считают, что будущее библиотек зависит от того, смогут ли они предложить обществу конкурентноспособные информационные услуги, качество которых соответствовало бы реальным

потребностям, ожиданиям и желаниям пользователей. Этим объясняется все возрастающий интерес библиотек к проблемам качества. Осмыслить качество *онлайн* услуг в контексте академической библиотеки, определить позитивные и негативные факторы, влияющие на качество услуги представляется полезным и необходимым не только теоретически, но и практически, чтобы успешно обслуживать и поддерживать академическое сообщество и разрабатывать дизайн новых библиотечных услуг.

Электронный доступ к цифровым ресурсам и повышение уровня самообслуживания изменяют не только каналы оказания библиотечных услуг, но и роль читателей, а также уровень их вовлеченности в процесс услуги. Сегодня одним из важных определяющих качеств электронных услуг академической библиотеки является то, что читатель не является больше простым потребителем информации. Электронная услуга предполагает, чтобы читатель активно участвовал в процессе услуги, таким образом, своим участием он может влиять на его результат. Это также одна из причин, почему академические библиотеки так активно приняли на повестку дня вопросы: как можно наиболее эффективно использовать возможности технологий самообслуживания, что является важным для читателей при пользовании библиотекой онлайн и чего библиотеки могут достичь благодаря более активному участию читателей в процессах работы библиотеки. Отсюда берет начало и теоретическое предположение данной диссертации, что участие читателей может стать важным фактором, влияющим на качество библиотечной электронной услуги.

Целью настоящей докторской диссертации является построение концептуальной модели качества электронных услуг академической библиотеки и определение влияния читателя библиотеки на процесс и результат услуги. Другими словами, в своей работе я пытаюсь с помощью концептуального моделирования ответить на вопросы, что есть качественная электронная услуга университетской библиотеки и может ли (и каким образом) участие читателя повлиять на это качество. Концептуальное моделирование, в соответствии с определением Marx & Goodson (1976), – это визуальная репрезентация элементов теории и создание концептуальной структуры для упорядочения и интеграции имеющейся информации об изучаемом явлении. Использование метода концептуального моделирования помогает четко представить и объяснить содержание различных процессов и явлений, так как, используя модели и схемы, можно упростить и представить наглядно и просто сложные процессы.

Достижению цели работы способствуют ответы на следующие исследовательские вопросы:

- Как изменилась коммуникация академической библиотеки с читателями и роль читателей под влиянием развития информационного общества? (**Исследования III, IV**)
- Чего могут достичь академические библиотеки благодаря участию читателей? (**Исследования II, III, IV, глава 6.1, 7.5 вводной статьи**)

- Как участие читателей соотносится с качеством услуг? (**Исследования II, III, IV, глава 6.1 вводной статьи**)
- Работают ли *мейнстрим*-модели качества услуг в контексте академической библиотеки? (**Исследования I, II**)
- Какие критерии качества электронных услуг считают важными читатели библиотеки? (**Исследования I, II, глава 6.2 вводной статьи**)
- Какие факторы влияют на качество электронных услуг академической библиотеки? (**Исследования I–II, глава 6.3 вводной статьи**)

Как показывают цель работы и исследовательские вопросы, данная диссертация имеет два измерения: с одной стороны, она сосредоточена на проблемах библиотечных услуг и обслуживания с экономической и сервисной точки зрения (**Исследования I, II**), с другой – на проблемах коммуникации библиотеки и читателя, используя перспективу критической социальной науки (**Исследования III, IV**). Таким образом, работа является междисциплинарной, ее теоретическую основу составляют концепции, теории и идеи различных дисциплин и отраслей знания: теории коммуникации, критическая социальная наука, культурология, библиотечное и информационное управление, теория услуг и маркетинга.

