The implementation of e-books into Icelandic libraries
How do librarians feel about it?

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This study examines whether librarians’ views on e-books in libraries can impact the potential success of e-books in libraries. Because of the lack of research available concerning e-books in Iceland a preliminary research was conducted to gather information on the current situation in Iceland. Following a survey was sent out to all libraries with access to Rafbókasafnið to examine their opinions and perception on e-books. Because of a small response rate, the data was observed from the perspective of a qualitative research. This study used Winston’s theory of innovation and Rogers’ diffusion of innovation to look at important factors needed for the successful diffusion of an innovation. The study found that overall it seemed that the librarians’ perception of e-books was quite positive. However, the perspective of the individuals seemed to be affected by the societal structure and societal needs within their community which seemed to have a greater effect on the individual than their characteristics did. The study also revealed that there was a clear hindrance in the diffusion process of the e-books with the lack of Icelandic e-books available. This also seemed to lead to a lack of effort from the librarians in marketing this new e-book service. Marketing did not seem to be of high priority with the librarians who preferred direct contact with patrons.

E-books, public librarians, Rafbókasafnið, innovation, marketing, Iceland
Contents

LIST OF TABLES .................................................................................................................. 2
LIST OF FIGURES .................................................................................................................. 2

1 INTRODUCTION .................................................................................................................. 3
  1.1 PROBLEM FORMULATION AND RESEARCH QUESTIONS .............................................. 4
  1.2 THESIS OUTLINE .......................................................................................................... 6

2 LITERATURE REVIEW AND THEORY .............................................................................. 7
  2.1 THE DEVELOPMENT OF E-BOOKS ............................................................................. 7
     2.1.1 E-books the past to the present ........................................................................... 7
     2.1.2 E-books in libraries ............................................................................................... 8
     2.1.3 Are e-books successful? E-books in the Nordic countries and America .......... 9
  2.2 E-BOOKS IN ICELAND ................................................................................................. 11
     2.2.1 The evolution of e-books in Iceland .................................................................... 11
     2.2.2 The development of Rafbókasafnð ...................................................................... 13
     2.2.3 Why e-books in libraries? ...................................................................................... 13
  2.3 MARKETING .................................................................................................................. 15
     2.3.1 Innovativeness and marketing in libraries .............................................................. 15
     2.3.2 How to market e-books in libraries ..................................................................... 16
  2.4 THEORIES OF INNOVATION ....................................................................................... 17
     2.4.1 Rogers: diffusion of innovation ........................................................................... 17
     2.4.2 Winston’s theory of innovation .......................................................................... 20
     2.4.3 Usage of theories ................................................................................................... 21

3 METHODOLOGY ................................................................................................................. 22
  3.1 THE RESEARCH DESIGN AND STRATEGY ................................................................ 22
  3.2 PRELIMINARY RESEARCH ......................................................................................... 23
     3.2.1 Rafbókasafnð on Library websites and Facebook ............................................... 23
     3.2.2 Preliminary interviews .......................................................................................... 23
  3.3 SURVEY .......................................................................................................................... 24
     3.3.1 Questionnaire ........................................................................................................ 24
     3.3.2 Respondents .......................................................................................................... 26
     3.3.3 Data analysis .......................................................................................................... 27
  3.4 LIMITATIONS ................................................................................................................. 28
  3.5 ETHICAL CONSIDERATIONS ....................................................................................... 28

4 RESULTS ............................................................................................................................. 28
  4.1 THE RESULTS OF THE PRELIMINARY STAGE ............................................................ 29
     4.1.1 Rafbókasafnð on library sites and Facebook pages ............................................. 29
     4.1.2 Rafbókasafnð — provider of e-books to Icelandic public libraries .................... 31
  4.2 THE RESULTS OF THE SURVEY ................................................................................. 35
     4.2.1 Characteristics of the librarian .............................................................................. 35
     4.2.2 Information about the library ................................................................................. 37
     4.2.3 Librarians personal use and views on e-books ..................................................... 38
     4.2.4 Librarians views on e-books in libraries ............................................................... 40
     4.2.5 Use of e-books in their library .............................................................................. 40
     4.2.6 Marketing of e-books in general and in their library .......................................... 43
     4.2.7 Summarisation of the results ................................................................................. 45

5 ANALYSIS AND DISCUSSION ........................................................................................... 46
5.1 HOW DO ICELANDIC LIBRARIANS PERCEIVE ADVANTAGES AND BARRIERS TO E-BOOK USE THROUGH PUBLIC LIBRARIES AND HOW DO LIBRARIANS EVALUATE THE PRESENT SITUATION AND THE FUTURE OF E-BOOKS IN ICELANDIC LIBRARIES? ................................................................. 46

5.2 WHAT FACTORS AFFECT THE PERCEPTION AND POSITION OF LIBRARIANS? .......................................... 48
  5.2.1 Age and education .............................................................................................................. 49
  5.2.2 Urban vs. rural areas ........................................................................................................ 49

5.3 IS THERE A CONNECTION BETWEEN LIBRARIANS’ VIEWS ON E-BOOKS AND THE MARKETING AND LOANS OF E-BOOKS IN THEIR LIBRARY? ................................................................. 50

6 CONCLUSION ................................................................................................................................. 53
  6.1 LIMITATIONS .......................................................................................................................... 55
  6.2 FURTHER RESEARCH RECOMMENDATIONS ...................................................................... 56

REFERENCE LIST .............................................................................................................................. 57

APPENDIX A ........................................................................................................................................ 65

APPENDIX B ........................................................................................................................................ 67

APPENDIX C ........................................................................................................................................ 69

APPENDIX D ........................................................................................................................................ 75
List of tables

Table 1: What is your opinion on e-books? .................................................................39
Table 2: What is your opinion on e-books in libraries? .............................................40
Table 3: What aspects do you feel are the main aspects that increase demand for e-books? ..........................................................................................................................42
Table 4: Do e-books create any problems for the library? ......................................42
Table 5: What impact has the demand for e-books had on the library? ............43
Table 6: Have you noticed an increase in discussion about e-books in the past 12 months? ..........................................................................................................................43
Table 7: How does the library advertise e-books? ....................................................44
Table 8: What type of instruction do you provide? ..................................................44

List of figures

Figure 1: Number of libraries with websites ............................................................29
Figure 2: Mentions of Rafbókasafnð on library websites or Facebook ..................30
Figure 3: Thorough mention of Rafbókasafnð .............................................................30
Figure 4: Mention of Rafbókasafnð in 2018 .................................................................31
Figure 5: Monthly loans in Rafbókasafnð 2018 .........................................................32
Figure 6: Most popular titles since launch .................................................................34
Figure 7: How old are you? .......................................................................................36
Figure 8: How many people live in your town or community? ............................37
Figure 9: Opening hours in libraries around Iceland .................................................38
Figure 10: How has the demand for e-books changed in the past five years? ......41
1 Introduction

The diffusion of e-books as an innovation is taking place in various countries around the world, though with different success rates and at a different pace. According to Everett Rogers (2003) “diffusion is the process in which innovation is communicated through certain channels over time among the members of a social system” (p. 5). The English language countries such as the United Kingdom and the United States account for a large part of the total e-book market, it is however difficult to state how large as the global publishing industry is complex and diverse (Bergström, Höglund, Macevicute, Nilson, Wallin and Wilson, 2017). As part of the diffusion process libraries have started to provide their users with e-books. Many of the public libraries have implemented e-books yet it is difficult to say whether the implementation has been successful or not. Library users have access to e-books but in many cases don’t even realize that their library offers said service (Horrigan, 2016; Zickuhr, Rainie, Purcell, Madden, & Brenner, 2012).

Macevičiūtė, Nilsson, Wilson, Bergström, & Höglund (2014) mention the ‘small language problem’ in terms of implementing e-books into a small market. The ‘small language problem’ refers to the difficulties surrounding book publication “when publications in the local language are potentially in competition with books in English” and the local publishers have to compete with other international publishers (p. 74). The ‘small language problem’ can make implementation of e-books even more difficult as the market is dependent on very few publishing houses who might be afraid to test the waters. According to Bergström et al. (2017) most European countries lag behind the major English-speaking countries when it comes to e-book dissemination and their share of the book market or book readers in the population. From 2013 to 2014 the sale of e-books in Iceland increased by 40 percent yet still only accounted for 0.25 per cent of the total book market. Comparing this to the e-book sales in Sweden (2.2%), Norway (1.6%), Finland (1%) and Demark (3%), Iceland lagged behind the other Nordic countries as well (Nordic Book Statistics Report 2014, 2015).

E-book use in Iceland is a fairly recent phenomenon and the e-book market has not really taken off. Libraries have for a long time been very interested in providing e-books for their users. However, they have been unsuccessful up until now. The first public library to provide access to e-books was Norræna húsið (the Nordic house). Norræna húsið is a library that only has books in Nordic languages not including Icelandic. In 2011 Norræna húsið signed a contract with the Swedish e-book service Elib. Users can therefore borrow an e-book once a week with a lending period of 28 days. Their aim is to provide e-books in other Nordic languages but as of yet they only have Swedish e-book available for their patrons (“Bókasafin,” n.d.). Many years went by until another public library in Iceland was able to provide e-books for their users.

Recently the national consortium of libraries in Iceland (Landskerfi bókasafna ehf.) and the public city library of Reykjavík (Borgarbókasafnið) signed a
contract with Overdrive and subsequently e-books were invited into the libraries of Iceland. Rafbókasafn.is (the e-book collection) was created and now over 60 libraries have access to e-books. Overdrive is a global digital distributor of e-books among other things and specializes in providing digital material for libraries (OverDrive Inc., n.d.-b). Landskerfí bókasafna is a corporation that was created in 2001 by the government and 26 municipalities. Today shareholders are around 60, Reykjavík and the state treasury being the largest ones. Landskerfí bókasafna created and operates a common system for all the libraries in Iceland (Landskerfí bókasafna, 2015a). They run the library system Gegnir and all libraries that are members of Gegnir have access to their services which is used for day to day operational matters in libraries (Landskerfí bókasafna, 2015b). They run leitir.is which is a library and museum portal with information about and access to various material from libraries and museums in Iceland (Landskerfí bókasafna, 2015c). They also run the archaeological database Sarpur.is and now last but not least Rafbókasafnið.

Because of the e-book being such a recent phenomenon there has been very little research done regarding e-books in Iceland. A few thesis papers have been written which mostly discuss Icelandic publishers and their view on e-books (Eiríksdóttir, 2012; Hafsteinsdóttir, 2015; Vilhjálmsdóttir, 2013). Dröfn Vilhjálmsdóttir is the only one to have specifically written about e-books in public libraries. She looked at where Iceland stood in terms of implementing e-books and interviewed librarians, people from different publishing houses and a spokesperson from the writer’s associations. Her conclusion was that there was still a long way to go before e-books could be implemented into libraries. Overall e-books have gotten very little media attention in Iceland. By searching “e-book” in the news database of Mbl.is one can see that there was a surge of interest in e-books around 2011 (9 news stories) and 2012 (10 news stories) but the interest quickly died down.

The diffusion of e-books around the world has been a rocky road with unsuccessful e-book readers, not enough reading material and fear that e-books will take over print books. This does not however mean that it will not be successful, as Rogers (2003) mentions “most innovations, in fact, diffuse at a disappointingly slow rate” (p. 6). Iceland is a very small country with a population of around 350,000 people. In such a little country and other small language countries the balance between publishers, libraries and booksellers is delicate. Some believe that by allowing libraries to lend e-books, no one will buy them. Others believe that by providing e-books in libraries it will spark interest for e-books and reading in general. Many librarians wish to provide their users with as much material as they can and in as many formats as available, but the e-books introduce a new phenomenon that might take some time to get used to, for readers and librarians.

1.1 Problem formulation and research questions

The implementation of a new innovation is a part of the process of the diffusion of said innovation into an organisation or society. When implementing a new
media into an organization the people involved in the implementation need to be engaged for it to be successful. Librarians are in a unique position when it comes to the implementation of e-books into the libraries as they both need to accept the innovation and need to be a part of communicating the innovation to others in the society as change agents. As Rogers (2003) states “it is one thing for an individual to decide to adopt a new idea, quite a different thing to put the innovation to use” (p. 179). Furthermore, Rogers (2003) mentions that there are a number of individuals who are involved in the innovation-decision process when it comes to innovations in an organizational setting and “the implementers are often a different set of people from the decision makers” (p. 179-180). Perhaps some librarians had little to say whether e-books should be implemented into their library or not, the innovation might have been implemented by someone else. This could affect the librarians’ willingness to adopt. The librarians need to be open and engaged in implementing this innovation in order for it to be put to good use in the libraries. There are many factors that can influence the successful implementation of an innovation and it is very difficult to distinguish whether the individual has a greater effect on the opinions of the society as a whole and the success of an innovation or whether the society is more inclined to affect the individual and their willingness to adopt a new innovation. These are very difficult questions to answer and Rogers’ diffusion of innovation and Winston’s theory of innovation will be used to delve more deeply into this paradox. Their theories will be discussed in greater detail in the chapter on theories of innovation. For this paper I want to look at whether Icelandic librarians are generally engaged in the e-book phenomenon and whether their interest or lack thereof might have an effect on the implementation’s success. Libraries are an organization. However, organizations are made out of people with their own personal views who have an impact on the organization as a whole. This is especially true in Iceland where many libraries in the rural areas of Iceland only have one librarian and therefore their opinions on e-books can have a greater effect on the implementation process than in a library with more librarians or in a bigger community.

The aim of this research is therefore to understand the process of the implementation of e-books into the Icelandic libraries, as the e-book phenomenon is still very new in Iceland and was only recently established into Icelandic libraries. What potential factors might affect the librarians’ views on e-books, such as whether advantages or barriers to e-book use in the libraries affect their view on e-books, whether the librarians’ characteristics can affect their views on e-books or whether the societal structure they live in has an impact on their views. And finally, whether their perception on e-books in general and in the library space, can have an effect on the implementation and diffusion of e-books into the libraries.

The research questions are therefore:

RQ1: How do Icelandic librarians perceive advantages and barriers to e-book use through public libraries?
RQ2: How do librarians evaluate the present situation and the future of e-books in Icelandic libraries?

RQ3: What factors affect the perception and position of librarians?

RQ4: Is there a connection between librarians’ views on e-books and the marketing and loans of e-books in their library?

1.2 Thesis outline

The thesis will begin with a literature review and theory chapter used to gather information on the present situation of e-books in general and in libraries. It will begin by introducing how the e-book has been developed through the years by looking at the past and the present of the e-book. It will look at the development of the availability of e-books in libraries. It will then look at whether the development of e-books has been a successful process, looking especially to America which has come very far in providing e-books and then looking at the Nordic countries which have many things in common with Iceland. It will then explore the main issue of e-books in Iceland, the evolution of e-books in Iceland and the evolution and introduction of Rafbókasafnið. The thesis will move on to explore why e-books should be available in libraries and then discuss the importance of marketing, both with new innovations and in libraries in general. Finally, the literature review and theory chapter will conclude with discussing the theories which will be used to look at the development of the implementation of e-books into the Icelandic libraries. Rogers’ diffusion of innovation has been chosen to look at what individual aspects might have an impact on the diffusion of e-books. Winston’s theory, ‘law’ of suppression of innovation will be used to observe the driving and suppressing factors of the e-book innovation.

Next the methodology of the research will be discussed. Beginning with looking at the research design and strategy used to obtain data for the research, it will then move on to exploring the preliminary research conducted as a necessary stage of collecting data for the thesis. The chapter will then explore in more detail what research method was used to collect and analyse the data, finally ending with discussing the limitations and ethical aspects of the research. The paper will then discuss the results of the research, beginning with the results of the preliminary stage and ending with the results of the survey with the themes of the survey in mind. In conclusion the results will be discussed and analysed with the research questions mentioned above in mind and in connection with Rogers’ and Winston’s theories of innovation. Finally, the conclusion of the research and what aspects might benefit from being researched more thoroughly in connection with e-books in Iceland and Rafbókasafnið will be discussed.
2 Literature review and theory

2.1 The development of e-books

2.1.1 E-books the past to the present

The definition of e-books can vary among different subject fields but for the sake of this thesis it will be defined as “a book composed in or converted to digital format for display on a computer screen or a handheld device” (“E-book,” n.d.). E-books have a long history even though they might seem to be quite a new phenomenon. Michael S. Hart is often said to be the founder of e-books. In 1971 he single handedly typed in the US Declaration of Independence and distributed it on the then emerging internet (Poynder, 2006). He saw the social necessity of all people being able to access important information equally. Subsequently he created Project Gutenberg, an online archive which allows people to freely access a collection which focuses on books that are out of copyright in America (“Project Gutenberg,” 2018). Their collection now offers 57,000 free e-books and is set to increase exponentially in 2019. Due to the Copyright Extension Act of 1998 Project Gutenberg lost one million potential e-books which are due to be released in 2019 (Poynder, 2006; “Project Gutenberg,” 2018).