Изучая процессы, происходящие сегодня в академических библиотеках (услуги, их качество, роль читателей и их участие), мы не можем не учитывать того, как изменился на протяжении времени институт библиотеки и коммуникация «библиотека-читатель». Именно этим обусловлено в данной работе обращение к таким вопросам, как природа и сущность библиотеки, ее функции и коммуникация в разные эпохи и их трансформация в эпоху постмодерна/дигимодерна, властные отношения в контексте библиотеки, изменение роли библиотекаря и читателя. В работе предполагается, что анализ этих вопросов может помочь лучше понять особенности электронной библиотечной услуги и концептуализировать как качество этой услуги, так и роль читателя.

Диссертация основана на четырех статьях в международных рецензируемых научных журналах, две из них (**Исследования I, II**) носят эмпирический характер, представляют результаты эмпирических исследований и образуют сервисно-экономический контекст работы, фокусируясь на проблемах и методике изучения и оценки качества услуг. Две другие статьи (**Исследования III, IV**) носят философско-теоретический характер, обсуждают вопросы трансформации института библиотеки, библиотечной коммуникации и роли читателя и образуют социально-культурологический контекст работы.

При анализе трансформации института академической библиотеки (**Исследования I, II и главы 3.1–3.4 вводной статьи**) за основу взят теоретический подход Pruulmann-Vengerfeldt (2015), которая рассматривает социальные трансформации через три измерения: обусловленный (пере)избытком информации **информационный сдвиг**, обусловленный развитием техники и технологии **цифровой сдвиг** и основывающийся на

коммуникационных изменениях **коммуникативный сдвиг**. Информационный и цифровой сдвиги связаны с развитием информационного общества, которое дефинируется в работе в соответствии с определением Martin (2009: 3) как «продвижение от производственного к информационно-сервисному рынку труда и использованию ИКТ». Информационный и цифровой сдвиги значат для библиотек применение информационных и цифровых технологий абсолютно во всех сферах библиотечной работы: рабочие процессы, основанные на компьютерных технологиях, онлайн доступ к оцифрованной информации стали сегодня во всех библиотеках преобладающими. Если говорить об обслуживании читателей, то новые электронные услуги получили широкое распространение и предпочтение читателей при пользовании библиотекой, вместе с этим возрастает как доля самообслуживания, так и роль читателя.

В данной докторской диссертации подчеркивается, что электронные библиотечные услуги не являются неким экзотическим библиотечным инструментом либо дополнительным направлением деятельности библиотек. Развитие электронной среды и онлайн услуг – это всего лишь способ выполнения библиотечных функций и коммуникации с читателями в условиях информационного общества, который состоит в том, что интеракция читателя с библиотекой и доступ к информации могут иметь место также и без физического посещения библиотеки и без посредничества библиотекаря.

Процессы трансформации академической библиотеки иллюстрирует рисунок 1 (см. главу 3.4). В работе делается заключение, что информационный и цифровой сдвиги являются для института библиотеки скорее эволюцией: это естественное, хотя и довольно бурное развитие и смена носителей информации, инструментов и методов труда, происходящее вместе с развитием и внедрением новых технологий. Однако, по замечанию Marju Lauristin (2014), информационное общество – это не только технология, это прежде всего отношения и их трансформация. Для академических библиотек это означает не только новые формы и методы в работе с информацией, но и новые стратегии общения и взаимодействия с академическим сообществом, поиск новых коммуникационных стратегий. Библиотеки пытаются понять, кто те люди, которых они сегодня обслуживают, каковы их информационные потребности, информационная среда, культурный контекст, особенности информационного поведения, каковы их ожидания, знания, умения. Коммуникативный сдвиг рассматривается в этой работе не просто эволюцией отношений, а скорее революцией, переворотом, который в **Исследовании IV** сравнивается по влиянию с тем же революционным переворотом, который произвел в эпоху Гутенберга печатный станок.

Проведенный в **Исследованиях III, IV** теоретический анализ, основывающийся на теориях коммуникации, информационного общества и постмодерна/дигимодерна, позволяет заключить, что основой библио-

течной коммуникации на протяжении веков были *властные отношения*, выражавшиеся в следующем:

- установление дисциплинарных норм поведения читателя в библиотеке;
- контроль над информацией/знанием и доступом к ним;
- авторитарная позиция библиотекаря как эксперта, который систематизирует и хранит информацию/знание.

Для дисциплинирования читателей библиотека использовала нормирование их поведения, например, с помощью дизайна интерьера (в **Исследовании IV** описываются читальные залы в стиле *паноптикума*, см. рисунок 5 в данной статье) и правила поведения, основывающиеся на бинарной оппозиции «запрещено-позволено». Однако под ними в работе рассматривается не только система различных запретов, а скорее то, что Foucault (2006) называл «системой для стратегических игр», которые способствуют выработке поведения читателя в библиотечных практиках, например, информационного поведения. Для этого библиотека использует свою экспертизу в работе с информацией, контролируемые и нормированные системы каталогизирования и систематизации, или *таксономию*. Читатель встречается с властью библиотеки над ним, уже используя самый простой, авторский поиск в электронном каталоге, – чтобы найти, к примеру, работы Фуко, он не может ввести в поисковое окно, как в Google-поиске, «Мишель Фуко», так как основанная на таксономии библиотечная система потребует использовать нормативный вариант «Фуко, Мишель». На таком простом примере можно наглядно показать властные отношения библиотеки с читателем, которые никуда не исчезают и в электронной среде.

В основе теоретического анализа, проведенного в данной диссертации, лежит понимание электронной сервисной среды, которая позволяет читателю пользоваться библиотекой самостоятельно, без участия библиотекаря, как нечто большего, чем просто технология, как среды для коммуникации. В работе анализируется природа библиотечной электронной услуги, в процессе которой участвуют как читатель, так и библиотека, вступающие в различные интеракции:

- читатель–инфосистема (поиск информации на сайте, пользование э-каталогом, онлайн заказ книг, продление и пр.);
- читатель–инфосистема–документ, информация (легальный доступ к полнотекстовым базам данных, э-книгам, институциональным депозитариям и пр.);
- читатель–инфосистема–библиотекарь (электронное справочное обслуживание);
- читатель–инфосистема–другие читатели (заметки читателей на форумах, в блогах библиотеки, рейтинг книг, *tagging* и пр.).

В диссертации также предложена классификация электронных услуг академической библиотеки (таблица 4, глава 5.2.2 вводной статьи), до сих пор отсутствующая в научной литературе. В зависимости от информационной потребности читателя, библиотека может быть для него либо медиумом/проводником в получении информации, либо обеспечивать различные

онлайн услуги и возможности (например, электронный заказ и продление, чат, электронная справка), делающие пользование библиотекой более удобным и быстрым. Электронная библиотечная услуга не ограничена только интерацией «человек-компьютер», это также коммуникационный процесс между двумя или большим числом агентов (читатель, библиотекарь, другие читатели).

Данная диссертация опирается на идею Goldkuhl (2005), который рассматривает ИТ-систему в качестве медиума информационных процессов, а также на теорию коммуникации McQuail (2003: 10), согласно которой в анализе коммуникационного процесса необходимо осмыслить, кто участвует в коммуникации, каковы функции и цели коммуникации, как происходит коммуникационный процесс (каналы, язык, коды), каково содержание коммуникационных посланий и каковы последствия и влияние коммуникации. В соответствии с вышесказанным в работе дается определение библиотечной электронной услуги как целенаправленного коммуникативного взаимодействия между читателем и библиотекой/библиотекарем посредством компьютера и информационной системы с целью удовлетворить потребности, связанные с получением информации и повысить удобство и эффективность пользования библиотекой и в результате которого читателю предоставляется необходимая информация или доступ к ней.