Although e-books have been available for almost 50 years it took a long time for them to gain the public’s attention. In fact e-books didn’t become more popular until they became portable (Bergström et al., 2017). In 1998 the first e-reader emerged with the arrival of the Rocket e-book which was connected to Barnes and Noble. It was the size of an average hardcover paper book but weighed around 624 grams (Bergström et al., 2017; Falk, 2000). According to reference.com a hardcover book with 735 pages weighs around 521 grams so the Rocket e-book was not very mobile in that sense (“What is the average weight of a book?,” n.d.). A few years later in 2004, Sony produced the first e-reader that used electronic paper or E ink technology but only made it available outside of Japan in 2006 (Kozlowski, 2014). The Sony Reader was considerably lighter than the Rocket e-book, or 250 grams (Bergström et al., 2017). Despite this newly available e-reader, the e-books popularity didn’t properly take off until 2010 with the arrival of the Kindle produced by Amazon. Amazon’s popularity was due to the fact that through Amazon access to e-books was made much easier and, in a few years, Amazon became the biggest producer of e-books in the world. In 2014 Amazon was the most used e-book retailer in the USA and sold 67 per cent of all e-books on the USA e-book market (Mosendz, 2014). However, despite the improved technology of designated e-book readers with e-ink technology many people choose to read their e-books on tablet computers. According to EMarketer (2016), in 2016 50 per cent of people in the US chose to use their tablet computer as a reading device. The reason being that they are multipurpose machines with more possibilities for the user. The multipurpose use of the tablet seems to be more important than a good reading device as research has shown that it is considerably better to read on an e-reader that is not backlit and uses the e-ink technology instead of a tablet computers (Benedetto et. al., 2013). Therefore with the arrival of tablet computers such as the iPad and smartphones with apps which
made it possible for users to read on their preferred devices e-readers became less popular (Sweney, 2017).

2.1.2 E-books in libraries

E-books in the form we are familiar with today, are a rather new phenomenon for libraries, they have been available in different formats in libraries for a long time. E-books have been available on the world wide web for a while and in that way accessible through computers provided in libraries. Furthermore many libraries provided access to e-books through CD-ROMs and floppy disks (Garfinkel, 1988). However, some libraries who were early adopters of e-books, ran into problems engaging the e-books with the library users who were often unenthusiastic towards this new innovation. There were many reasons for this, e.g. confusing, tiring and uncomfortable technology or the lack of material available for e-books (Palmer, 2011).

When e-readers became more user friendly and e-books more accessible even more libraries started to provide their users with access to e-books. Netlibrary, started providing libraries with e-books in 1998, they were eventually purchased by EBSCO and today they have over 1 million books in their database (Breeding, 2000; EBSCO Industries Inc., n.d.). While EBSCO targets their content for a wide variety of users, public libraries, academic libraries, school libraries and various institutions, Overdrive’s main focus is on libraries and schools (EBSCO Industries Inc., n.d.). Overdrive was founded in 1986 and in 2000 they started distributing e-books and audiobooks. They offer their digital content to over 40,000 libraries and schools in 70 countries around the world. They have now changed their name to Rakuten Overdrive after being purchased by the Japanese company Rakuten and as of today Overdrive has the world’s largest digital content available to libraries. (OverDrive Inc., n.d.-b).

Overdrive connects publishers with libraries by creating contracts suitable for publishers, so they feel safe and happy providing libraries with their content. These contracts vary between publishers and therefore libraries access to the e-books vary as well. Overdrive provides two kinds of access models for libraries, ‘One-Title, One-User’ and the ‘Subscription’ model. The ‘One-Title, One-User’ model is the closest to a physical book since only one person can read the book at a time and the library might need to purchase many copies of the e-book. The ‘Subscription’ model means that many users can read the e-book at the same time, but the book needs to be repurchased after either a set period of loans or a set period of time. Publishers can choose to use either or both of these models when providing their material (OverDrive Inc., 2015).

Digital rights management (DRM) is used to prevent the piracy of e-books provided in libraries and create restrictions to the material. Many librarians have for a long time been unhappy with DRM protected material as it restricts users from using the material under the ‘fair use’ of bought copyrighted material. DRM protected e-books that are purchased from a vendor or an aggregator are in a way never owned just “rented” and libraries are given access to the material often with various restrictions. A good and well-known example of violating the rights of
users with DRM is when Amazon removed George Orwell’s books, *1984* and *Animal Farm* from user’s Kindle devices because of a mistake in copyright issues. People were angry to find that even though they had purchased the book Amazon was able to remotely delete files from their personal Kindle (Stone, 2009). Through the years Amazon has come under fire for other issues regarding revoking peoples access to books they have bought (Charman-Anderson, 2012; Gurunathan, 2010; Khajane, 2016). Hombal and Prasad (2012) argue that “the DRM technologies have enabled publishers to enforce access policies that not only disallow copyright infringements, but also prevent lawful fair use of copyrighted works, or even implement use constraints on non-copyrighted works that they distribute” (p. 235). Many libraries that use subscription models to access their e-books have run into the problem of e-books suddenly disappearing from the collection without any notice from the vendors (Macevičiūtė & Borg, 2014).

Another aspect that goes against the librarians’ ‘code of ethics’ regarding e-books accessed through vendors is that librarians have to restrict their access to e-books that are made available by the vendors. This is an aspect of censorship which many librarians protest. There is often a friction between libraries and publishers as they do not have the same objectives. Therefore, there seems to be a need for some kind of intermediary. Overdrive acts as an intermediary between libraries and publishers and supports both DRM protected and DRM-free files but encourages publishers to provide their material without DRM so that it can be compatible to a wider group of users (OverDrive Inc., 2015).

### 2.1.3 Are e-books successful? E-books in the Nordic countries and America

Even though e-books have become more accessible through the years with new technology and more digitalized material e-book use hasn’t substantially ‘taken off’. America especially has been a frontier in the implementation of e-books in their country and many other countries have not come as far as America. According to Zickuhr et.al. (2012) in 2011 only 12% of readers of e-books borrowed e-books from libraries and the majority of Americans didn’t even know that e-books were available in their libraries, yet 75% of all libraries in America provided e-books for their users. Again in 2016 it was reported that only 44% of users said that their public libraries had e-books available (Horrigan, 2016). Access to material in English is easier for the readers as the USA is a large market generating good profit for publishers, and yet according to Perrin (2018), only 26% of U.S. adults said that they had read an e-book in the previous 12 months in 2018, 67% had read a paper book and 74% had read a book in any format the past 12 months (graph. 1). In spite of good access to various e-books in English, people still seem to prefer paper books over e-books.

For small language countries developing the e-books market in their country is even more difficult. They can have the same access to e-books in English as Americans do but e-books in their native language are not as easily accessible. They have what Macevičiūtė et al (2014) call the ‘small language problem’ where local publishers are in competition with English publishers when it comes to book
publication. Iceland being a small language country has a lot in common with the other Nordic countries and, therefore, has looked to those countries among others for inspiration when trying to include e-books into the Icelandic culture (Sveinsdóttir, 2017).

2.1.3.1 Denmark
The e-book service that provides e-books to public libraries in Denmark is called eReolen. eReolen is a joint collaboration between Danish public libraries and publishers. eReolen was created in 2011 and has since grown substantially (Elkær, 2016). EReolen has 11.000 e-books and around 6.000 audiobooks available for their users (eReolen, n.d.). Public libraries were central for e-book use in these first years, however, between 2015-2016 there was a decline in available titles on eReolen when several publishers withdrew their books from the service after not being able to come to an agreement with the libraries on how the e-books should be provided. This led to the loans of e-books going into decline for a while (Books and Literature Status Review 2016, 2016). In late 2017, Gyldendal a big publishing house in Denmark decided to reinstate their e-books into eReolen again after a two-year departure, however, withholding adult audiobooks in the new agreement (“Snart muligt at låne Gyldendals bøger på eReolen,” 2017).

2.1.3.2 Sweden
Elib was founded by the largest publishers and retailers in the country and started distributing e-books in Sweden in 2000. Now owned by the IT company Axiell, it has around 50.000 digital books in various languages. (Axiell Group, 2017a, 2017b). However, their relationship with public libraries in Sweden has been difficult. Libraries have complained that high prices on e-books have made it difficult to provide e-books for their users (Wilson & Macevičiūtė, 2012). Despite this, according to the Axiell Group (2015), e-book loans rose from 7.600 a month to 130.000 a month in five years. In 2015 the e-book usage in the public libraries did not increase significantly for the first time. E-books anyway were only a small percentage of the total loans in public libraries (Bibliotek 2015, 2015). Recently however a new contract has been made with Overdrive which offers e-books at a significantly lower price than Elib in hopes of making e-books equally available for different sized libraries across the country (Silverdal, 2018).

2.1.3.3 Norway
Bokhylla is the primary distributor of e-books to libraries in Norway, created by the Norwegian National Library which as a conservation library is legally required to archive all published Norwegian content (Nasjonalbiblioteket, n.d.). The Norwegian National Library has since 2012 been working on digitizing books that were released before 2000 with the permission of publishers and authors. Only 4000 titles have been reserved from this contract. By digitizing older titles, they hope to bring new life to ‘out-of-date’ books by making them available to the public as e-books. Today there are around 250.000 e-books available for free for Norwegian readers (Chilton, 2014; Eder, 2018). For newer titles however public libraries had to create contracts with eBokBib, Bs Weblân.
or Ebib and between 2013-2015 eBokBib was the most widely used lending system (Kulturdepartementet: utredning om e-bøker og utlån i bibliotek, 2015). According to a report created for the culture department in Oslo, the percentage of people that read e-books in 2014 was still very small compared to the readers of print books, however, loans in public libraries had increased since 2013 (Kulturdepartementet: utredning om e-bøker og utlån i bibliotek, 2015).

In the beginning of 2018 the national library in collaboration with the publisher’s association and other important figures in the e-book market created a new lending model where e-books are accessible through the eBokBib app. This new model gives all Norwegian library users access to e-books through their library and all libraries have the same access to all Norwegian e-books. All books adhere to the ‘One-title, One-user model’. For e-books that are older than two years every library receives one copy of each book and can then decide whether to buy more copies or not. Each library, therefore, decides on the limits they put on how many e-books can be bought by their patrons with a so called click-model. Publishers get paid for each click from books bought in the click model. For newer titles each library must purchase a licence for each book which is more expensive than the click model. This license has limitations on how often each book can be lent out until the library must buy a new copy (“Bedre utvalg av e-bøker på bibliotekene”, 2018; Bibliotek-Systemer As, n.d.).

2.1.3.4 Summary
The introduction of e-books into libraries throughout these countries has been a difficult process and the most common problem for these small language countries seems to be difficulty in finding the right lending system which is equally fair to both librarians and publishers. Barriers such as high prices deter many libraries from buying e-books and when access to a range of e-books is not available e-book loans in libraries go into decline. There is low e-book usage in libraries in all the Nordic countries, possibly because of general difficulties of integrating e-books into the country. However even with a wide range of e-books available in libraries work has to be done to market their availability as can been seen by the low percentage of people who know about e-books in American libraries. Librarians have little control when it comes to e-books, publishers choose the price and what titles are available to libraries.

The next chapter will discuss the long process of how e-books were introduced into Iceland and how Rafbókasafnið came to be while exploring whether there are any common elements in the development of e-books in Iceland and the countries mentioned above.

2.2 E-books in Iceland

2.2.1 The evolution of e-books in Iceland
It is difficult to pinpoint the exact time when Icelandic e-books arrived on the market, but by searching for ‘the first e-book in Iceland’ (‘fyrsta rafbókin’) on google an article on ruv.is, a national news website, claims that the first Icelandic e-book came out in 2010 (“Fyrsta íslenska rafbókin,” 2010). This was a
translation of the book ‘Zen and the Art of Motorcycle Maintenance’ by Robert M. Pirsig. In the following years more e-books started to arrive on the market especially after the VAT on e-books was reduced from 25.5% to 7% and following a contract between the writers association and the Icelandic Book Publishers Association which stated that writers were ensured 25-30% of the wholesale of each e-book (“Rafbækur loks gefnar út á Íslandi,” 2011; “Samþykkta að lækka skatta á rafbækur,” 2011; “Skattur á rafbækur og stafhra tónlist lækkar,” 2011). Today the VAT is 11% with discussion going on about abolishing the VAT on books in the near future (Lög um virðisaukaskatt, 1988; “Íverþólitísk sát um að afnema bókaskatt,” 2017).

In 2012 Kolbrún Þóra Eiríksdóttir listed all the Icelandic websites that provided e-books. Those who were selling e-books were perhaps predictably Eymundsson (eymundsson.is), one of Iceland’s biggest and oldest bookstores, and Forlagið (forlagid.is) one of Iceland’s biggest publisher, but also the websites Lestu.is, which was according to them the first website to provide Icelandic e-books, Rauða sería (asutgafan.is) and Skinna.is (Einarsson, 2012; Eiríksdóttir, 2012). Then there were websites that provided books for free, Netútgáfan (snerpa.is) and Rafbókavefur.is (rafbokavefur.is), providing mostly out of copyright material, and websites that helped people publish their books on e-book format, Bókland.is (bokland.is), Emma.is and Netbók.is (netbook.is) (Eiríksdóttir, 2012). When this thesis paper is written Eymundsson, Skinna.is, Bókland.is and Netbók seem to have stopped providing e-books. Emma.is has signed a contract with Overdrive and their books are available on Rafþrókasafnið (“Rafþrókasafnið,” 2018). Forlagið, Lestu.is, Rauða sería, Netútgáfan, Rafbókavefur.is are still providing e-books on their website. E-books are furthermore provided on Heimkaup.is, an online store, Salka.is, another publishing house and Storytel.is which only opened in March this year (Jónasdóttir, 2018).

According to the Nordic Book Statistics Report the sales of e-books in Iceland were only around 0.25% of the total book market in 2014 (Nordic Book Statistics Report 2014, 2015). In 2014 Amazon started providing e-books in Icelandic and today many publishers are selling their books on Amazon (“Íslenskar rafbækur til sölu á Amazon,” 2014). Egill Örn Jóhannson, the manager at Forlagið, stated that in 2017 the e-book sales were nearing 1% of the total book market compared to around 3-5% in other Nordic countries (Magnússon, 2017). The growth of the Icelandic e-book market has been slow. Most probably due to the fact that the Icelandic publishers have been afraid of implementing this new phenomenon into such a delicate small language market. This fear is a clear hindrance as can be seen in a paper by Dröfn Vilhjálmsdóttir (2013) where a publisher she interviewed mentioned that he wanted to hold back on providing his books on the e-book market as he felt that he had the luxury of looking to the other Nordic countries and learning from their mistakes. As mentioned in a books and literature status review by Bog- og Literatur panelet (2016)

Publishers try to curb the potential of a product, for which there is still no demand and at the same time complain about the lack of the market
The paper will now discuss the process of how Rafbókasafnið was created and why e-books are an important part of the library community.

2.2.2 The development of Rafbókasafnið

As mentioned above Rafbókasafnið is a collaboration project by Landskerfi bókasafna and Borgarbókasafn Reykjavíkur, the library of Reykjavík. In an article by Sveinbjörg Sveinsdóttir (2017) the evolution of how Rafbókasafnið came to be is examined. In 2014, after many years of discussion, Landskerfi bókasafna took the initiative and started discussing the possibility of implementing e-books into the Icelandic libraries with Borgarbókasafnið and FÍBÚT, which stands for the Icelandic publishers’ association. By approaching the matter in this way Landskerfi bókasafna wanted to try to find a way of implementing especially Icelandic e-books into libraries on a common ground in which all parties could be happy. They started by looking at what other nearby countries were doing regarding e-books and soon found that the best model was the “one-title, one-user model”. The group looked at BS Weblån from Norway, but soon found the market was too small to only provide Icelandic books. There was also the problem of getting publishers to provide Icelandic e-books. Their aim was to first and foremost provide Icelandic e-books to the libraries but since they couldn’t get the Icelandic publishers on board, they decided that they would look into providing mainly English e-books first. After seeing that among others Denmark and Finland used Overdrive for English e-books, they decided that Overdrive was the best option. Overdrive provided good customer service and was used in various countries around the world. The aim was first to try and create a contract for all member libraries of Gegnir, the common library system of Iceland, however they soon found out that this was not ideal due to restrictions created by the contracts between Overdrive and the publishers. Following they decided to create a contract only for public libraries. In October 2016, Borgarbókasafnið and Landskerfi bókasafna signed a contract with Overdrive (Sveinsdóttir, 2017). In January 2017 the website Rafbókasafnið was created, that same spring 13 of the bigger libraries got access to the service and in June the service was opened for the patrons from these 13 libraries. In December 2017 the rest of the country, 62 public libraries in total, had access to Rafbókasafnið (Gylfadóttir, 2018).

2.2.3 Why e-books in libraries?

The main reason libraries in Iceland haven’t been able to provide access to e-books is the debate between libraries and publishers on whether or not lending out e-books should be allowed. This is not a new debate and has been going on ever since libraries first began to lend out books for free (Macevičiūtė, 2016). Many publishers and authors feel like they are giving their work away and that every book that is taken by a library user is lost money. In her thesis paper Dröfn Vilhjálmsdóttir (2013) interviewed Icelandic librarians, publishers and one representative for authors and it was clear that there was a lot of tension between these forces. One publisher even went so far as to state that whenever a book was
taken from a library it was a form of stealing and another believed that 70% of readers that read his books do so in libraries and only 30% end up buying the book. The publishers interviewed said that libraries don’t matter to them and that they don’t buy enough books to be considered important for their business. The librarians interviewed on the other hand stated that libraries do not want to get e-books for free they want fair agreements for all parties and that e-books that are lent out from libraries are not lost purchases but rather that it creates more customers that then buy books (Vilhjálmsdóttir, 2013).

Publishers and libraries clearly do not have the same objectives. Libraries feel that it is their duty to provide reading material in every available media and that everyone has the right to access of information. According to the Icelandic librarian act libraries should be information and educational institutions that provide a various selection of material and information in various forms (Bókasafnalög, 2012). Furthermore the International Federation of Library Association and Institutions (IFLA) which represents “the interests of library and information services and their users” by being “the global voices of the library and information profession” state that the public library service is based on “equality of access for all, regardless of age, race, sex, religion, nationality, language or social status” and that public library “collections and services have to include all types of appropriate media and modern technologies as well as traditional materials” which “reflect current trends and the evolution of society” (IFLA, 2016, 2018).