Из данной дефиниции следует, что, во-первых, люди пользуются электронными библиотечными услугами, потому что у них возникает информационная потребность, которую они не могут удовлетворить с помощью других информационных провайдеров, обращаясь именно к академической библиотеке. Сайт и информационная система библиотеки рассматриваются в данной работе прежде всего как инструменты коммуникативного взаимодействия, основываясь на одном из положений теории социального действия (Weber 1972), что коммуникация всегда намеренна. В работе предполагается, что коммуникация читателя с библиотекой всегда намеренна и целенаправленна, так как читатель обращается к услугам библиотеки, чтобы удовлетворить свои потребности (информационную, коммуникационную, и т.п.).

Во-вторых, в процессе электронной услуги между читателем и библиотекой/библиотекарем возникает коммуникативное взаимодействие, ключевым вопросом которого является обеспечиваемый библиотекой доступ к информации. И в-третьих, в отличие от традиционной *face-to-face* услуги, читатель в процессе электронной услуги может быть более самостоятельным, искать информацию и пользоваться библиотекой без помощи и посредничества информационного эксперта. Другими словами, в процессе электронной услуги читатель участвует более активно. Следовательно, при построении модели качества электронной услуги, необходимо учитывать влияющие на качество факторы, связанные не только с библиотекой, но и с читателем и его потенциалом – знаниями, умениями, опытом и мотивацией.

Коммуникативный переворот в библиотеке обусловил появление такого нового феномена, как активный и уверенный в себе пользователь библиотеки, который может контролировать, формировать и оценивать контент, делиться своим опытом поиска и пользования библиотекой с другими читателями, помогать им в поиске и консультировать. Немецкие исследователи Rieder & Voss (2010: 5) считают, что сегодня сервисные организации имеют дело с новым типом клиентов, которых они предлагают называть «работающими клиентами», *Working Customers*, или «работающими пользователями услуги».

Клиент нового типа:

- 1) вовлекается систематически в процесс услуги, в ходе которого он работает и прилагает усилия, так что этот процесс превращается по большей части в самообслуживание;
- 2) становится для сервисной организации эксплицитным ресурсом для создания дополнительных ценностей;
- 3) становится для сервисной организации своеобразным (квази-)работником, хотя его работа не имеет легальной формы и юридической протекции.

Концепция «работающего клиента» используется в данной диссертации, чтобы раскрыть вклад читателя в процесс и результат электронной библиотечной услуги. Опираясь на типологию участия клиента Anitsal & Schumann (2007), в диссертации делается предположение, что читатель может с разной степенью интенсивности использовать в процессе услуги свой когнитивный, эмоциональный и связанный с опытом пользования библиотекой потенциал. Под когнитивным потенциалом здесь понимаются инструментальные, структуральные и стратегические умения читателя, в соответствии с классификацией дигитальных умений Steyaert (2000). В работе отмечается, что наиболее важным стратегическим умением в контексте пользования библиотечными электронными услугами являются информационная грамотность и медиа-компетентность. Важная роль отводится также эмоциональному потенциалу читателя, так как эмодиконы, к примеру, помогают в декодировании коммуникационных сообщений, которыми обмениваются читатель и библиотека в процессе услуги. К тому же исследования Anitsal ja Flint (2003, 2003a) показали, что клиент обычно не жалуется на свои эмоциональные усилия по сравнению с когнитивными и особенно физическими.

В контексте работы важно также замечание Rieder & Voss (2010), что «работающий клиент» отличается от сопродаюсера, который вовлекается в процесс обычно выборочно. В сравнении с этим работающий клиент вовлекается в процесс систематически, как если бы это был работник сервисной организации, причем результат услуги часто зависит от того, каково качество его работы. Таким образом, пользователь услуги становится партнером сервисной организации в ее стремлении к достижению качества.

Опираясь на теоретический анализ **Исследований III, IV** и результаты эмпирических исследований (**Исследования I, II**, вводная статья), в диссертации делаются следующие выводы.