There are many advantages in offering e-books in public libraries for both publishers and libraries. Advantages for libraries and their patrons are of course 24/7 access to the books which is especially advantageous for library users in the rural areas of Iceland as many of the libraries are only open for a few hours a week. In the new model created for Iceland it also gives the smaller libraries access to a larger collection that they would otherwise not be able to afford to buy. The advantages for publishers are the fact that libraries foster a more literate people who then buy more books. In fact, “library card holders are more than twice as likely to have bought their most recent book than to have borrowed it from a library” (Zickuhr et al., 2012). Elena Macevičiūtė (2016) mentions that according to the ratio between borrowed books and sold books in 2015 e-books borrowed in libraries didn’t seem to have a negative effect on the e-book sales and that it is very difficult to create a causal relationship between books borrowed in libraries and book sales in general. Many believe that e-book use in public libraries drives up e-book sales for publishers and it has been proven that those who borrow e-books are those who purchase e-books as well (OverDrive, 2010; Zickuhr et al., 2012).

It is apparent that there are various things that can affect the diffusion of an innovation and the future of e-books is still unfolding. Various external factors have influenced the process of inviting e-books into public libraries and the libraries and librarians have been unable to control them. However, in the instance where e-books have made it to the public libraries, patrons don’t seem to be taking notice. Marketing is an important step in the diffusion process.
Librarians are also the face of the library and their opinions on e-books can have a big impact on its success. As e-books are an innovative service in public libraries, it is worth looking into how libraries work with marketing in general and how they market innovations, including e-books.

### 2.3 Marketing

#### 2.3.1 Innovativeness and marketing in libraries

Amy Pawlowski (2010) mentions that one of the biggest challenges in the New York Public library is the fact that because of the remoteness and the independence of the media it is often difficult for the librarians to engage with e-books in the same way as material that resides in the library itself. Yet, marketing is one of the most crucial aspects of introducing new media. Rogers (2003) mentions “communication channels” as one of the main process elements of the innovation of a new idea, which emphasizes the idea of the importance of marketing and will be discussed in more detail further on in the paper.

Librarian 2.0 and in some cases 3.0 is a phrase used to describe librarians in the new information era of the internet (Kwanya, Stilwell, & Underwood, 2013; Vanwyansberge, Vanderlinde, Georges, & Verdegem, 2015). Library 2.0 is a term used for a more user centred library with an increase use of social media and other aspects of the internet. This in turn means a change of skills needed from librarians (Huvila, Holmberg, Kronqvist-Berg, Nivakoski, & Widén, 2013). Therefore, as Amy Pawlowski (2010) mentions internal marketing and training of librarians is as an important factor when it comes to the successful use of the e-book collection. By encouraging staff members to use a service themselves they are better equipped in assisting other users (Peters, 2007).

However, marketing the new services in libraries is not necessarily an easy process. Amy Pawlowski (2010) mentions that in the past some public libraries had difficulty drawing attention to their new digital collection, and it took a variety of efforts. Vendors have even offered to assist libraries in advertising their e-book services. As an example, Overdrive has a digital bookmobile that drives across North America offering assistance at no cost for the libraries and their users and teaches patrons how to use e-books and other services provided by Overdrive (OverDrive Inc., n.d.-a).

Marketing is an extremely important part of the diffusion of an innovation. Rogers (2003) states that “most people depend mainly upon a subjective evaluation of an innovation that is conveyed to them from other individuals like themselves that have already adopted the innovation” (p. 18). Therefore, librarians knowledge and experience are an important part of introducing e-books into libraries. There are several ways in which to market library services and various literature discuss the importance of marketing in libraries (Gupta, Koontz, Massísimo, & Savard, 2006; Xu, 2017). However, the word marketing can be daunting for smaller libraries with few customers or libraries with little funding. Some might even feel that marketing isn’t appropriate for a non-profit organization, as marketing consist of selling a product. Garoufallou, Siatri,
Zafeiriou, & Balamanidou (2013) found that the word “selling” in terms of marketing in libraries was somewhat taboo.

Noa Aharony (2009) explored the attitudes of librarians towards marketing in libraries by examining the librarians’ personality characteristics and their resistance to change. Aharony found that there was a positive correlation between the librarians’ personal characteristics and their attitudes towards marketing. Aharony’s exploration of resistance to change connect quite well to Rogers’ “degrees of innovativeness” which will be examined in more details below. Aharony (2009) also mentions that “libraries are not the sole providers of information and must be competitive” (p. 40). In this new information era it is apparent that it is no longer sufficient to be a passive brick and mortar house, libraries must strive to be an active information centre. Therefore, librarians need to know how to best market their library services to be able to reach more users.

### 2.3.2 How to market e-books in libraries

It is well known that public libraries are underfunded and some libraries do not feel that they can allocate money and time towards marketing with the little money they have (Bizzle & Flora, 2014). As libraries differ in size, number of users, opening hours and money allocated towards the library it is difficult to find a marketing strategy appropriate for all libraries. However not all marketing has to be costly. Although there are many steps in marketing a very easy step to take is to be more present on a platform where your users are. Being present on social media is one of the many ways to market a library. Garoufallou et.al. (2013) mention that many library staff feel uncomfortable employing traditional marketing models and techniques and prefer creating a relationship with users and using word of mouth marketing. However, by only using interpersonal channels you only introduce the new phenomenon to the patrons who go to the library. Social media is in that sense an ideal place to start marketing your library to get to more people.

Recently a thesis called ‘Are we social enough for social media?’ was written by Katrín Nielsdóttir (2017) about the social media use of libraries in Iceland. She interviewed 9 people from 7 different libraries and wanted to understand their aim and attitudes towards social media. She found that the participants use of social media was still in the early stages but that the librarians were positive towards the use of social media for libraries. The participants preferred to use social media that they were accustomed to, to draw attention to and advertise library events. The participants also seemed to be passive users of the social media, rarely posting, tweeting or sharing information but rather “taking advantage of content and information that was available on social media” (Nielsdóttir, 2017, p. 50). Since these interviews were conducted within the Reykjavík area it is not possible to generalize the findings to other smaller libraries in the rural areas and their views on social media use in libraries, but it can give an impression on how some libraries use social media. Social media like Facebook is also a good way to stay connected to other librarians, to see what they are doing, to get support from peers and discover new ideas. Social media pages do not necessarily have to revolve solely around the library and what the
library is doing but can also be a way of sharing information about what cultural things are happening in town, sharing quotes from books, sharing information about authors or taking part in world-wide Instagram tags, such as #bookface, #libraryinstyle or #libraryshelfie (Nielsdottir, 2017). However, if Facebook is used to share information to library patrons it needs to be done on a continuous basis to be sure that patrons receive the information, otherwise it can get lost in the patrons’ newsfeed.

In the next chapter we will look at the theories of innovation used in this research. Rogers’ diffusion of innovation and Winston’s theory of innovation were chosen for this paper.

2.4 Theories of innovation

2.4.1 Rogers: diffusion of innovation

Rogers wrote an influential book called *Diffusion of innovation* that has been widely used in researching diffusion of innovation, including e-books in libraries (Bergstrom et al., 2017; Kuzminiene, 2014; Neo & Calvert, 2012). As Rogers mentions (2003) it can be very hard to get an idea accepted and it can take many years for the idea to be properly adopted. Rogers’ theoretical framework was originally applied to individuals, however Bergstrom et al. (2017) state that it is also possible to use the framework to look at organizations and communities. Since Rogers’ framework is adaptable to both individuals and organizations it was felt that it was an ideal framework to look into the librarians in Iceland. Since Iceland is such a small country, many libraries only have one librarian and, in those instances, that librarian can be seen as being both an individual and the organization. Rogers’ framework was also seen as ideal as it explains the process of the diffusion of an innovation in great detail although it cannot predict whether an innovation will be successful or not it is able to show what factors can facilitate in diffusing an innovation and whether these factors are prevalent in the diffusion process of the e-books in Iceland.

According to Rogers (2003) the diffusion of new ideas has four main process elements, *innovation* which is communicated through *communication channels* in a certain amount of *time* among members of a *social systems*. In this chapter we will look at these main process elements and their aspects.

2.4.1.1 Innovation

The first main process element is the innovation. The innovation is an idea that is perceived as new by an individual or collective of people. Rogers (2003) created a model of how individuals perceive the characteristics of an innovation. These characteristics are *relative advantage, compatibility, complexity, triability* and *observability*. How Icelandic librarians perceive the characteristics of the e-book can influence how they react to the innovation and in turn predict the rate of the adoption of the e-book as an innovation. The “relative advantage is the degree to which an innovation is perceived as better than the idea it supersedes” and “the greater the perceived relative advantage of an innovation, the more rapid its rate of adoption will be” (Rogers, 2003, p. 15). The “compatibility is the
degree to which an innovation is perceived as being consistent with the existing values, past experiences, and needs of potential adopters” (ibid.). “Complexity is the degree to which an innovation is perceived as difficult to understand and use” (ibid.). “Triability is the degree to which an innovation may be experimented with on a limited basis” (ibid.). “Observability is the degree to which the results of an innovation are visible to others” that is “the easier it is for individuals to see the results of an innovation, the more likely they are to adopt” it (Rogers, 2003, p. 16). All these characteristics influence how individuals react to an innovation.

2.4.1.2 Communication channels

The second main process element is the communication channel which is “the means by which messages get from one individual to another” (Rogers, 2003, p. 18). That is the message of the innovation. Rogers (2003) mentions that using mass media is one of the most rapid and efficient way to create awareness of an innovation, yet interpersonal channels are more effective in persuading an individual to accept an innovation. By interpersonal channels Rogers means face-to-face exchange. Rogers (2003) also mentions the importance of interactive communication on the Internet as a communication channel. He states that interpersonal networks are very important when it comes to the adoption or rejection of an innovation and that diffusion of innovation is a social process. Therefore, mass media is a good way to advertise the innovation so that people are aware of it but in order to convince people to use the innovation it is better to use interpersonal channels. This thesis will look at what communication channels the Icelandic librarians are using, if any, to get the message of the innovation out to the community.

2.4.1.3 Time

The third main element of diffusion is time, the time it takes from the first knowledge of an innovation to the rejection or adoption of the innovation, how fast an individual is willing to adopt an innovation, that is to say their innovativeness and the rate of the innovations adoption into a system. In the innovation decision period an individual goes through five steps towards rejecting or approving an innovation. These steps are knowledge, persuasion, decision, implementation and confirmation. In some instances, the decisions stage precedes the persuasion stage as when an individual is ordered to adopt an innovation by an authority figure. Rogers (2003) also mentions that “when an innovation-decision is made by a system, rather than by an individual, the decision process is more complicated because a number of individuals are involved” (p. 21). Furthermore, Rogers (2003) mentions that “a certain degree of uncertainty” still exists for the individual at this stage, “even though the decision to adopt has been made” (p. 179). The implementation stage ends when a certain point is reached and the new idea becomes institutionalized, then “the innovation loses its distinctive quality as a separate identity of the new idea disappears” (Rogers, 2003, p. 180). The e-book is now in its implementation stage in the Icelandic libraries however it might be in different stages within the library community.
According to Rogers (2003) there are 5 degrees of innovativeness in adopters, innovators, early adopters, early majority, late majority and laggards. Most individuals are in the late majority category. “Innovators are active information seekers about new ideas. They have a high degree of mass media exposure, and their interpersonal networks extend over a wide area, reaching outside their local system” and they are “able to cope with higher levels of uncertainty” (Rogers, 2003, p. 22). Early adopters are not cosmopolite like innovators, they are often opinion leaders and serve as a role model for members of the social system. The early majority adopt new innovations just before the average member of the social system. They are an important link in the diffusion process by providing interconnectedness in the social systems interpersonal network. This category consists of 1/3 of the total adopters. It may take them some time to adopt the innovation completely. They are more followers than leaders. The late majority are those that are sceptical of the innovation. They also consist of 1/3 of the adopters and they may adopt out of necessity or peer pressure. Laggards are often a bit isolated within their social network and have very traditional values. They are suspicious of innovations and they must be certain that an innovation will not fail before they adopt it (Rogers, 2003). Where the Icelandic librarians stand within the 5 degrees of innovativeness can help speculate how long a time it will take for the e-books to properly diffuse into the libraries.

2.4.1.4 Social system

The fourth and last main process element of the diffusion of innovation is a social system. “A social system is defined as a set of interrelated units that are engaged in joint problem solving to accomplish a common goal” (Rogers, 2003, p. 23). The members of a social system can be individuals, organizations, informal groups, and/or subsystems. All members of a group cooperate to solve a common problem in order to reach a mutual goal which in turn binds the system together. According to Rogers (2003) diffusion occurs within a social system and the social structure, the norms, the roles of opinion leaders and change agents, the types of innovation decision and the consequences of the innovation within that system all effect the diffusion of innovation into a social system. There is a social structure and a communication structure within a social system, the social structure is hierarchical and gives some individuals the right to issue orders to other individuals, the communication structure is more informal and accounts for how cliques are created. The norms within a social system are behavioural patterns of members in the system which tells the members what behaviour they are expected to perform. These norms can be a barrier to change with resistance to new ideas. Opinion leaders and change agents within a social system are those who provide information and advice about the innovation. Opinion leadership “is not a function of the individual’s formal position” in the system but rather something that is earned and maintained by technical competence, social accessibility and conformity to the norms of the social system (Rogers, 2003, p. 27). The opinion leader’s innovativeness depends on the norms of the social system and whether the norm is to be accepting to the change or not. They are also a member of the social system where they utilize their influence. Change agents on the other hand are often professionals with a university degree who represent other change agents who are external to the social system. They often
use opinion leaders to assist them in their diffusion activities because due to their status they are often heterophilous from their clients. Rogers (2003) mentions the idea of heterophily and homophily and that the transfer of ideas is more likely to be successful if it is communicated between people who are similar or homophilic.

Where the librarians stand within the social system can help understand what affects they can have on the society they live in either by accepting the innovation or as a barrier to its success. The theory of innovation developed by Rogers helps to understand the societal mechanisms behind the diffusion of innovations and how they can have an effect on the success factor of innovations. Now the thesis will examine the interplay between the social necessity and suppression of innovations with Winston’s theory of Innovation.

2.4.2 Winston’s theory of innovation

In Media, Technology and Society, Winston (1998) states that development of new media and how it is introduced into society is a play between social necessity and suppression, which he calls the ‘law’ of the suppression of radical potential. Winston (1998) mentions that the acceptance of an invention “is never straightforward, however ‘needed’ the technology” (p. 11). In his theory of innovation, the innovation begins with an idea which becomes a prototype and because of the supervening social necessity is formed into an invention, after some kind of suppression of radical potential there is diffusion.

In Misunderstanding Media Winston (1986) discusses how the television came to be diffused into our society. He mentions that the reason for its successful diffusion is not only the fact that the television was a “product of our culture” and posed little threat to it, but also because “it was a very long time coming” (p. 360). Winston (1986) believes “that the history of the technologies of information reveals a gradual, uncataclysmic progress” and therefore speaking about an information revolution is unsuitable (p. 213).

According to Winston (1986) the diffusion of an innovation goes through many phases. It starts with the formation of an idea when the technologist uses creativity, intuition and imagination to formulate problems involved with the idea and hypothesising a solution to those problems. From the idea a prototype is made and depending on whether there is a supervening social necessity or not the prototype is either accepted or rejected. According to Winston (1986) “there is no limitation on the forces that can act as supervening necessities; they can be the objective requirements of changed circumstances or the subjective whims of perceived needs” (p. 613). There are three groups of social necessity, a necessity determined by the consequence of other technological innovations, social forces and commercial need for new products. When a social necessity for a prototype is determined the prototype is invented. However even though an idea has been invented doesn’t mean that it will be successful. According to Winston (1986) there is a ‘law’ of the suppression of radical potential. He states that “progress is made while going down the up escalator” (Winston, 1986, p. 648). That is to say the process of implementing a new innovation into a society is not a simple one.
These constraints are however important for the process of innovation as it preserves “essential formations such as business entities and other institutions” and it also allows the social fabric an opportunity to slowly absorb the innovation (Winston, 1986, p. 654). The suppression of radical potential can take many years to overcome, as in the case of the television which was in good working condition in 1936 but wasn’t properly diffused until the early 1950’s (Winston, 1986).

While Winston used the theory to look at various technology from the past some researchers have used Winston’s theory to look at the diffusion of e-books in libraries (Bergström et al., 2017; Macevičiūtė, Wilson, Gudinavičius, & Šuminas, 2017; T. D. Wilson, 2016). Bergström et al. (2017) state that particularly the supervening social necessity and the suppression of radical potential are of interest for researching the e-book phenomenon and suggest that they vary with interest groups. They note that public librarians’ supervening social necessity is their wish to provide their readers with access to material in every form and that the suppression of radical potential could for instance be overpriced e-books. Macevičiūtė et al. (2014), state that “small language cultures and markets affect both the social necessity and the need to suppress the potential of an e-book in a particular way” (p. 78). As Macevičiūtė et.al. (2017) mention an invention is only properly diffused when the suppression of radical potential is overthrown. By looking at the perceived barriers and advantages of the e-book in Icelandic libraries the social necessity of the e-books and the suppression of its radical potential can be deduces.

2.4.3 Usage of theories
Both these theories are concerned with seeing innovation as a process, yet they look at the drivers and barriers of the innovation from a slightly different angle. Rogers looks at individual acceptance, and in some instances, organisational acceptance, of an innovation as a conscious act and defines what features the innovators and innovation add to its success. Winston looks at the society as a whole. The success or failure of the innovation is determined by the societal needs and societal structure which either pushes or withholds the innovation.