- ***Коммуникация академической библиотеки с читателями трансформируется под влиянием развития информационного общества. Библиотеки успешно осуществили информационный и цифровой сдвиги, однако коммуникативный переворот находится еще в стадии формирования***

Процессы демократизации и социально-культурной трансформации, происходящие в обществе и учреждениях высшего образования, развитие новых услуг и самообслуживания на основе новых технологий существенно изменили характер отношений академической библиотеки с ее читателями, которые рассматриваются в данной диссертации как властные отношения. Поскольку авторитарная позиция библиотеки остается в прошлом, может возникнуть иллюзия, что вместе с ней исчезают и властные отношения. Однако в **Исследовании IV** подчеркивается, что властные отношения не исчезают, а изменяются – например, тот факт, что институт библиотеки и сегодня пытается сохранять неизменными свои ригидные таксономические инфосистемы, рассматривается в диссертации как попытка библиотеки сохранить таким имплицитным способом свою власть над читателем и над знанием. Это понимание позволяет нам открывать новые стратегии власти библиотечной системы в современной коммуникации академической библиотеки с читателями, стратегии более тонкие и скрытые по сравнению с предыдущими, дисциплинарными формами. Вовлечение читателей в процессы дизайна услуг и самообслуживания – примеры таких новых коммуникационных стратегий библиотеки.

В диссертации делается вывод, что современные академические библиотеки успешно осуществили инфо- и цифровой сдвиги, они довольно активны во внедрении новых технологий, а также идей и опыта из коммерческого сектора. Однако коммуникативный переворот еще в стадии формирования, так как библиотеки слишком сосредоточены на сервисно-маркетинговом подходе к читателям и не освободились еще от принципов коммуникации с читателями, свойственными эпохе модерна. Сегодня академические библиотеки разрабатывают новые услуги, исходя из своего отношения к читателю как к работающему клиенту и делегируя ему частично функции работников библиотеки, то есть по сути эксплуатируя его. В таком участии читателей, которое ограничено лишь доступом и интеракцией, а не участием в принятии решений, можно видеть участие лишь на минимальном уровне, которое, по мнению Carpentier (2012: 171), по большей части «обслуживает с помощью непрофессионалов потребности и интересы системы».

В работе делается вывод, что важнейший фактор власти, который библиотека готова делегировать читателям, это контроль над *процессом*

услуги. Однако полный контроль над информационной ситемой вместе с регулятивными функциями остается в компетенции библиотеки и библиотекарей как инфоэкспертов. В диссертации делается предположение, что это может являться наиболее разумной стратегией, так как академическая библиотека – это социальный институт, несущий ответственность за качество своих услуг. Однако в то же время важно предложить читателям разнообразные возможности участия в процессе услуги и сделать это участие простым и удобным.

- *Участие читателя влияет на коммуникационную парадигму академической библиотеки, предлагая новые возможности для дизайна услуг и достижения их высокого качества*

Теоретический анализ, проведенный в диссертации, позволяет заключить, что участие читателя в процессе библиотечной услуги может быть весьма эффективным для развития новых услуг и библиотечной коммуникации (**Исследование II**). Читатели могут участвовать в библиотечном обслуживании как сами работники библиотеки, консультируя других читателей и находя необходимую информацию самостоятельно. Таким образом библиотека экономит свои ресурсы. Чтобы читатели могли свободно использовать свой потенциал, библиотеки могли бы активнее осуществлять коммуникативный переворот и двигаться от экспертизы и контроля к более радикальному доверию читателям и сотрудничеству с ними. В качестве примера приводится использование фольксономии в библиотечных системах, например, читатели могут добавлять прямо в электронный каталог свои комментарии, ссылки и вопросы (*tagging*), которые могут быть полезны и интересны другим читателям библиотеки.

Однако таблица 5 (глава 5.3.3) демонстрирует, как мало сегодня электронных слуг, которые библиотека предлагает своим читателям на основе высокого уровня участия. Библиотекам необходимо понять и решить, какой уровень участия читателей был бы наиболее приемлем, чтобы использовать читательский потенциал и одновременно обеспечивать качество услуг.

- *Участие читателя может воздействовать на результат электронной услуги, и это может зависеть от потенциала читателя и уровня его участия*

Результаты эмпирического исследования (**Исследование II**) показали, что электронная услуга для читателей библиотеки – это не просто интеракция с инфосистемой, это скорее сетевая коммуникация посредством инфосистемы с библиотекарями и другими читателями. Исследование фокус-групп также показало, что читатели готовы использовать свой когнитивный и эмоциональный потенциал ради успешного результата электронной услуги. Другими словами, читатели готовы в процессе услуги прила-

гать усилия, и считают, что эти усилия могут влиять на позитивный результат услуги. В то же время читатели не желают перенапрягаться и считают, что конечная ответственность за качество услуг лежит на библиотеке.

Anitsal ja Schumann (2010) различают три уровня участия: присутствие (низкий уровень), модерирование (средний уровень) и совместное продуцирование (высокий уровень). Опираясь на эту классификацию, в работе предлагается классификация электронных услуг библиотеки в соответствии с уровнем участия читателя (см. таблицу 5, глава 5.3.3 вводной статьи). Для библиотеки наиболее ценен вклад читателей со средним и высоким уровнем участия, так как они могут частично заменять библиотекаря, и их, таким образом, можно считать своеобразными «квази-работниками» (Ford, Heaton 2001) библиотеки или «сотрудниками с частичной нагрузкой» (Bateson 2002; Kelley et al 1990). В диссертации также классифицируются роли читателя в процессе оказания библиотечной услуги: 1) реципиент, или потребитель информации; 2) работающий читатель, самостоятельно занимающийся поиском информации, «квази-сотрудник»; 3) сопромышленник, *prosumer*.

В первой роли читатель оказывает наименьшее влияние на результат услуги. Хотя нельзя сказать, что в этой роли он остается полностью пассивным, однако он не имеет контроля над процессом услуги и потребляет лишь ту информацию, которую предоставляет ему библиотекарь, отвечая на информационный запрос. В роли «работающего читателя» он может воздействовать на результат услуги в зависимости от приложенных когнитивных и эмоциональных усилий. Однако и в этой роли читатель имеет лишь частичный контроль за процессом, делегированный ему библиотекой через самообслуживание. В роли сопромышленника вклад читателя в процесс и результат услуги наибольший, и если библиотека допускает в своей инфосистеме, к примеру, фолксонию, то читатель может также сам создавать и распространять контент, и эта деятельность может иметь как позитивный, так и негативный эффект на качество услуги. В связи с этим в диссертации подчеркивается, что связанное с коммуникативным переворотом активное, на высоком уровне, участие читателей является для академических библиотек серьезным вызовом времени, затрагивая вопросы качества, доверия, профессиональной этики и социальной ответственности библиотеки как общественного института. Активное участие читателя может нести с собой неуверенность и непредсказуемость в отношении качества услуг, поскольку участие читателя предполагает аспект потери контроля библиотеки над своей системой. Делегируя этот контроль читателям, библиотека не может полностью гарантировать качество предоставляемой информации и своих услуг.

- ***Некоторые элементы общепризнанных международных моделей качества услуги можно успешно применять в контексте академической библиотеки. Однако эти модели***

недостаточны для концептуализации качества электронной библиотечной услуги, так как не учитывают потенциала пользователя услуги

В ходе концептуального моделирования в работе проанализированы известные и общепризнанные международные модели качества услуг. В работе делается вывод, что описанные в **Исследованиях I, II** модели качества американской и северной школ логичны и универсальны, что позволяет использовать их в различных отраслях, и библиотечная сфера здесь не является исключением. В то же время проведенный теоретический анализ позволяет заключить, что в контексте электронной библиотечной услуги данные модели нуждаются в дополнении, то есть в большем учитывании изменяющейся роли читателя.