These theories are in a way interconnected as the individual makes up the society and can in many ways impact the acceptance of an innovation in serious ways. This can be especially true in Iceland which is such a small country and especially in the smaller communities where there are only 1-2 librarians, they can have a bigger impact on people opinions on the libraries and its material. Whether the librarians are opinion leaders or laggards can affect the rate of the diffusion of the innovation into society. The librarians can either create a supervening social necessity or suppress the e-books radical potential.

Rogers’ theory will be used to look at how the librarians perceive the characteristics of the e-book as an innovation, what communication channels they use if any to communicate the innovation to their users and whether it can be determined what degree of innovativeness they are in as adopters of this innovation. Winston’s theory will be used to look at what factors are driving or
suppressing the potential of the e-book in the society and where the librarians stand in connection to these factors.

The questionnaire used in this research is based on Winston’s theory and was used in another research by Bergström et al. (2017). The original questionnaire was constructed using Winston’s approach and was directed to the public library systems. The questionnaire used for this paper was adapted to Icelandic conditions and was changed to incorporate librarians as a front to the organization of the library. Questions were added to help identify attitudes and perceptions of the librarians as well as to find out their perception of relevant advantages, complexity and triability of e-books and to some extent the observability and compatibility as well. This way the librarians and the library are looked at as interchangeable aspects. The following chapter will look into the methodology of the research conducted for this thesis.

3 Methodology

The following chapter will discuss the context of the research, the research design, strategy and the research method used to obtain data for the thesis in an attempt to answer the research questions of the paper ending with considering the limitations and ethical aspects of the research.

3.1 The research design and strategy

As the aim of this research is to understand the process of the implementation of e-books into the Icelandic libraries, what potential factors might affect the librarians’ views on e-books, and whether their perception on e-books in general and in the library space, can have an effect on the implementation and diffusion of e-books into the libraries, this thesis employed the cross-sectional research design which is often called the ‘survey design’. According to Bryman (2012), researchers employing the cross-sectional design are interested in multiple cases as “they are more likely to encounter variation in all the variables in which they are interested” which in turn means that they “can make finer distinctions between cases” (p. 59). Therefore, the cross-sectional research design seemed optimal to discover the variation between these multiple variables of all librarians in Iceland. A cross-sectional design is performed at a single point in time most often with quantitative or quantifiable data to examine relationships between variables. However, as it is not possible to manipulate variables, it is impossible for the researcher to be certain of any causal relationship between variables, it is only possible for the researcher to say that the variables are related (Bryman, 2012). In some cases, it is possible to “draw certain inferences about causality” but they “rarely have the credibility of causal findings deriving from an experimental design” (Bryman, 2012, p. 59). This means that internal validity is weak in most cases of cross sectional research design (Bryman, 2012). To retrieve the quantitative data needed to examine the relationship between the variables a quantitative research strategy was chosen.
Thus, the main research method is a survey providing the data allowing to identify the librarians’ attitudes and opinions about e-books. However, as there is no information whatsoever about the provision of e-books in Icelandic libraries an additional preliminary stage was included into the overall design of the research. Two methods were used to collect the initial information that was not only used to construct the questionnaire, but also provided deeper understanding and insights into the matters raised in the research questions. The first of them was a survey of public library websites and Facebook pages to identify, which libraries have relations with Rafbókasafnið or at least provide information about it and e-books. The next one was a qualitative interview where three leading people involved in the implementation of Rafbókasafnið into the Icelandic libraries were interviewed. An open ended semi-structured interview was conducted to find out how e-books are supplied to Icelandic public libraries.

3.2 Preliminary research

3.2.1 Rafbókasafnið on Library websites and Facebook

The research began with an informal look into the libraries’ websites and/or Facebooks and to see if the researcher was able to find any mention of Rafbókasafnið. First the researcher marked whether or not a library had a formal library website issued for information about the library or whether the website was just a subpage of another website e.g. the town website. If the library had no official website the researcher checked whether they had a Facebook website. Then the researcher checked whether or not Rafbókasafnið was mentioned on the library website, subpage or Facebook. If Rafbókasafnið was mentioned on Facebook it was documented how often it was mentioned and when it was mentioned last.

3.2.2 Preliminary interviews

As little information can be found on e-books in Iceland and Rafbókasafnið is such a new phenomenon preliminary interviews needed to be administered to gather general information on the Icelandic situation. After acquiring information by sending an email to rafbokasafnid@reykjavik.is on who best to interview in regard to Rafbókasafnið and its implementation into the Icelandic libraries. Three leading people involved in the implementation of Rafbókasafnið into the Icelandic libraries were interviewed in the summer of 2018. Open ended semi-structured interviews were conducted which each took around 30 minutes and took place in July and August. Before starting the interviews, the participants were asked to read over a consent form which stated what the research was about, and they were asked to sign the form as consent that they would be named in the paper and might be quoted. The consent form can be found in Appendix A. The interviews were then recorded with their consent. Those interviewed were Þóra who works as a project manager at Landskerfi bókasafna, Brjánn digital services and tech manager at Borgarbókasafnið and Úlfhildur collection manager for books and e-books at Borgarbókasafnið, Úlfhildur is also responsible for the layout of the website of Rafbókasafnið. The questions were used to determine how Rafbókasafnið was created and what Rafbókasafnið needs to become better and how it can be diffused into the library community. The questions can be
found in Appendix B. Afterwards the preliminary interviews were transcribed into Icelandic and translated into English. The interviews were transcribed non-verbatim as they were conducted to gather information and those interviewed were not being analysed as part of the research data. Therefore, only important and relevant parts of the interview were transcribed.

3.3 Survey

A research method is the technique used for collecting data (Bryman, 2012). To be able to collect the data a researcher must use a certain research instrument. The instruments used for this research was a self-completion questionnaire. This chapter will discuss, the questionnaire used to collect data, the respondents and the data collection.

3.3.1 Questionnaire

As mentioned above the questionnaire used in this research was based on Winston’s theory of innovation and was changed to incorporate the individual rather than the organization. A self-completion questionnaire was used to gather data from the 62 libraries involved in the consortia with Overdrive. This form of instrument was used so as to be able to gather data from a large sample from the whole country in hopes that respondents would feel more comfortable with being candid about their feelings towards e-books than with a structured interview. Qualitative research methods such as the qualitative interview might be better suited for in-depth knowledge of librarians perception of e-books however as Bryman (2012) mentions people tend to be more likely to “exhibit social desirability bias when an interviewer is present” (p. 234). Social desirability bias is when respondents answer questions the way that they perceive to be socially desirable.

As the questionnaire was sent to the whole population it was not possible to pilot or pre-test the questions. The questions were however sent to one of the main people involved in incorporating Rafbókasafnið into the libraries and who also works as a librarian, as a form of pre-testing.

The questionnaire was sent to all 62 libraries by email asking them to take part in the questionnaire including an explanation of the intention of the research and a statement that any personal information that might point to who the respondents were would only be used to process the data as a whole and were confidential. The reason for this was that many libraries in rural areas around Iceland only have one librarian and therefore by showing the answers from each library it would reveal personal information about the respondents. The email addresses were obtained from Landskerfi bókasafna. The emails were sent directly to the libraries or to the manager of the libraries and in some cases both to try to be sure to get through to all the libraries. The questionnaire was sent out in Icelandic as the researcher felt that it was more likely that the librarians would take part in a questionnaire in their own language.
Survey Monkey was used to create the questionnaire. Using Survey Monkey “means that there is no coding of replies … no need to enter data into your software” and “reduces the likelihood of errors in processing data” (Bryman, 2012, p. 671). Survey Monkey also gives the user the option of using cross tabulation with the collected data to look at similarities and differences between chosen groups of participants. The questionnaire was created with the following themes in mind:

Characteristics of the librarian

Information about the library

Librarians personal use and views on e-books

Librarians views on e-books in libraries

Use of e-books in their library

Marketing of e-books in general and in their library

These themes were chosen because they are connected to the theoretical framework of the thesis and help answer the research question of the thesis. Questions 1-4 were used to ask about the librarians’ characteristics, this was done to see whether their characteristics could be a factor in their opinions on e-books. Question 5-8 asked about information on the librarians’ library and community, this was done to see in what kind of community they live, whether rural or urban, to see whether where they live, or work could have an effect on their opinion and willingness to accept the e-book into their library. These characteristics and factors can help to look at potential barriers involved in the implementation of e-books into the Icelandic libraries as well as see how the librarians perceive the characteristics of the e-book as an innovation. Question 9-11 asked the librarians about their personal use and views on e-books to try to see how they perceive e-books. Questions 12 asked about their opinion on e-books in libraries to see whether there was a difference in their personal and professional opinion on e-books. These questions are meant to look at the degree of innovativeness of the librarians. Question 13-25 asked about the use of e-books in the participants libraries. Question 26-30 asked about the librarians’ opinions on the marketing of e-books in general and in their library. These questions were asked to see what communication channels if any the librarians where using to communicate the innovation of e-books to their users, these questions were also meant to see the level of enthusiasm displayed by the librarians towards e-books and their involvement in the libraries. These final questions looked more deeply into whether the different characteristics of the librarians and their views on e-books or their use of communication channels had some kind of effect on the use of e-books in their libraries.

The questionnaire consisted of 5 open ended questions where it was difficult to account for all possible answers, closed questions and five-point Likert scale questions with the option of adding additional information when deemed
necessary. The Likert scale is a very popular investigation tool. “The goal of the Likert scale is to measure intensity of feelings about the area in question” (Bryman, 2012, p. 166). This can determine the level of enthusiasm from the librarians towards each aspect of the survey. Finally, the questionnaire ended with the option of allowing people to add any comments on the subject matter if they wanted to. The questionnaire can be found in Appendix C.

3.3.2 Respondents

The circumstances of this research are rather unique and therefore the sample is gathered from a very particular situation, that is, a countrywide consortium of public libraries and their access to an e-book provider for the first time. As the objective of the research was to look at the perception of librarians towards e-books and whether their perception could affect the integration of e-books into the libraries, the librarians working on the front desk and therefore responsible for promoting the e-books to users of the library were the target participant of the research. The aim was to get an answer from each of the 62 libraries involved in Raðbókasafnið as it is not a large sample. As the research revolved around librarians’ views on e-books the aim was to get as many librarians to answer from as many libraries as possible. To get as many answers as possible the questionnaire was sent to each library and they were in turn asked to send the questionnaire to their co-workers. This is a form of snowball sampling but as the questionnaire was sent to each library the probability of a representative sample was higher than by only using the snowball sampling.

A week after sending the initial email a follow up email was sent in an attempt to improve the response rates. Overall the respondents had 10 days to take part in the survey. I received 63 answers from 30 libraries. However only 35 responses from 23 libraries were valid. The invalid responses were incomplete surveys. The aim was to get answers from 62 libraries which means that there was a 37% response rate. Because of the low response rate, it is difficult to state that the sample is representative of the population. Furthermore, as Bryman (2012) mentions “the problem with non-response is that those who agree to participate may differ in various ways from those who do not agree to participate” (p. 188). The low response rate can mean various things. It could be that those who have little interest in e-books in the first place chose not to take part in the survey and therefore the research might not be truly representative of all of the librarians in Iceland and their views on e-books. It could also mean that because of the time frame, i.e. the survey was sent out over summer time and the participants only had 10 days to answer the survey, those who possibly wanted to take part weren’t able to do so. However, the main reason for the low response rate is assumed to be that it is possible that the email sent out landed in the spam folder in some libraries because it was sent to many people at the same time via BCC and contained a link. BCC stand for “blind carbon copy” and is meant to enable you to send emails to multiple individuals without them being able to have access to each other’s email address. These are however typical contents of spam emails as well. I received one email after sending the follow up email stating that this might be the reason for the low response rate as that person had only just found the email. As several people opted out of the questionnaire after question 12 it is
also assumed that question 13 was too difficult to answer (“How often have e-book been lent out by your users this year”). This created a situation where the participants had to make an extra effort to answer the question by searching for the answer to the question rather than answering a question instinctively. Instructions followed on how to access this information. However, 8 people opted out at this stage. 11 libraries skipped question 13 but finished the questionnaire. They were contacted after the survey and informed that if they would send Landskerfi bókasafna a written consent Landskerfi bókasafna would be able to send me the statistics needed on the library’s behalf, 7 libraries agreed. Because of the low response rate, it was decided to look at the data from each respondent in a more qualitative way as with the low response rate it was not possible to use quantitative measures to analyse the data.

3.3.3 Data analysis

Data analysis was made easier because of the use of Survey Monkey which means, as mentioned before, that there is no need to code the results as survey monkey does that for you. The data was extracted from Survey Monkey and invalid data was omitted. Open ended questions concerning the opening hours of the libraries needed to be collected and coded, this was done using Excel.

The data was analysed in order to answer the following research questions:

RQ1: How do Icelandic librarians perceive advantages and barriers to e-book use through public libraries?

RQ2: How do librarians evaluate the present situation and the future of e-books in Icelandic libraries?

RQ3: What factors affect the perception and position of librarians?

RQ4: Is there a connection between librarians’ views on e-books and the marketing and loans of e-books in their library?

The answers to the questionnaire will be looked at as a whole and then analysed in terms of demographic differences and views on e-books with the research questions in mind. Survey monkey supports the use of cross tabulation by filtering through the data when a specific aspect of the survey is chosen i.e. filtering and grouping answers together by for example age which allows the researcher to look at the data from another point of view. Cross tabulation will be used to look at different demographical groups and their answers. If there are clear-cut differences their statistical significance will be assessed. However clear-cut differences with such a low response rate is very unlikely, the number of respondents is small, and the intention is to treat responses not only using methods of descriptive statistics, but also qualitatively, interpreting them in the light of previous studies and the Icelandic context.
3.4 Limitations

With research for a master’s thesis there are often various limitations. There are time constraints and lack of funds that can have an impact on how the research evolves. The aim was to have as many libraries involved in Rafbókasafnið take part in the research as possible to get a clear view of the future of e-books in Iceland. To be able to truly delve into how librarians feel about e-books a qualitative research would possibly have been the best way to collect the data. However, because of lack of funding it was not possible to travel across the island to get a representative sample of all the 62 libraries. It might have been possible to interview some libraries over the phone. However, because of time limitations it would not have worked. Many of the smaller libraries are not open every day. So, a quantitative research was chosen, yet because of the low response rate the research results are more limited than would have been preferred. There is also the question of meaning getting ‘lost in translation’ as the research was done in Icelandic and translated into English, however great care was taken in the translation process.

3.5 Ethical considerations

There was a lot of effort made in conforming to the ethical principles of research. Ethical principles revolve around whether there has been any harm done to participants of the research, whether the research lacked informed consent, whether the research invades participants privacy and whether the research involves deception to participants (Bryman, 2012). Confidentiality is a big part of the questionnaire and information that might indicate who the participants are, are not used. Libraries are not singled out in this research but are rather grouped with other libraries in similar conditions, i.e. libraries in rural countries vs. libraries in the city. The data on which library the librarian worked for is confidential as in many places in rural Iceland there is only one librarian working in some libraries and therefore the data is traceable back to them. Although individual answers cannot be deciphered from the data the researcher doesn’t feel that the name of the library is important to process the data. That data was collected in case the researcher needed to ask further questions regarding the questionnaire. It was considered consent when librarians partook in the questionnaire after reading information about the research. Appendix D shows the information sent out with the email requesting participation in the research.

4 Results

This chapter will present the results of the preliminary research stage which was conducted to gather preliminary information on the situation in Iceland since there has very little research been done concerning e-books. We will first look at the results of the preliminary research conducted on the mentions of Rafbókasafnið on library websites or Facebook pages. Following, the preliminary interview which was conducted with 3 important figures in the implementation of Rafbókasafnið into the Icelandic libraries will be discussed.
Finally, the results of the questionnaire with the six themes mentioned above in mind will be presented. These themes were chosen with the theoretical framework in mind and are as well connected to the research questions and aim to answer them. The results of the questionnaire will be discussed and analysed in the following chapter.

4.1 The results of the preliminary stage

4.1.1 Rafbókasafnið on library sites and Facebook pages

This preliminary research was done to gather information on whether all the libraries involved in the coalition with Rafbókasafnið were actively taking part in advertising Rafbókasafnið to any extent and how well they did so. I began by researching whether the libraries in the coalition had a website, subpage or Facebook page where they could mention this coalition.

![Bar chart showing number of libraries with websites](image)

**Figure 1: Number of libraries with websites**

The results showed that 20 libraries had their own website or in 4 cases a website with another library. 29 libraries had a subpage under some other website like the town website. 13 libraries did not have a website. Out of the 13 libraries which didn’t have a website, 6 had a Facebook page.
Following I examined whether the library websites or Facebook page mentioned Rafbókasafnið in any way. 33 mentioned Rafbókasafnið in some way while 29 didn’t mention Rafbókasafnið at all.

Borgarbókasafnið provides a detailed description of how Rafbókasafnið works. The description gives information on how users can access Rafbókasafnið, how to loan an e-book, how to ask for a book to be bought and more.

Borgarbókasafnið encourages other libraries to provide this information on their website for their own patrons. However even if the libraries did not provide
exactly that information, detailed information on how to use Rafbókasafnið needed to be provided to be considered in ‘good detail’. It was found that out of the 49 libraries that had a website or access to a subpage, 15 mentioned Rafbókasafnið in good detail. Out of these 15, seven mention Rafbókasafnið on the front page. Five libraries mentioned Rafbókasafnið but not in any detail, one of these five has a broken link on their frontpage without any other mention to it. Therefore, there were 29 out of 49 libraries that did not mention Rafbókasafnið on their website. This is excluding the six libraries that did not have a website or Facebook page.

I then decided to check whether those who did not have a website and those who did not mention Rafbókasafnið in good detail or at all, had a Facebook page that they used. These were all together 47 libraries. Out of these 47 libraries 17 did not have a Facebook page. 12 Libraries did not mention Rafbókasafnið, one of which was an inactive Facebook page where the library had last posted in 2014.

Figure 4: Mention of Rafbókasafnið in 2018

Out of the 18 libraries that mentioned Rafbókasafnið three had not mentioned it this year, one mentioned it last in January, seven in February, three in March and four in June. The data was collected in late June of 2018.

So, in conclusion 15 libraries mentioned Rafbókasafnið in good detail on their library website and 18 mentioned Rafbókasafnið on their Facebook page in different intervals, only four mentioned it very recently. 28 out of 62 libraries do not mention Rafbókasafnið on either their website or Facebook, 7 of which have neither a website or a Facebook page.

4.1.2 Rafbókasafnið – provider of e-books to Icelandic public libraries

Rafbókasafnið was created by Landskerfi bókasafna and Borgarbókasafn Reykjavíkur dedicated to providing e-books to Icelandic libraries. Borgarbókasafn Reykjavíkur is in control of the website and the purchasing of e-books while Landskerfi bókasafna was founded to operate a common system for
Icelandic libraries. Shareholders are around 60 whereof the Reykjavík treasury and Reykjavík city are the largest (Landskerfi bókasafna, 2015a). In order to get a better understanding of the development of Rafbókasafnið a preliminary interview was conducted with key parties, Þóra, Brjánn and Úlfhildur, involved in researching, developing and disseminating Rafbókasafnið into the public libraries in Iceland. The questions asked during the interview can be found in Appendix B.

As mentioned above in chapter 2.2.2. on the development of Rafbókasafnið the process of implementing e-books into libraries has been a difficult one. Initially all libraries connected to Gegnir, the common library system of Iceland created by Landskerfi bókasafna, were meant to get access to the e-books. This was however deemed impossible and they settled with providing public libraries with access to e-books. The implementation of Rafbókasafnið into libraries has according to Þóra, Brjánn and Úlfhildur gone well in the bigger libraries. Borgarbókasafnið is in the lead when it comes to loans and users. There are a lot of loans but increasing the number of users isn’t easy. So those who are using Rafbókasafnið in the first place are using it a lot.

![Monthly loans in Rafbókasafnið 2018](image)

*Figure 5: Monthly loans in Rafbókasafnið 2018*

In the summer of 2018 when the interviews were conducted Rafbókasafnið had more than 4000 e-books and almost 1000 audiobooks available. By looking at the chart in figure 5 obtained from Þóra at Landskerfi bókasafna, which shows the monthly progress of loans in 2018, it is clear that the loans are steadily growing from month to month but definitely just in the beginning phase of the implementation process.

Borgarbókasafnið, specifically Úlfhildur, is in control of purchasing e-books for Rafbókasafnið. Every library in Iceland pays for their access to Rafbókasafnið according to the population of its town, although no less than 10,000 Icelandic kr. a year. The libraries then have access to more than 4000 titles on top of their own through Rafbókasafnið and can send in requests for book purchases to Úlfhildur. Users can also send in requests for book purchases and Úlfhildur says that almost 75% of what she buys are requested items from users. But she is also building the collection by focusing on themes and current events around Iceland,
like steampunk books because of a steampunk festival or queer literature because of gay pride.

As mentioned above after looking into several other e-book providers they found that Overdrive was the best option for them. They explained in great detail how the model with Overdrive works. All the books at Rafbókasafnið follow the ‘One-title, One-user’ lending model but there are more restrictions than that. Some books may be lent out 26 times or 52 times, others may have a time restriction after which a new copy must be bought. However, Brjánn mentioned that they try to avoid books with time restrictions as they have had the experience of a book having only been lent out one time when the time had elapsed. Some e-books follow both kinds of restrictions, but others are without these restrictions. Those without any restrictions are often out of copyright material such as books from the Gutenberg project. The contract with Overdrive states that Úlfhildur must buy e-books for an x amount of money every year and therefore the collection is always growing and changing.

The Overdrive service itself works like a bookstore. The bookstore is called Market place and because of copyright the libraries can only see what books are available for their region. When users go to Rafbókasafnið they are able to search for books and if they see a book they like they can “suggest” it. If the book is purchased, they end up on the waiting list and receive an email. However, it is only possible to recommend three books in a 14-day period. Users can take an e-book for up to 21 days, they can renew a loan if the book is not reserved, they can take up to five books at a time and reserve seven books at a time.

As mentioned above in chapter 2.1.2 E-books in libraries Overdrive works as an intermediary between publishers and libraries and since the relationship between publishers and libraries has been difficult over the years this seems to be a needed service. Overdrive works with publishers by creating a contract where the publishers establish how their books will be lent out. Úlfhildur states that it very difficult not being able to take part in this process.

*We don’t have any say in the matter only just by creating a friendly environment, setting up meetings, bringing the people together, whether they come to an agreement and what terms they end up negotiating to, price and lending terms, we have no say in that.*

Therefore, even though some contracts have been created between publishers and Overdrive there still seems to be great difficulties in procuring Icelandic e-books. They all mention that the collaboration with many publishers has been difficult. Brjánn says that the publishers want to “tread lightly and have not been hurrying to add their material” he said that even though Forlagið signed a contract fairly quickly they only added around five books. Þóra mentions that “the publishers have been angry with the libraries because they look at all the loans of Icelandic books as lost sales”. Úlfhildur mentions that it is understandable that they want to take some care because it’s a small market but if the people don’t have access to books and libraries “not only book reading will be in danger but the Icelandic
language as well”. As Þóra mentioned the whole process with the publishers has been a “psychological thriller”.

There are only around 200 legitimate Icelandic titles available on Market Place, most of which are out of copyright material. Lestu.is, Bókabeitan and recently Rauða serían have created a contract with Overdrive. Lestu.is focuses on out of copyright Icelandic material while Bókabeitan and Rauða serían are publishing houses. Forlagið has a few titles available as well. But a contract doesn’t equal available e-books for the libraries. Þóra says that the Icelandic e-books are in high demand and even though there are only a few Icelandic titles available the titles that are available are very popular. Úlfhildur also mentions that when the Icelandic books arrive, they will buy all of them because that is what the users want. However, when the Icelandic books arrive, another restriction will be added where the e-book can only be lent out 15 times before they must buy another copy.

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</table>

Figure 6: Most popular titles since launch

The most popular material in Rafbókasafnið at the moment is the audiobooks. As can be seen in Figure 6, a chart obtained from Þóra at Landskerfð bókasafna, the audiobooks hold 20 out of 25 top seats of the most popular titles. There are around 870 audiobooks and more than 4000 e-books and in spite of this there are more audiobooks on reserve than e-books. However, audiobooks are 3-4 times more expensive than e-books and there are no Icelandic audiobooks available. Recently Polish books were added and there are also some French and German books available. But the clear demand for audiobooks can be seen with the exceptionally good success of the new audiobook provider Storytel which since its opening in February 2018 has gained over 7000 subscribers (Bjarnason, 2018).

The marketing of Rafbókasafnið had according to Þóra, Brjánn and Úlfhildur started well, there were interviews and newspaper articles but then it died down. As of now Borgarbókasafnið is working on new promotional material which will
be used in an advertisement campaign. They also aim to add Rafbókasafnið to their agenda where two employees from Landskerfi go cross country providing libraries with courses. Rafbókasafnið is on Facebook and they work diligently in posting on that site but as Brjánn mentions that only reaches those who already know about Rafbókasafnið.

Even though Borgarbókasafnið is working on marketing Rafbókasafnið, the libraries must do so as well. Þóra says that there is a need for marketing, “even though it is no more than an advert besides the checkout counter”. But as she further mentions there are some libraries in the countryside that don’t see any use in marketing for Rafbókasafnið until the Icelandic books arrive. Brjánn says that he knows of some cases where the librarian hasn’t even tried using Rafbókasafnið and that he sometimes feels like some libraries decided to take part in the project but then they don’t do anything with it. Because as Brjánn mentions marketing really depends on the interest of the librarians.

The only negativity Þóra, Brjánn and Úlfhildur have run into along the way has been from publishers and their reluctance to take part in the project and the fact that the e-books can’t be read on a Kindle. Otherwise people have been very positive about this new development. They can all see Rafbókasafnið take proper flight when the Icelandic books arrive.

The process of implementing Rafbókasafnið into Icelandic libraries has been a clear interplay of supervening social necessity and suppression of radical potential. Therefore, some might ask, why should we go through all this trouble? The next chapter explores the results of the survey and what librarians think of the provisions of e-books in public libraries.

4.2 The results of the survey

4.2.1 Characteristics of the librarian

In total there were 35 valid responses from 23 libraries collected. Most Icelandic librarians who answered the questionnaire were in the age range of 35-44. Together with those in the age groups of 45-64 they form the majority of the respondents. Only a few were younger or older. This distribution reflects the general age profile of Icelandic librarians according to the members of the library and information scientist union (Kristjánsdóttir, 2016). According to the union women are the majority of the union members as under 10% of the union members are men (Kristjánsdóttir, 2016).
In Iceland ‘Library and information scientist’ is a legally protected professional title and only those who have finished the required education and gotten approval from the ministry of education can legally be called Library and information scientists (“Lögverndað starfsheití bókasafns- og upplýsingafraðinga,” n.d.). Those who have not finished the education are called library associates or library clerks. The respondents of the survey were asked about their education. The majority of the respondents had finished education at a university level i.e. bachelor, master or doctorate, with nine having finished either primary school or secondary school. Twenty-one had finished some kind of library education. Recently the education for becoming a library and information scientist was changed. Library and information science is no longer taught on a Bachelor degree level and is only available as MLIS. However, as the average age of those in the Library and Information science union is quite high and the education has taken many changes, there are many kinds of library and information education levels that are valid at the moment (Kristjánsdóttir, 2016). Therefore, the respondents were asked to elaborate with an open-ended question on what kind of library education they had finished. Twenty people answered the question. The majority, or 13 people, had a B.A. in library and information science, this corresponds with information from the library and information scientist union which states that 75% of the union members had a Bachelor degree or similar
(Kristjánsdóttir, 2016). Other educations were diploma, MLIS and library technology.

### 4.2.2 Information about the library

To gather further information about the library itself and the potential societal structure the librarians were asked which library they worked for, how many people lived in their community, how many people had a library card in their community and what the opening hours were for the library.

All respondents answered how many people live in their community. 51.43% of those who answered the questionnaire lived in larger communities.

**Q6 How many people live in your town or community?**

![Figure 8: How many people live in your town or community?](image)

The population of Iceland is around 350 thousand people and 222 thousand of them live in the capital area. The other ca. 128 thousand spread around the country with only 4 other towns outside the capital area with over 5000 occupants (“Mannfjöldi eftr kyni, aldri og sveitafélögum 1998-2018,” 2018). Only six of the 62 libraries involved in the Rafbókasafn coalition are within the capital area, one of which has many branches. The respondents come from 23 of the 62 Icelandic public libraries and more than half of those answering come from the libraries of bigger towns.

Information conveyed via face to face communication as well as through library websites is likely only to reach those who visit or use the library at a regular basis. Therefore, it was important to get a sense of how many people in the community had a library card and were more likely to receive information about Rafbókasafnið. However, some librarians were in a collaboration with other libraries and were unable to give a specific answer to how many patrons had a library card in their specific library. The answers given ranged from 140 patrons to 19,000. As the answers regarding the population had a large range i.e. ‘500-999’ or ‘more than 5000’, it was difficult to detect the true average of the library card holders compared to the population. By omitting ‘more than 5000’ from the correlation it was found that the rough average of the population who had a
library card were 30%. Although not truly reliable data it can give an inclination of how many people in each population do not have a library card.

Libraries in rural areas tend to have fewer opening hours than the libraries in urban areas. This is of course understandable as they are serving a smaller population, however this does mean that patrons cannot necessarily access library material when they want to. Therefore, this could make Rafbókasafnið a convenient addition to libraries with fewer opening hours. The opening hours at the libraries who answered the questionnaire ranged from 12 hours a week to 54 hours a week including weekends.

4.2.3 Librarians personal use and views on e-books

The questions concerning the librarians personal use and views on e-books were asked to gather information on whether and how the librarians used e-books and how they felt about them. The majority of the participants of the survey had read an e-book the past week or month while 23% had read an e-book the past 6-12 months. 20% of the participants said that they had never read an e-book. However, one participant of the 20% mentioned that the question lacked the possibility of answering that it was longer than 12 months since the participant read an e-book. Therefore, the true number of people who had never read an e-book was six out of 35 participants.

60% of the participants said that they read e-books on their phone and only 43% read an e-book either on a kindle or a different kind of e-reader like the Kobo. The e-readers are supposed to be the most compatible with books with their various technology like e-paper or e-ink. However, these results correspond with other research that has found that people prefer devices that are multi-functional, like iPads or phones. Since people always have their phone with them this seems to be the most convenient way of accessing e-books.
Table 1: What is your opinion on e-books?

<table>
<thead>
<tr>
<th></th>
<th>STRONGLY DISAGREE</th>
<th>DISAGREE</th>
<th>NEITHER AGREE NOR DISAGREE</th>
<th>AGREE</th>
<th>STRONGLY AGREE</th>
<th>TOTAL</th>
<th>WEIGHTED AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is more comfortable to read e-books</td>
<td>3.03%</td>
<td>27.27%</td>
<td>57.58%</td>
<td>6.06%</td>
<td>6.06%</td>
<td>33</td>
<td>2.85</td>
</tr>
<tr>
<td>than printed books</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is more comfortable to travel with</td>
<td>0.00%</td>
<td>0.00%</td>
<td>15.15%</td>
<td>21.21%</td>
<td>63.64%</td>
<td>33</td>
<td>4.48</td>
</tr>
<tr>
<td>e-books than printed books</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is easier to access e-books</td>
<td>9.09%</td>
<td>15.15%</td>
<td>48.48%</td>
<td>12.12%</td>
<td>15.15%</td>
<td>33</td>
<td>3.09</td>
</tr>
<tr>
<td>than printed books</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E-books are a good option for people</td>
<td>3.03%</td>
<td>0.00%</td>
<td>36.36%</td>
<td>30.30%</td>
<td>30.30%</td>
<td>33</td>
<td>3.85</td>
</tr>
<tr>
<td>with dyslexia</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In the future e-books will take over</td>
<td>33.33%</td>
<td>27.27%</td>
<td>24.24%</td>
<td>12.12%</td>
<td>3.03%</td>
<td>33</td>
<td>2.24</td>
</tr>
<tr>
<td>from printed books</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The experience of reading e-books</td>
<td>12.12%</td>
<td>12.12%</td>
<td>18.18%</td>
<td>39.39%</td>
<td>18.18%</td>
<td>33</td>
<td>3.39</td>
</tr>
<tr>
<td>and print books is not the same</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E-books are only for the younger</td>
<td>66.67%</td>
<td>21.21%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>15.15%</td>
<td>33</td>
<td>1.45</td>
</tr>
<tr>
<td>generation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E-books will not become embedded</td>
<td>68.75%</td>
<td>21.21%</td>
<td>9.38%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>32</td>
<td>1.41</td>
</tr>
</tbody>
</table>

To gather information on the librarians’ feelings towards e-books they were asked what their opinions were on e-books. Most participants said that they neither agreed nor disagreed that it was more comfortable to read e-books than printed books, more leaning to disagreeing than agreeing. 63.64% strongly agreed that it was more comfortable to travel with e-books. Most said neither agree nor disagree about whether it was easier to access e-books. This could be because access to e-books in Icelandic hasn’t really been readily available until recently. Most participants agreed or strongly agreed that e-books were a good option for people with dyslexia. The participants seemed to disagree with the fact that e-books would take over the printed book medium although some said neither agree nor disagree and around 15% agreed that it would happen. When the e-books first came to the market there was a surge of panic that print books would die out. People seem more at ease with the e-book today. The participants seemed to feel that reading an e-book and print book was not the same experience. There is often a common misconception that new technology is more suited for the younger generation (Olson, O’Brien, Rogers, & Charness, 2011). Therefore, the librarians were asked whether they felt that e-books were solely for the younger generation, 66.67% strongly disagreed on this statement. The participants also seemed to be quite optimistic about the e-books future as most participants disagreed that the e-book would not become embedded. By not becoming embedded, what was meant was that the e-books would not become part of daily society as for example the computers or phones have done.

Participants were given the option of elaborating or commenting further. Five respondents elaborated. One respondent commented that “e-books are a good option for people with dyslexia if there is a possibility to change the font or have the device read aloud for you like it is possible on the Kindle”. Another mentioned that “e-books are a good option for anyone who chooses it and is a good addition, it is all reading!” One participant added that she worked at a library but only reads e-books and another mentioned that she thought that the kindle was the most popular “e-book” and that through the kindle there is a good access to foreign e-books and that she felt that people should be able to use their Kindle with Rafbókasafnið. The fifth participant mentioned that “in connection
to statement 3, then it is easier to access e-books in English than printed books, but that it DOES NOT apply to Icelandic books. That is why I answered ‘neither agree nor disagree’.

4.2.4 Librarians views on e-books in libraries

Since personal views can possibly affect professional views the questionnaire tried to obtain the librarians views on e-books in their own library.

Table 2: What is your opinion on e-books in libraries?