Обе модели видят в пользователе услуги прежде всего клиента, который оценивает качество в соответствии со своими ожиданиями – при таком подходе важны ожидания пользователя, его конкретный опыт в процессе услуги и его ощущение результата услуги. Однако в библиотеке читатель – пользователь электронной услуги сам влияет как на ее процесс, так и на результат, таким образом читателя можно рассматривать также как создателя качественного (или наоборот) результата услуги. Здесь важны уже не только ожидания и оценки читателя, а также его потенциал и вклад. Отсюда возникает необходимость нового, демократического измерения, которое бы раскрывало роль читателя в достижении качества услуги.

Предложенная в диссертации концептуальная модель качества электронной библиотечной услуги инспирирована несколькими идеями и концепциями (подробно описаны в **Исследованиях I, II**), которые представляются особенно подходящими к библиотечному контексту:

- подход к качеству как к дисконfirmации, несоответствию между ожидаемым и реально ощущаемым уровнем услуги (Американская школа качества, Parasuraman et al. 1985, 1988);
- теоретическая перспектива Северной школы качества (Grönroos 1984, 1990), согласно которой качество услуги образуют как качество ее процесса, так и качество ее результата, отвечающие в контексте библиотечной услуги на вопросы «**что** библиотека предлагает и **как?**»;
- Идея Meyer & Mattmüller (1987), что качество – это сумма потенциалов сервисной организации и пользователя, которые следует реализовать в процессе услуги;
- мультидименсиональная концептуализация качества услуги (Parasuraman et al. 1985; Brady ja Cronin 2001 Janda jt., 2002; Santos 2003; Hernon ja Calvert 2005).

- ***Читатели академической библиотеки считают наиболее важными критериями качества электронной услуги показатели, связанные с качеством информации и доступа***

При построении концептуальной модели в работе были проведены два эмпирических исследования – качественное (фокус-группы) и количественное (онлайн анкетирование). В результате исследования фокус-групп были названы критерии качества электронной библиотечной услуги и их важность для читателей (см. таблицу 6, глава 6.2), участники исследования назвали 15 основных критериев: *дружелюбность к пользователю, надежность доступа, уверенность, безопасность, скорость, ясность информации и доверие к ней, компетентность, обратная связь, диалог, участие читателя, отзывчивость, вежливость, эмпатия, эстетика (Иссл. II)*. Большинство названных критериев связано с качеством информации и доступа. Данный список был дополнен еще пятью критериями на основе анализа других схожих международных исследований (см. Таб. 1). С помощью последующего количественного исследования и факторного анализа, критерии качества были распределены по четырем факторам: *контент, доступ, коммуникация, дизайн услуги*. Эти факторы были взяты за основу при построении концептуальной модели качества электронной библиотечной услуги.

- ***Качество электронной библиотечной услуги зависит как от потенциала библиотеки, так и от потенциала читателя***

Разработанная как результат данной докторской диссертации концептуальная модель качества электронной библиотечной услуги (см. рисунок 3, глава 7.1 вводной статьи) является многомерной. Два главных компонента модели – потенциалы библиотеки и читателя и связанные с ними факторы, которые могут влиять на качество услуги. Таким образом в модели отображен коммуникативный сдвиг библиотеки и изменение роли читателя. Потенциал читателя рассматривается в данной диссертации как умения, знания, опыт и мотивация читателя, необходимые для успешного результата услуги. Таким образом, связанные с читателем факторы, влияющие на качество услуги, это когнитивный и эмоциональный потенциал, опыт пользования библиотекой и мотивация к самообслуживанию. Потенциал библиотеки – это факторы качества, связанные с коммуникацией, информацией (контентом), доступом и дизайном услуги.

Процесс электронной услуги ассоциируется в предложенной модели с функциональным качеством и отвечает на вопрос «**как** услуга доведена до читателя». Результат услуги ассоциируется с техническим качеством и отвечает на вопрос «**что** читатель получил в результате услуги». Все это в результате формирует качество электронной библиотечной услуги. Также в предложенной модели учитывается, что на пути к качественному результату могут возникать определенные несоответствия ожиданиям (Gap 1–8 на рисунке 3), причем как ожидания читателей в отношении библиотеки, так и наоборот. Дополнительно на качество услуги могут влиять так называемые фильтры, в качестве которых в модели представлены имидж

библиотеки, ощущение читателем своих усилий и ощущение читателем контроля.

В работе подчеркивается, что главный объект для дискуссии в данной модели – это присутствие в модели измерения, связанного с читателем и его влиянием на качество услуги. Необходимо подчеркнуть, что в существующих моделях качества, как правило, не учитывается влияние пользователя услуги и его потенциала на качество услуги. Однако эмпирическое исследование (**Исследования I, II**) подтвердило сделанное в работе предположение, что результат услуги может зависеть от потенциала читателя и от того, готов ли он реализовывать свой потенциал и насколько, а также от того, насколько библиотека готова делегировать читателю свою власть и контроль над системой. С точки зрения результатов работы важным представляется анализ, представленный в таб. 8 (гл. 7.1), где представлена разница сервисного и социального подходов к участию читателя. Проведенный в работе теоретический анализ и эмпирические исследования позволяют заключить, что сегодня академические библиотеки видят в читателе прежде всего «работающего клиента» и используют сервисно-экономические принципы в построении коммуникации с ним. Другими словами, библиотеки предпочитают видеть читателя чаще в роли потребителя информации, занимающегося самообслуживанием. Такой подход основан на представлении, что работающий клиент может быть дополнительным ресурсом для сервисной организации, а приверженность библиотек ему можно объяснить материальными причинами (работающий читатель, который обслуживает себя сам, помогает библиотеке экономить ресурсы, так как частично заменяет работников библиотеки).

Это также объясняет, почему библиотеки так активно внедряют в практику своей работы идеи из коммерческого сектора, в том числе соответствующие модели качества услуг. Участие читателя ценно, но оно также довольно дорого, требует инвестиции финансов и времени и может быть связано с рисками (в первую очередь качество услуг и информации, репутация библиотеки, доверие к ней). Если спроецировать отношения библиотеки и читателя на проблему качества услуг, то можно предположить, что стремление библиотеки единолично контролировать свои информационные системы, используя только свое экспертное знание, может помочь обеспечению качества услуг. Однако это не снимает с повестки дня вопроса, как много самостоятельности и контроля готова библиотека делегировать читателям, какой уровень их участия был бы наиболее актуален и приемлем для академических библиотек, учитывая то, что потенциал читателей там наиболее высок.

В работе делается вывод, что библиотекам не следует излишне избегать участия читателей и делегирования им власти и контроля, однако этому должна сопутствовать ответственность библиотеки за потенциал читателей: библиотеки могли бы больше заботиться, как увеличить когнитивный потенциал и стратегические умения студентов, предлагая поддержку

и обучение инфограмотности и медиа-компетентности в качестве основной услуги библиотеки. Читатели нуждаются также и в эмоциональной поддержке и мотивации: если библиотеки видят в читателях так называемых квази-сотрудников, то они нуждаются в поощрении за свою работу, так же как и сами работники библиотек. Представляется важным найти равновесие между обеспечением качества услуг и частичным делегированием власти и контроля над системой, между устаревающими отношениями и современными, связанными с дигимодернизмом и развитием Web 2.0, между принципами работы и коммуникации эпохи Гутенберга и Цукерберга. Я надеюсь, что результаты этой докторской диссертации, теоретический анализ и рефлексии, а также концептуализация качества электронной библиотечной услуги и участия читателя смогут помочь академическим библиотекам в их работе над дизайном новых услуг, разработке методов и принципов коммуникации с читателями, а также инспирируют новые идеи для будущих исследований в области качества библиотечных услуг.

PUBLICATIONS

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- Tartu Atesteeritud Giidide Ühingu liige
- TÜ Raamatukogu projekti “Rääkivad õpikud” (IFLA Marketing Award 2013) juht
- TÜ Raamatukogu projekti “Ööraamatukogu” (IFLA Marketing Award 2007) juht

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