<table>
<thead>
<tr>
<th>Statement</th>
<th>STRONGLY DISAGREE</th>
<th>DISAGREE</th>
<th>NEITHER AGREE NOR DISAGREE</th>
<th>AGREE</th>
<th>STRONGLY AGREE</th>
<th>TOTAL</th>
<th>WEIGHTED AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-books belong in libraries</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.09%</td>
<td>22.86%</td>
<td>77.14%</td>
<td>35</td>
<td>4.77</td>
</tr>
<tr>
<td>E-books are a good addition to the other library collection</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.09%</td>
<td>14.29%</td>
<td>85.71%</td>
<td>35</td>
<td>4.86</td>
</tr>
<tr>
<td>There is a shortage of Icelandic e-books available for libraries</td>
<td>0.00%</td>
<td>2.86%</td>
<td>0.09%</td>
<td>11.43%</td>
<td>88.57%</td>
<td>35</td>
<td>4.80</td>
</tr>
<tr>
<td>It is expensive for libraries to buy e-books</td>
<td>3.03%</td>
<td>21.21%</td>
<td>48.48%</td>
<td>15.15%</td>
<td>12.12%</td>
<td>33</td>
<td>3.12</td>
</tr>
<tr>
<td>E-books will cause libraries to become obsolete</td>
<td>77.14%</td>
<td>20.00%</td>
<td>2.86%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>35</td>
<td>1.28</td>
</tr>
<tr>
<td>There has been a lot of demand for e-books in the library</td>
<td>5.71%</td>
<td>25.71%</td>
<td>37.14%</td>
<td>22.86%</td>
<td>8.57%</td>
<td>35</td>
<td>3.03</td>
</tr>
<tr>
<td>Users have shown Rafbókasafnið a lot of interest</td>
<td>0.00%</td>
<td>20.00%</td>
<td>31.43%</td>
<td>40.00%</td>
<td>0.00%</td>
<td>35</td>
<td>3.37</td>
</tr>
</tbody>
</table>

There doesn’t seem to be any discontent with e-books in libraries as all participants agreed or strongly-agreed that e-books do belong in libraries and that they are a good addition to the library collection. Almost everybody agreed that there is a shortage of Icelandic books available for libraries. This is understandable since there are currently very few Icelandic titles available in Rafbókasafnið. The participants were spread on the statement that e-books were expensive for libraries with around 50% saying neither agree nor disagree about the subject. As one participant commented “it simply has not been offered legally, so it is not so straightforward to state that it is expensive. It would have been expensive if we had been allowed to buy e-books”. As the participant mentioned the option hasn’t been available and technically the libraries are not buying e-books with Rafbókasafnið, they are only buying access to Rafbókasafnið and do not own the e-books. So, this question can be construed in many ways. Most participants disagreed that e-books would make libraries obsolete. The participants were very spread on whether there had been a lot of demand for e-books in the libraries but most agreed that their users had shown Rafbókasafnið a lot of interest.

Two participants commented. One mentioned that there was a need for e-books in libraries to be introduced better and the other commented that only a few Icelandic books are available for libraries and therefore it is hard to answer about the price.

4.2.5 Use of e-books in their library

The usage and demand for e-books in the participants library was the next topic. The following questions asked how often e-books had been lent out by their users this year and how big a percentage those loans were compared to the overall loans.
in the library. They were informed that this information was available on the website of Landskerfi bókasafna. The former question was open ended at it was felt that the range of loans could not be decided upon beforehand. Only 26 respondents answered and out of those responses 16 were useful. It was pointed out by a few librarians that it was not possible for them to answer the question as they were in a collaboration with other libraries and could therefore not show loans only from their library.

After contacting the libraries that were not able to answer the questions and asking for permission to receive information from Landskerfi bókasafna, I ended up with 21 usable answers to the question. Overall the loans were quite low. Two libraries stated that their loans were 0% of the total loans of the library. 52% of the e-book loans were on the range of 0.1-1% of the overall loans in the libraries. Only three libraries stated that their e-book loans were in the range of 1-2% and one library was in the >3% range.

Q15 How has the demand for e-books changed in the past five years?

![Figure 10: How has the demand for e-books changed in the past five years?](chart)

The next question asked how the demand for e-books had changed in the past five years. 31 answered the question. The options were “it has increased very fast”, “it is around the same” “it has increased very slowly” and “it has decreased”. The answers were spread although most agreed that it had increased very slowly, and no one stated that it had decreased. The differences that are seen between the demand increasing slowly or very fast is intriguing and might be because of differences between those from rural and urban areas.

Next, they were asked what they felt were the main aspects that increased the demand for e-books.
Table 3: What aspects do you feel are the main aspects that increase demand for e-books?

<table>
<thead>
<tr>
<th></th>
<th>STRONGLY DISAGREE</th>
<th>DISAGREE</th>
<th>NEITHER AGREE NOR DISAGREE</th>
<th>AGREE</th>
<th>STRONGLY AGREE</th>
<th>TOTAL</th>
<th>WEIGHTED AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readers need for a portable, useful format</td>
<td>0.00%</td>
<td>3.63%</td>
<td>27.27%</td>
<td>57.58%</td>
<td>12.12%</td>
<td>33</td>
<td>3.79</td>
</tr>
<tr>
<td>Easily accessible collection online</td>
<td>0.00%</td>
<td>0.00%</td>
<td>3.13%</td>
<td>43.76%</td>
<td>53.11%</td>
<td>32</td>
<td>4.50</td>
</tr>
<tr>
<td>A lot of discussion surrounding e-books</td>
<td>2.94%</td>
<td>0.00%</td>
<td>11.76%</td>
<td>56.62%</td>
<td>20.47%</td>
<td>9</td>
<td>4.06</td>
</tr>
<tr>
<td>Great access to reading tech/tablets</td>
<td>0.00%</td>
<td>0.00%</td>
<td>21.21%</td>
<td>48.48%</td>
<td>30.30%</td>
<td>34</td>
<td>4.09</td>
</tr>
<tr>
<td>Manufacturers of e-readers promote new technology</td>
<td>0.00%</td>
<td>29.03%</td>
<td>25.81%</td>
<td>22.58%</td>
<td>22.58%</td>
<td>31</td>
<td>3.39</td>
</tr>
<tr>
<td>The technology’s ability to customize text size, etc.</td>
<td>0.00%</td>
<td>0.00%</td>
<td>18.18%</td>
<td>42.42%</td>
<td>39.36%</td>
<td>33</td>
<td>4.21</td>
</tr>
</tbody>
</table>

Despite the apparent lack of demand for e-books the participants seemed to be on the same page for almost all answers on what increases the demand for e-books. Most of them agreed or strongly agreed on all aspects although they spread out more on the statement “manufacturers of e-readers promote new technology”. However, two participants commented on the lack of Icelandic e-books possibly affecting the demand for them. One participant mentioned that there was too little choice of material in Icelandic. “It is not worth it for adults to learn to use the devices and the website for such little material. The younger people can help themselves and choose reading material as long as they can read or listen to texts”.

To gather information on the librarians’ feelings towards the e-book service being provided they were asked about Overdrive. The majority of the participants didn’t seem to have encountered any problems or difficulties in providing access to e-books or to Overdrives website. Those who did however encounter some problems stated that they were mostly technical problems e.g. with downloading, to few Icelandic material available and too few children’s books.

Table 4: Do e-books create any problems for the library?

<table>
<thead>
<tr>
<th></th>
<th>STRONGLY DISAGREE</th>
<th>DISAGREE</th>
<th>NEITHER AGREE NOR DISAGREE</th>
<th>AGREE</th>
<th>STRONGLY AGREE</th>
<th>TOTAL</th>
<th>WEIGHTED AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-books require too much marketing effort</td>
<td>21.88%</td>
<td>37.50%</td>
<td>34.38%</td>
<td>3.13%</td>
<td>3.13%</td>
<td>32</td>
<td>2.28</td>
</tr>
<tr>
<td>Difficulties with downloading apps etc.</td>
<td>20.59%</td>
<td>38.24%</td>
<td>26.47%</td>
<td>8.82%</td>
<td>5.88%</td>
<td>34</td>
<td>2.41</td>
</tr>
<tr>
<td>Users experience the technology as difficult and need assistance from the library staff</td>
<td>17.65%</td>
<td>29.41%</td>
<td>29.41%</td>
<td>11.76%</td>
<td>11.76%</td>
<td>34</td>
<td>2.71</td>
</tr>
<tr>
<td>Complaints from staff members</td>
<td>41.18%</td>
<td>26.47%</td>
<td>23.53%</td>
<td>8.82%</td>
<td>0.00%</td>
<td>34</td>
<td>2.00</td>
</tr>
</tbody>
</table>

The next question asked whether e-books create any problems for the library. The librarians didn’t seem to feel that e-book required much marketing efforts or experience hassle with downloading apps. Almost half of the librarians disagreed that the users experience the technology as difficult and very few received complaints from staff members. As one participant mentioned, there is no experience on the matter yet. This could be the reason for the seemingly little impact e-books are having on the libraries. Two other participants added comments. One stated that “it is important to introduce this option to users. But there is a need for more Icelandic books” and the other said that it seems like everything is going well.
The majority of the respondents hadn’t received any complaints about the e-books from patrons. The four respondents who did receive a complaint stated that the complaints were mostly about “not enough Icelandic material available” “not enough of new material available” and some had gotten complaints about “problems with technology, such as reading tools, systems, download”. The same four were also asked with an open question how they respond after receiving a complaint. They answered that they tried to solve the problem. One participant elaborated that the problem usually has something to do with not knowing how to sign in e.g. with passwords.

The majority of the participants had not prepared any kind of user survey regarding the e-book service. Only one participant stated having done so and stated that the users were happy with the service.

The users were then asked what impact the demand for e-books has had on the library.

Table 5: What impact has the demand for e-books had on the library?

<table>
<thead>
<tr>
<th>Impact</th>
<th>STRONGLY DISAGREE</th>
<th>DISAGREE</th>
<th>NEITHER AGREE NOR DISAGREE</th>
<th>AGREE</th>
<th>STRONGLY AGREE</th>
<th>TOTAL</th>
<th>WEIGHTED AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The need to train staff</td>
<td>2.94%</td>
<td>8.82%</td>
<td>2.94%</td>
<td>61.76%</td>
<td>23.53%</td>
<td>34</td>
<td>3.94</td>
</tr>
<tr>
<td>The need to get acquainted with different reading tools</td>
<td>5.88%</td>
<td>2.94%</td>
<td>14.71%</td>
<td>55.88%</td>
<td>20.59%</td>
<td>34</td>
<td>3.82</td>
</tr>
<tr>
<td>The need to instruct readers how to use reading tools</td>
<td>5.88%</td>
<td>2.94%</td>
<td>11.76%</td>
<td>44.12%</td>
<td>35.29%</td>
<td>34</td>
<td>4.00</td>
</tr>
<tr>
<td>The need to instruct readers on how to download e-books</td>
<td>2.94%</td>
<td>0.00%</td>
<td>8.82%</td>
<td>50.00%</td>
<td>38.24%</td>
<td>34</td>
<td>4.21</td>
</tr>
</tbody>
</table>

Most participants were fairly united in their answers and mostly agreed that the arrival of the e-book had affected all the aspects mentioned. Only a few disagreed. Interestingly “the need to train staff” was the most disagreed upon aspect. Yet trained staff are needed to be able to assist with the other aspects mentioned. One user commented that “most users are fortunately quite capable of helping themselves”.

4.2.6 Marketing of e-books in general and in their library

Since the marketing of e-books is very important for the diffusion process of an innovation the last part of the questionnaire focused on the marketing of e-books. The participants were asked whether they had noticed an increase in the discussion about e-books the past 12 months.

Table 6: Have you noticed an increase in discussion about e-books in the past 12 months?

<table>
<thead>
<tr>
<th>Source</th>
<th>YES</th>
<th>NO</th>
<th>TOTAL</th>
<th>WEIGHTED AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>From users</td>
<td>60.00%</td>
<td>40.00%</td>
<td>35</td>
<td>1.49</td>
</tr>
<tr>
<td>In the media</td>
<td>60.00%</td>
<td>40.00%</td>
<td>35</td>
<td>1.49</td>
</tr>
<tr>
<td>Among other librarians</td>
<td>79.41%</td>
<td>20.59%</td>
<td>34</td>
<td>1.21</td>
</tr>
<tr>
<td>From publishers</td>
<td>60.00%</td>
<td>40.00%</td>
<td>35</td>
<td>1.49</td>
</tr>
</tbody>
</table>

The increase in discussion was mostly seen among other librarians. This is understandable since the changes brought by the e-books are happening cross
country to many libraries at the same time. It is reasonable to expect that they have created discussion on the matter. However, 60% said they had noticed an increase in discussion from the users, in the media and from publishers. How much an increase has yet to be answered.

Table 7: How does the library advertise e-books?

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through direct contact with visitors</td>
<td>91.18%</td>
</tr>
<tr>
<td>Through printed matter, such as brochures</td>
<td>44.12%</td>
</tr>
<tr>
<td>On the library website</td>
<td>73.63%</td>
</tr>
<tr>
<td>On Facebook</td>
<td>82.35%</td>
</tr>
<tr>
<td>With user training</td>
<td>38.24%</td>
</tr>
<tr>
<td>We do not promote e-books</td>
<td>2.94%</td>
</tr>
<tr>
<td>Total Respondents: 34</td>
<td></td>
</tr>
</tbody>
</table>

The majority stated that they advertised through direct contact with visitors. Facebook and library websites were also popular ways of advertising e-books. One participant mentioned that the library had not systematically worked on introducing Rafbókasafnið.

The participants were then asked to state how often they advertised e-books on their Facebook if they did so at all. The majority said that they advertised e-books “less than once a month”, some said “1-2 times a month” and only one stated that they advertised more than 2 times a month. A couple said that “the library does not advertise on Facebook”.

The participants were then asked whether they offered any kind of training for the users of e-books at their library. 77% of the respondents stated that they did so.

Table 8: What type of instruction do you provide?

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to search for e-books</td>
<td>86.89%</td>
</tr>
<tr>
<td>How to log in</td>
<td>100.00%</td>
</tr>
<tr>
<td>How to download e-books</td>
<td>86.89%</td>
</tr>
<tr>
<td>Instruction on the terms (e.g. loan period) for e-book lending</td>
<td>74.07%</td>
</tr>
<tr>
<td>Choice of e-readers (Sony, iPad etc.)</td>
<td>37.04%</td>
</tr>
<tr>
<td>Total Respondents: 27</td>
<td></td>
</tr>
</tbody>
</table>

All participants offered training in how to log in, how to search for e-books, and how to download e-books. Instructions about the terms for the e-book lending was offered by the majority as well. Only a few mentioned the choice of e-reader as a part of the training.

Lastly the participants were given the option of adding a comment to the questionnaire

1. I think that reading e-books for pleasure will be more popular. If there is a need to look up something in books users will prefer printed books.
2. There is almost no demand for e-books in [name of library omitted] but many users take advantage of the audiobooks available on the internet e.g. Storytell.

3. Need more audiobooks in Icelandic.

4. There is a need for e-books for children and teens in Icelandic. And of course, for adults as well. People read a lot in English because there is a need for Icelandic e-books.

5. Feel that there is a need for more Icelandic titles.

The need for Icelandic titles was a prevalent problem throughout the questionnaire. A couple of participants mentioned the need for more audiobooks. The popularity of audiobooks can also be seen in the data from Rafbókasafnð on the most popular and waited for titles.

4.2.7 Summarisation of the results

The age range of the participants that took part in the survey reflect the general age profile of Icelandic librarians which could in turn mean that the sample received is representative even despite the low response rate. The majority of the respondents were educated in the field of library and information science and the respondents seemed to be evenly distributed over Iceland compared to the Icelandic population. Almost half of the respondents were from larger communities and the other half from rural communities, this even distribution could also indicate a representative sample of the librarians of Iceland. According to the data collected only around 30% of the population have library cards. Furthermore, the opening hours of the libraries varied a great deal from 12-54 hours a week. This means that the people who live in the communities with fewer opening hours have a lot less access to library material.

The majority of the participants had read an e-book the past week or month however 6 out of 35 participants had never read an e-book. The participants opinion on e-books were overall quite positive, although more people disagreed that it was more comfortable to read e-books than printed books and more agreed that the experience of reading e-books was not the same as reading print books. The participants were also optimistic about e-book use in their libraries. Regarding e-book use in the libraries, the e-book loans were overall quite low with the majority of loans being on the range of 0.1-1%, in connection to this the majority of respondents stated that the demand for e-books had increased very slowly. This is understandable due to Rafbókasafnð being such a new phenomenon but also might mean that the libraries need to work harder in marketing their new service. Regarding marketing Rafbókasafnð the majority of respondents stated that they advertised Rafbókasafnð through direct contact with visitors and as stated above only 30% of the population have library cards this means that only 30% of the population are receiving information about Rafbókasafnð, that is to say if all those who have library cards frequently visit the library. Many participants also advertised using their Facebook page, stating
that they did so 1-2 times a month. A prevalent issue throughout the survey was the lack of Icelandic e-books available.

The next chapter will go into detail on the results from the questionnaire by analysing and comparing data and discussing Winston’s theory of innovation and Rogers’ diffusion of innovation in connection to the results.

5 Analysis and discussion

5.1 How do Icelandic librarians perceive advantages and barriers to e-book use through public libraries and how do librarians evaluate the present situation and the future of e-books in Icelandic libraries?

The respondents of the survey did not seem to have noticed a big increase in users demand for e-books the past five years. Although 35% said that the demand had increased very fast. This lack of demand is understandable because Icelandic e-books haven’t been available for very long. The first Icelandic e-book came out in 2010 and the first Icelandic e-book appeared on Amazon in 2014 (“Fyrsta íslenska rafbókin,” 2010; “Íslenskar rafbækur til sölu á Amazon,” 2014). By comparing the data between those who said that the demand had increased very fast and those who said that it was around the same or had increased very slowly it can be seen that those who work in urban areas were more likely to have seen the demand increase very fast than those in rural areas (72%). However, people from the same libraries seemed to experience different kinds of demand for e-books, some stated that they had seen the demand increase very fast while other said very slowly. This could possibly indicate that those who see the demand developing faster are those who are more open to the idea for e-books in the libraries, are more willing to talk to patrons about the e-book service and therefore are more aware of a greater demand for e-books in the library. Those who stated that they had seen the increase in demand grow fast were more likely to have read an e-book recently and had noticed more interest from users regarding Rafbókasafnið. Those who stated that they had seen the increase in demand grow slowly disagreed more with the statement that e-books are expensive for libraries but in other aspects no obvious differences could be found.

The respondents felt that the main aspects that could increase demand for e-books were most likely its easy access to a collection of books online and discussion surrounding e-books. Good access to reading tablets, the ability to customize text and the need for portable useful devices were also evaluated highly as increasing users demand. However, two participants commented on the lack of Icelandic e-books and how that was possibly affecting the demand for e-books in libraries.

The participants didn’t seem to feel that the e-books created any immediate problems for the library and very few seemed to get any kind of complaint from
their users regarding the e-books. They also seemed to be happy with Overdrive as a provider for the e-books. They all believed that e-books belong in libraries, 90% of the participants believed that the e-books will eventually diffuse into society and 60% did not believe that they would take over from print books while a further 97% disagreed that e-books would ever make libraries obsolete.

A very big potential barrier to the diffusion of e-books into the library seem to be audiobooks. Some respondents mentioned that audiobooks were very popular with their patrons. This correlates with statistics obtained from Rafbókasafnið and can be seen in Figures 5 and 6, which show that even though audiobooks are only a small part of Rafbókasafnið there were more loans of audiobooks, more holds from users and they held 20 out of 25 seats of the most popular titles since the launch of Rafbókasafnið. However, audiobooks are 3-4 times more expensive than e-books and if money goes into buying audiobooks there is less money left for e-books. Furthermore, there are no audiobooks available in Icelandic on Rafbókasafnið. Additionally, Storytel opened very recently in Iceland and its popularity has increased very rapidly. Storytel provides Icelandic audiobooks for a monthly price. The popularity of audiobooks therefore might have the potential to disrupt literacy if audiobooks become more popular on a daily basis than books, but this would need to be researched further.

The participants do not mention any other barriers that would hinder e-books from diffusing into the Icelandic society except for the clear lack of Icelandic e-books. Compared to the other Nordic countries the clear barriers are the high prices of e-books. The high prices of e-books in their native language prevents them from buying as much as they would prefer for their patrons. It can be seen from the statistics from the Nordic countries that when there isn’t good access to a range of material the e-book loans go into decline. It seems that the Icelandic libraries will follow in the footsteps of the other Nordic countries as not only is there a lack of available material but as Þóra mentions when the Icelandic e-books arrive, they will have another lending model where after the e-book has been lent out 15 times another copy must be bought. By looking at the apparent enthusiasm for Icelandic e-books this will quickly become expensive. Especially if, like Úlfhildur mentions, she aims to buy every Icelandic title that becomes available in Overdrive. Throughout the survey, participants commented on the lack of Icelandic books available with one participant even commenting that it is not worth it for adults to learn to use the technology because of the lack of material available for them. Despite the positive views of the e-book’s future in Iceland the lack of Icelandic e-books seemed to be a big issue for the participants and could stand in the way of them actively marketing Rafbókasafnið as a part of their library’s services.

The lack of Icelandic e-books seems to be connected with the Icelandic publishers’ fear of losing control over the small language market as could be seen for example in Dröfn Vilhjálmsdóttirs (2013) research and their overall reluctance in adding their material into Rafbókasafnið. The fear from publishers is a clear hindrance in other small language countries as well. Denmark, Sweden and Norway have all had difficulty in dealing with the publishers in their country. Publishers withdraw their material if they do not come to an agreement with
libraries as in Denmark, high prices stand in the way of especially smaller libraries providing e-books to their patrons like in Sweden and it is more difficult and expensive to provide patrons with newer titles in Norway because they must buy a license for each book. Although understandable because of the small language problem this fear is preventing e-books from disseminating into the society. This fear seems to be unfounded as Elena Macevičiūtė (2016) mentions e-books borrowed from libraries do not seem to have a negative effect on e-book sales.

Icelanders are very protective of their language as there are only around 350,000 people who speak it. Therefore, there is a huge need for Icelandic e-books if e-books are ever going to diffuse into the Icelandic society. As Úlfhildur mentions if Icelandic e-books are not on the market then “not only book reading will be in danger but the Icelandic language as well”. With the dominant use of English in tv, on the internet and now in e-books, small languages are being threatened. There is especially a lot of discussion surrounding Icelandic and it’s “digital language death”, that is the fact that Icelandic is not prevalent in the digital aspects of people’s lives (Sigurjónsson, 2018; Valsdóttir, 2018). Kristján Sigurjónsson (2018) interviewed Kristín M. Jóhannsdóttir a lector in the University of Akureyri and she mentions the situation of the Icelandic language is difficult. If Icelandic can’t be used in all aspects of our daily lives, then it is partially useless in certain areas and therefore is at a certain risk. When the impending death of a language is discussed then this is exactly what is talked about. When other languages take over a certain aspect i.e. technology, there is real danger and something needs to be done (Sigurjónsson, 2018, para. 3). According to a research by Meta-Net most European language are in danger of digital extinction and Icelandic among Latvian, Lithuanian and Maltese are at the highest risk of disappearing (“META-NET White Paper Series: Press Release”, n.d.).

5.2 What factors affect the perception and position of librarians?

There are various factors that have the potential to affect librarians’ perception and position regarding the innovation of e-books. Rogers (2003) mentions that “it is a rather complicated matter to untangle the effects of a system’s structure on diffusion, independent from the effects of the characteristics of individuals that make up the system” (p. 25). However, he further mentions that “a system’s structure can affect the diffusion and adoption of innovations, over and above the effect of such variables as the individual’s characteristics” (Rogers, 2003, p. 25). According to Rogers’ theory the social system of the individual has a big impact on how the innovation is communicated. The social system is a set of similar groups that want to accomplish a common goal. Diffusion occurs within a social system where among others the social structure and norms effect the diffusion of innovation into a social system. According to Winston the societal needs and structure push or withhold the innovation. Therefore, the potential factors affecting the librarians’ perception and position can for example be where they stand in the social structure i.e. age and education or the needs of their society.
i.e. the size of the town they live or work in. By looking at the data with individual characteristics in mind i.e. age and education as well as the potential needs of the society the individual lives or works in i.e. rural vs. urban. We can see what potential factors might influence the librarians’ views on e-books in libraries.

Although the research involved only a small number of librarians in Iceland the fact that the participants were evenly distributed over Iceland with half of the librarians coming from urban areas, they are in main respects similar to the general population of the public librarians of Iceland. This distribution increases the value of the survey data and results and shows an equal representation of librarians across Iceland.

No research was found on public librarians’ views on e-books. Perhaps they are just expected to embrace the new format and their views on the matter are not taken into consideration as it is stated in IFLA that “collections and services have to include all types of appropriate media and modern technologies as well as traditional materials” which “reflect current trends and the evolution of society” (IFLA, 2016). However, the librarians’ views on this new format is important as they are the face of the library and its services and it could affect their willingness to accept the e-books and Rafbókasafnið into the library.

5.2.1 Age and education
The age and education of the librarians have the possibility of affecting the librarians’ perception and willingness to adopt the e-book as an innovation. The majority of the participants in this study where 35-64 years old, or 77%. There however didn’t seem to be any connection between the participants age and their perception towards e-books.

The survey asked what kind of education the participants had completed. Primary, secondary, university or some kind of diploma. Around 75% of the participants had finished a university education, 54% had finished some kind of librarianship. But again, there didn’t seem to be any connection between perception of e-books and whether participants had finished a university degree or not.

The difference between people with a library education and those without was more evenly distributed as only 54% had finished some kind of library education. Out of the seven who had not read an e-book five of them did not have a library education. Those who had finished a library education agreed more to the statement that it was more comfortable to travel with e-books than printed books. Otherwise there didn’t seem to be any connection between the two factors and their perception of e-books. It would be interesting to examine if there is a correlation between having a specific library education and being more open to developing and modernizing the library.

5.2.2 Urban vs. rural areas
It is difficult to distinctly define what an urban area is and what a rural area is. For the purpose of this essay rural areas are categorized as small towns having
fewer than 4000 people in them. Only the bigger towns and the neighbouring towns of Reykjavík have more than 4000 people in them. With this definition the participants from the urban and rural areas are fairly equally distributed, with 51% of the participants living in an urban area.

The participants in the urban areas were more likely to have a university degree (83% vs. 64%) and had more recently read an e-book (77% vs. 35%). While six out of the seven who had not read an e-book were from rural areas. Those from the urban areas more vehemently disagreed that e-books were only for the younger generation (94% vs. 33%) and were more confident about the fact that e-books would successfully integrate into society (89% vs. 42%). Those from urban areas strongly agreed that e-books belonged in libraries (94% vs. 58%) and that they were a good addition to the library’s material (94% vs. 76%). They were more confident that e-books would not make libraries obsolete with 94% strongly disagreeing vs. 58% in the rural areas. Those from the urban areas saw more demand for e-books and more interest in Rafbókasafnið from users than those from the rural area. They had furthermore seen the demand for e-books grow more quickly than those in the rural areas. These were the main differences of opinion between participant from the rural areas and those from the urban area. There is a clear difference between librarians in rural and urban areas and these differences could well affect their willingness to accept e-books into their libraries as a part of their service. Librarians in urban areas seem overall to be more optimistic towards e-books, more likely to read e-books and had read them more recently. They also seem to be more confident that e-books will not affect the libraries position which is very understandable as those in urban areas are catering to a bigger population than those in rural areas. If librarians are afraid of the potential consequences of bringing e-books into their library, it could possibly affect the diffusion of the e-books. As Rogers (2003) states “the greater the perceived relative advantage of an innovation, the more rapid its rate of adoption will be” (p. 15).

These differences of opinion between librarians in rural and urban areas correlate with both Winston’s and Rogers’ theory who state that societal structure and needs can push or withhold an innovation from diffusing into society over and above individual characteristics like age and education. However individual characteristics can also have an impact.

5.3 Is there a connection between librarians’ views on e-books and the marketing and loans of e-books in their library?

Whether there is a connection between the librarians’ views on e-books and the marketing and loans of e-books is difficult to answer with the data collected. All participants seemed to be happy with e-books in general and in their libraries and therefore it wasn’t possible to confirm any connection between these two aspects. However, some information could be deduced and would benefit from greater research. As mentioned above the librarians seemed to feel that the lack of Icelandic e-books was the main thing affecting the demand for e-books in their
library. One participant even felt that there was no use in marketing the e-book if the Icelandic titles weren’t available. Although Icelandic e-books are of course a very important part of the e-books success in Icelandic libraries statistics show that even when e-books are available in the native language patrons do not know they exist. This can be seen by looking at data from America where only a small percentage of Americans know that their library carries e-books even though the majority of libraries do so. This clearly shows that marketing is a very important part of diffusing e-books into society.

Marketing is a difficult aspect of library services. Garoufallou et al. (2013) found that library staff prefer using word of mouth marketing. However, when using word of mouth marketing you only reach those who come to the library in the first place. According to statistics from other countries regarding how many people have a library card then 51% of the UK population have an active library card and it is estimated that 2/3 of Americans have library cards (Dahlgreen, 2014; Sievers, n.d.). However according to the statistics gathered in the survey only roughly 30% of the population had a library card. That means that information regarding Rafbókasafnið only has the potential of getting to 30% of the population if word of mouth advertising is the most popular way to market Rafbókasafnið.

Overall most librarians seemed to have a positive view on e-books and their presence in libraries. In these beginning stages of Rafbókasafnið the number of loans is rather low. As mentioned above around 50% of the libraries said that the total loans of e-books were only 0.1-1% of the total loans of the libraries. This correlated with findings from other Nordic countries where e-book use is just a small percentage of the overall loans in public libraries. In Sweden the loans of e-books are 2.3% (Macevičiūtė, 2016). By looking at the data collected in the preliminary research regarding whether libraries were in any way advertising Rafbókasafnið on their library website it was detected that there were seven libraries with lower than 20 loans. Four of those seven libraries did not mention Rafbókasafnið on their website or Facebook. The other three libraries did mention Rafbókasafnið on their website and/or Facebook. However, one mentioned it on both but the link on the website was faulty and the information did not explain what Rafbókasafnið was, the other only mentioned it on Facebook and the last time the library had mentioned Rafbókasafnið was in June 2017 only the third mentioned it on their website in good detail. So, 6 out of 7 libraries with lower than 20 loans of e-books did not mention or mentioned Rafbókasafnið poorly on their website. According to this information it does seem that those who advertise Rafbókasafnið in good detail and regularly are more likely to have more e-book loans in their library.

Many factors can affect librarians’ willingness or ability to market their services such the feeling of marketing as being inappropriate for non-profit organisations, the feeling of e-books as being too remote from the material provided in the libraries, the fact that the e-books are such a new phenomenon in the libraries, or even the librarians characteristics.
Some might feel that marketing in libraries is not appropriate as libraries are a non-profit service organisation and they should not need to “sell” their services. The word “selling” in terms of marketing in libraries even seems to be taboo for some librarians (Garoufallou et al., 2013). Librarians seem to prefer creating relationships with their patrons (ibid.). Other aspects might affect the libraries ability to market like underfunding or opening hours and the remoteness of the media itself. Amy Pawlowski (2010) mentioned how the remoteness of the media of e-books made it difficult for New York librarians to engage with the e-books the same way they would the physical material. That remoteness of the media might lead to Icelandic librarians feeling that Rafbókasafnið will take care of itself and therefore doesn’t need marketing.

As mentioned, the librarians all seemed to have quite a positive view on e-books in libraries. When asked whether Rafbókasafnið required too much marketing around 60% of the respondents strongly disagreed or disagreed, while around 35% said neither agree nor disagree. The majority of those who said neither agree nor disagree were in the age range of 35-44 while the majority of those who strongly disagreed or disagreed were in the age range if 45-64. This could indicate a bit more awareness of the importance of marketing with younger people as those who strongly disagreed were in the age range of 45-64 while the age range of those who merely disagreed was more varied. However, there were no other noticeable differences in education or where they lived or worked. Amy Pawlowski (2010) found that libraries had difficulty drawing attention to their new digital collection and that it took a variety of efforts to do so. This does not correlate with the fact that most of the participant do not feel that e-books require a lot of marketing. Perhaps this is because of the newness of the e-book and they have not yet started to draw attention to Rafbókasafnið as a part of their service.

The majority of the librarians stated that they advertise e-books through direct contact with visitors, on Facebook or on the library website. Fewer participants mentioned using printed matter and user training. This correlates with what Macevičiūtė and Borg (2014) found, however their research found that the library homepage rated higher followed by direct contact with users. 91% of the participants said that they advertised Rafbókasafnið through direct contact with visitors. Rogers (2003) mentions the importance of communication channels when it comes to diffusing an innovation and mentioned that the face-to-face exchange is one of the most effective way of persuading people to use the innovation. Yet as mentioned before, by mostly advertising Rafbókasafnið through one-on-one contact you are only getting to the people who come to the library in the first place. Rogers (2003) also mentions that mass media, like Facebook, is a good way to create awareness to an innovation. 82% of the participants state that they advertise Rafbókasafnið on their Facebook however 72% said that they advertised it less than once a month. Only 7 said that they advertised 1-2 times or more than 2 times a month. Ármann Gunnaugsson (2015) researched social media marketing and states that

being present in these [social media] platforms is not sufficient for companies to succeed ... Nowadays, a large portion of consumers demand effective information flow from companies on social media and
Therefore, it is important to advertise regularly on Facebook to make sure the posts are noticed. Facebook is a difficult medium to advertise as it is a cesspool of information and if it is not advertised regularly it won’t get much attention. Furthermore, advertising on Facebook will again only get the information to the people who ‘like’ the Facebook page. However, by using Facebook regularly the posts have more chance of being shared and therefore reaching a bigger audience in a kind of snow ball effect.

Noa Aharony (2009) found that the librarians characteristics had an impact on their willingness to market their library. He stated that librarians who were “more empowered, extroverted and more open to change” were more positive towards marketing (p. 47). This correlates with what Rogers (2003) believes has a big impact on peoples willingness to adopt innovations and the rate of which they do so. That is whether they are innovators, early adopters, early majority, late majority and laggards. This research however looked more at people’s characteristics and opinions rather than their personality traits and even though there was no clear indication that the librarians were innovators or laggards some information can be deduced. The main differences between the librarians could be found between those in urban areas versus those in rural area. So, it seems that societal structure and societal needs have a bigger impact on librarians’ views and willingness to adopt an innovation even more so than their characteristics. Despite seemingly positive views on e-books from the librarians surveyed, there is always the potential that the obvious laggards in implementing Rafbókasafnið into libraries were those who did not answer the questionnaire to begin with because of lack of interest in e-books.

6 Conclusion

This research set out to answer four research questions regarding librarians and their views on e-books in Iceland. It was clear that the librarians perceived the main barriers of the e-book use through public libraries to be the lack of e-books available for their patrons. Librarians seem to be devoted to their job and it is important for them to provide the best service they can to their patrons. Whether they feel that e-books are the best service or not is difficult to answer. Even though the librarians all agreed that e-books do belong in libraries and that they are a good addition to the library service they did not necessarily feel that e-books were better than print books. They however did not feel that e-books created any immediate problems for the library either.

The librarians evaluated the present situation and the future of e-books in Icelandic libraries in quite a positive view. Although the majority did not seem to have noticed a lot of increase in demand for e-books, they did seem to believe that e-books would eventually diffuse into the society and without affecting the
libraries position in society. Although they felt that for the e-book to live up to its potential it is necessary that Icelandic e-books be provided.

The factors affecting the perception of the librarians had perhaps surprisingly little to do with their characteristics and more to do with the social system they lived or worked within. The main differences in opinion towards e-books were found between the librarians working in urban areas and the librarians in rural areas. It seems that societal structure and the needs of the society have a great effect on the way that librarians perceive e-books. Even though an individual can have a great effect on the process of the diffusion of the e-book the societal structure has an even greater effect on the individual.

It was difficult to ascertain what the librarians’ views on e-books in their library were and therefore hard to say whether their views on e-books had any effect on the marketing and loans of the e-books. Especially since they preferred advertising the e-books through direct contact with the users. It might also be possible that rather than their views of e-books having a potential impact on their marketing their views on marketing could be a bigger problem. The majority didn’t feel that the e-books required a lot of marketing effort even though the e-books availability is a very new aspect of their service and should therefore be requiring quite a bit of marketing effort at the moment. It is however clear that the librarians’ views on the lack of Icelandic e-books does have the potential of affecting their willingness to market the e-books. Whether their marketing effort or views have a direct effect on the loans of the e-books is at the moment very difficult to answer. The overall loans of the e-books are still very low, unsurprisingly as they were only made available in the beginning of 2018. Although there did seem to be some connection between information surrounding Rafbókasafnið on the libraries’ websites and the overall loans of those libraries. The majority of the libraries that did not have thorough information about Rafbókasafnið on their website or Facebook had very low loans of e-books.

The development of e-books has gone through a long process of changes in e-books devices and lack of available reading material and now the preferred devices to read e-books are iPads and smartphones. E-books have been available in libraries through different formats for many years but when e-books became more easily accessible in became harder for libraries to provide e-books and publishers started to constrict their access in various ways. With a difficult relationship between publishers and libraries it can be preferable to have an intermediary to create contracts that both parties can work with. In Iceland Overdrive was chosen as this intermediary. In America e-books have been provided in libraries for quite a while and there is much more material available in English than in other ‘small language’ countries. But it is clear that it isn’t enough to have e-books available in libraries, 75% of American libraries provide e-books for their patrons yet only 44% of the users knew that their libraries provided this service. Therefore, e-books need some kind of marketing effort so that the library patrons are aware of this service. Marketing is one of the most crucial aspects of introducing a new media. However, some libraries don’t seem to like using traditional marketing effort to market their library and the services provided and prefer using word of mouth marketing. If they are present on social
media, they seem to prefer being passive users who rarely post, tweet or share information.

The theoretical frameworks by Rogers and Winston were used to look at the various processes of the innovation of e-books into the libraries. Winston’s theory was mainly used to look at potential barriers and drivers in the process of implementing the e-books into the libraries and the society as a whole. Where the success or failure of the innovation is determined by the societal needs and societal structure which either pushes or withholds the innovation. Rogers’ theory was used to look at the librarians as individuals who can either drive or withhold the success of the diffusion of the innovation. Furthermore, the theory was used to determine how the librarians perceived the characteristics of the e-book as an innovation, what communication channels they used in connection with the e-books and what degree of innovativeness they were in as adopters of the e-book as an innovation. Even though the societal need and structure play a big role in both these theories it was assumed that the librarians, especially in the rural areas, play a big role in the implementation of the e-books into the libraries and society in such small communities like in Iceland. However, it did seem that societal needs played a bigger role then the characteristics of the librarians as the biggest differences of opinions between librarians were between librarians working in rural areas and urban areas.

Both these theories would have benefitted from a better response rate to be able to use them adequately. The survey itself would have benefitted from more questions concerning the librarians’ characteristics and deeper research into their personality traits would have been needed to gather information on the librarians’ potential degree of innovativeness as adopters. More of a qualitative approach like an interview could possibly have contributed to better information on how the librarians perceive the characteristics of the e-book as an innovation and their personal feelings towards e-books. Even though some potential barriers and drivers of the e-book diffusion could be detected. Winston’s theory is possibly better applied to looking at the process of the diffusion of innovation when an innovation has either been diffused or failed to diffuse. However, it did help to look at potential pitfalls for the diffusion process that need to be sorted out in order for the e-book to be diffused into the Icelandic society. The biggest one being the lack of Icelandic e-books available.

6.1 Limitations

The limited number of participants that took part in the research lead to difficulties in finding correlations within the data collected and required the data to be looked at from a more qualitative perspective looking rather at potential connections that could be researched in more detail. As the data was collected from a small population of Icelandic librarians in a very unique situation the results of the data cannot be generalized to a broader aspect of the librarian community. Although the results can give an inclination on what aspects might be interesting for further research.
6.2 Further Research recommendations

This essay has added a substantial preliminary research to a very lacking research field concerning e-books in Iceland for further studies within the library and information field. Before now this was nearly uncharted territory with only a few thesis papers and articles written about e-books in Iceland. As very little research has been conducted regarding Icelandic libraries and e-books in general there is a lot of potential aspects that could be interesting to look at.

As Rogers believes that the individual personality can determine the individual’s status in the social structure, it would be interesting to look more closely at the librarians’ personality traits rather than outward characteristics like age or education with Rogers’ diffusion of innovation in mind. As well as to examine whether librarians’ personality have a big impact on marketing in libraries or to look at whether there are specific personality traits that define librarians. For future research it might also be interesting to do a cross examination between the Nordic countries on librarians’ opinions on e-books as well as the publics opinion and examine the similarities and differences.

An obvious next step to take in the coming years is to research what users think of Rafbókasafnið or library services in general. Research surrounding e-books in Iceland is very limited and would always benefit on being researched in greater detail, especially now that Icelandic e-books are starting to be more visible on the market. One thing is clear, this field of research has been vastly neglected up until now and all future research in this area would be of great importance to the field of information and library studies.
Reference list


*Books and literature status review 2016.* (2016). Retrieved from


59


Appendix A

Information regarding research and consent form for interviews

Thank you very much for agreeing to participate in this study. This Information Sheet explains what the study is about and how I would like you to take part in it.

The purpose of the study is to research the integration of Rafbókasafnið into public libraries and the librarians view on e-books in general. I would like to gather general information about the integration of e-books into Icelandic libraries, the process and future of the project.

In order to elicit your views, I would like to interview you for a research conducted for my master’s thesis in Digital Information and Library Science in Borås Sweden.

If you agree to this, the interview will be audio recorded and will last approximately 30 minutes.

The information provided by you in the interview will be used for research purposes in connection to my master’s thesis.

At the end of the study, research data will be archived in order to make it available to other researchers in line with current data-sharing practices.

Once again, I would like to thank you for agreeing to take part in this study. If you have any questions about the research at any stage, please do not hesitate to contact me.

[Íris Alda Ísleifsdóttir, personal information omitted]
• I, the undersigned, have read and understood the Study Information Sheet provided.

• I have been given the opportunity to ask questions about the Study.

• I understand that taking part in the Study will include being interviewed and audio recorded.

• I have been given adequate time to consider my decision and I agree to take part in the Study.

• I understand that my words may be quoted in publications, reports, web pages and other research outputs.

• I understand that I can withdraw from the Study at any time and I will not be asked any questions about why I no longer want to take part.

Name of Participant: ___________________________ Date:

Researcher Signature: __________________________ Date:
Appendix B

Interview questions

Can you tell me a little bit about Rafbókasafnið?

How does the lending process work? Are there any limitations on how often a book can be lent out?

Are there any limitations on how many books a user can take?

Is each library paying for their access to Rafbókasafnið? How does the cost process work, is it connected to the size of the municipality?

Did you look at any other e-book supplier than Overdrive? Why did you choose overdrive over the other suppliers?

(Extra question posed to Þóra) Do you have any Icelandic book

(Extra question posed to Þóra) So there are not only Overdrive books in Rafbókasafnið, you can add any books there?

(Extra question posed to Þóra) So you have some Icelandic, some English and some Polish books?

Are all the e-books available from overdrive connected to leitir.is?

(Extra question posed to Þóra) Does Overdrive provide all the Gutenberg project books?

What is the most popular content?

What is the ratio between Icelandic and English books?

What determines what e-books are bought for Rafbókasafnið? Can libraries or users have any influence on what books are bought?

Is it possible to see an overview of which libraries are using Rafbókasafnið the most?

Do you aim on giving all libraries in Iceland access to Rafbókasafnið?

How has the implementation process of Rafbókasafnið into the libraries been?

Have you gotten a good reception from all parties? That is publishers, users, librarians and authors?
Have you noticed any negative discussions in connection with Rafbókasafnið? If so, then what?

How has the process of negotiations with Icelandic publishers involving their content been? Did you experience a lot of resistance from publishers in general?

How has the process been of getting the libraries to take part in this implementation project? Have you experienced any problems of getting them to take part in this project?

Do you offer any kind of training for users and librarians?

Are the librarians in each library in some way required to get acquainted with how Rafbókasafnið works?

How do you feel the marketing of Rafbókasafnið has been? Are you advertising Rafbókasafnið? In what way? If not are you expecting each library to introduce Rafbókasafnið to their users?

(Extra question posed to Brjánn) So it hasn’t really gone well getting the smaller libraries to market it?

How does the future of Rafbókasafnið look?
Appendix C

Questionnaire – E-books in public libraries

1. How old are you?
   a. Under 18
   b. 18-24
   c. 25-34
   d. 35-44
   e. 45-54
   f. 55-64
   g. 65+

2. What is the highest level of education you have completed?
   a. Primary school.
   b. Secondary school.
   c. University.
   d. Diploma or Professional degree.
   Other: _____________________

3. Have you completed any education in the field of library science? Yes/No

4. If yes, then what ______________________

5. For which library do you work? __________

6. How many people live in your town or community?
   a. 0-499.
   b. 500-999.
   c. 1000-1999.
   d. 2000-2999.
   e. 3000-3999.
   f. 4000-4999.
   g. More than 5000.

7. How many individuals have library cards in your library? _______

8. What are the opening hours of your library? _______
9. Have you read an e-book in the last:
   a. Week.
   b. Month.
   c. Six months.
   d. 12 months.
   e. I have not read an e-book.

10. How do you read e-books?
    a. On a Kindle.
    b. On an iPad.
    c. On a mobile phone.
    d. On a computer.
    e. On a different tablet (i.e. Samsung).
    f. On a different e-reader (i.e. Kobo).
    g. I don’t read e-books.

11. What is your opinion on e-books?
    
    1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree

<table>
<thead>
<tr>
<th>E-books</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is more comfortable to read e-books than printed books.</td>
<td></td>
<td></td>
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<tr>
<td>It is more comfortable to travel with e-books than printed books.</td>
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<tr>
<td>It is easier to access e-books than printed books.</td>
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<tr>
<td>E-books are a good option for people with dyslexia.</td>
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<tr>
<td>In the future e-books will take over from printed books.</td>
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<tr>
<td>The experience of reading e-books and print books is not the same.</td>
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<tr>
<td>E-books are only for the younger generation.</td>
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<tr>
<td>E-books will not become embedded.</td>
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</table>

Additional opinions? Please comment: _________________________________

12. What is your opinion on e-books in libraries?

    1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree

<table>
<thead>
<tr>
<th>E-books in libraries</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-books belong in libraries.</td>
<td></td>
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<tr>
<td>E-books are a good addition to the other library collection.</td>
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<tr>
<td>There is a shortage of Icelandic e-books available for libraries.</td>
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<tr>
<td>It is expensive for libraries to buy e-books.</td>
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<tr>
<td>E-books will cause libraries to become obsolete.</td>
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</tbody>
</table>
There has been a lot of demand for e-books in the library.

Users have shown Rafbókasafnið a lot of interest.

Additional opinions? Please comment: ____________________________

13. How often have e-books been lent out by your users this year? (This information is available on the website of Landskerfi bókasafna). __________

14. What is the percentage of e-book loans compare to overall loans at your library. (This information is available on the website of Landskerfi bókasafna).

<table>
<thead>
<tr>
<th>% of overall loans</th>
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</thead>
<tbody>
<tr>
<td>0,1-1</td>
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<td>1-2</td>
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<td>2-3</td>
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<td>&gt; 3</td>
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</tbody>
</table>

15. How has the demand for e-books changed in the past five years? Please choose only one option:
   a. It has increased very fast.
   b. It is around the same.
   c. It has increased slowly.
   d. It has decreased.

16. What aspects do you feel are the main aspects that increase demand for e-books?

1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>Readers need for a deportable, useful format.</td>
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<tr>
<td>Easily accessible collection online.</td>
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<tr>
<td>A lot of discussion surrounding e-books.</td>
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<tr>
<td>Great access to reading tools/tablets.</td>
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<tr>
<td>Manufacturers of e-readers promote new technology.</td>
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<tr>
<td>The technology’s ability to customize text size, etc.</td>
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</tbody>
</table>

Additional factors? Please comment: ____________________________
17. Have you encountered any problems or difficulties regarding providing access to e-books or with the Overdrive website?

Yes/No

18. What type of problems have you noticed and how often have you encountered them?

1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree

<table>
<thead>
<tr>
<th>Difficulties</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical problems e.g. downloading.</td>
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<tr>
<td>No possibility for the library to select titles.</td>
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<tr>
<td>Not enough material available.</td>
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<tr>
<td>Not enough Icelandic material available.</td>
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<tr>
<td>Too few children’s books.</td>
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<tr>
<td>Subpar interface.</td>
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</table>

Other:

__________________________________________________________________________

19. Do E-books create any problems for the library?

1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree

<table>
<thead>
<tr>
<th>Problems</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-books require too much marketing effort.</td>
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<tr>
<td>Difficulties with downloading apps etc.</td>
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<tr>
<td>Users experience the technology as difficult and need assistance from the library staff.</td>
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<tr>
<td>Complaints from staff members.</td>
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</table>

Other? Provide an example: ________________________________

20. Do you receive complaints regarding e-books from users?

Yes/No

21. Please indicate how often you receive complaints about the following aspects:

1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree

<table>
<thead>
<tr>
<th>Complaints</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>Not enough Icelandic e-books available.</td>
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<tr>
<td>Not enough new material available.</td>
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<tr>
<td>Not enough foreign language e-books available (other than English).</td>
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<tr>
<td>Quality of e-books.</td>
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<tr>
<td>Difficulties using e-books.</td>
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<tr>
<td>Problems with technology, such as reading tools, systems, download.</td>
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</tbody>
</table>

Something else?_________________________________________________________
22. How do you respond to receiving a complaint?

23. Have you conducted a survey regarding users’ opinions on the e-book service?
   Yes/No

24. What was the result? Users were:
   Very unhappy – Unhappy – Happy - Very happy

25. What impact has the demand for e-books had on the library?
   1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree

<table>
<thead>
<tr>
<th>Impact</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>The need to train staff.</td>
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<tr>
<td>The need to get acquainted with different reading</td>
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<tr>
<td>tools.</td>
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<tr>
<td>The need to instruct readers how to use reading</td>
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<tr>
<td>tools.</td>
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<tr>
<td>The need to instruct readers on how to download e-</td>
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<tr>
<td>books.</td>
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</table>

   Other impact? Please comment____________________________

26. Have you noticed an increase in discussion about e-books in the past 12 months?
   Please check all the appropriate sections.

<table>
<thead>
<tr>
<th>Discussion</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>From users.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In the media.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Among other librarians.</td>
<td></td>
<td></td>
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<tr>
<td>From publishers.</td>
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<td></td>
</tr>
</tbody>
</table>

27. How does the library advertise e-books? Choose all appropriate answers:
   a. Through direct contact with visitors.
   b. Through printed matter, such as brochures.
   c. On the library website.
   d. On Facebook.
   e. With user training.
   f. We do not promote e-books.

   Other, please comment: ________________________________

28. If your library advertises e-books on Facebook, how often does the library advertise e-books per month?
   a. The library does not advertise e-books on Facebook.
b. Less than once a month.
c. 1-2 a month.
d. More than 2 times a month.

29. Do you provide instruction for e-book users?
   Yes/No

30. What type of instruction do you provide? Choose all appropriate answers:

<table>
<thead>
<tr>
<th>Instruction</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How to search for e-books.</td>
<td></td>
</tr>
<tr>
<td>How to log in.</td>
<td></td>
</tr>
<tr>
<td>How to download e-books.</td>
<td></td>
</tr>
<tr>
<td>Instruction on the terms (e.g. loan period) for e-book lending.</td>
<td></td>
</tr>
<tr>
<td>Choice of e-readers (Sony, Kindle, iPad etc.).</td>
<td></td>
</tr>
</tbody>
</table>

Other: ____________________________________________

If you have any comment or would like to add something with regards to the questionnaire, please do so here:

__________________________________________________________________________

______
Appendix D

Email sent to librarians regarding taking part in the survey

Good morning.

My name is Íris Alda Ísleifsdóttir and I am writing a master’s thesis in Borås Sweden. I am writing about the implementation of Rafbókasafnið in Iceland and with my research I want to look at how the implementation of e-books in Icelandic libraries is going and what its possible future is in Iceland. To be able to finish this part I need your help. I would therefore appreciate it if you could take a few minutes to answer this survey.

I really would like to get as many respondents as I can, so if there is anyone else who works on the front desk in your library then I would appreciate it if you could forward this email to them as well.

This survey takes about 7 minutes to complete and will close on the end of August 22.

I would like to mention that all personal information that may indicate who you are, will not be used in the thesis but will only be used for data processing and are completely confidential.

The survey can be found in the following address:
___survey link_____.

If you have any questions you are welcome to contact me.

Thank you,
Íris Alda Ísleifsdóttir