

Last month, *C&RL* successfully moved to online only publication. In order to provide you with a fully engaging online experience with *C&RL*'s research, Facebook (www.facebook.com/collegeandresearchlibraries) and Twitter (twitter.com/CRL_ACRL) accounts are now being actively maintained. You're invited to join in the conversation.

C&RL's social media outlets feature updates on preprint and current articles, book reviews, highlights of past articles from the journal's nearly 75-year history, and exclusive content from *C&RL* editors and researchers. *C&RL* readers will be able to engage in discussions on journal contents with authors and members of the editorial board, as well as share their thoughts on cutting-edge library research. These weekly posts and informal conversations are being supported by free online fora, which are hosted through Google Hangouts. Each forum will bring together *C&RL* study authors and expert panelists to discuss recently published research. Learn more and view the first session at <http://crl.acrl.org/site/misc/fora.xhtml>.

If you're interested in scholarly research on social media, as well, there are three available *C&RL* preprints (<http://crl.acrl.org/content/early/recent>) that focus on social media as it relates to teaching and learning.

- *"YouTube Has Changed Everything"? Music Faculty, Librarians, and Their Use and Perceptions of YouTube*, by Kirstin Dougan, anticipated publication date: July 1, 2014.

YouTube's accessibility, ease of use, and depth of content are strong lures for music students. But do music teaching faculty and librarians encourage this, and do they use it in their own research, teaching, and work? This study surveyed more than 9,000 music faculty and 300 music librarians in the United States. It discovered that faculty rank is at times a factor in faculty use of YouTube for teaching and research, but not always in expected ways. It also found that faculty and librarians do not entirely share perspectives

concerning the quality of YouTube's content, metadata, or copyright concerns.

- *Undergraduates' Use of Social Media as Information Sources*, by Kyung-Sun Kim, Sei-Ching Joanna Sin, and EunYoung Yoo-Lee, anticipated publication date: July 1, 2014.

Social media have become increasingly popular among different user groups. Although used for social purposes, some social media platforms (e.g., Wikipedia) have been emerging as important information sources. Focusing on undergraduate students, a survey was conducted to investigate the following: 1) which social media platforms are used as information sources, 2) what are the main reasons for using these social media platforms for information seeking, and 3) what kinds of actions are taken to evaluate the quality of the information gained from such sources. The study provides a snapshot of current trends in terms of the use of social media as information sources. It also sheds lights on the actions that the undergraduate students took to evaluate information from social media, including social networking and video sharing sites that have rarely been studied previously. Based on the findings, suggestions are made for information literacy programs and roles of librarians and educators.

- *Factors Affecting Adoption of Facebook: An Exploratory Study of the LIS Community Perspective in Israel*, by Noa Aharony, anticipated publication date: January 1, 2015.

This study seeks to investigate whether information professionals, as well as LIS students, are ready to assimilate Facebook in their work and educational environments. The study uses the Technology Acceptance Model (TAM) as well as some characteristics of the "Big Five" model of personality as a theoretical base from which to predict factors that may influence the adoption of Facebook by information professionals as well as by LIS students. Findings reveal that the TAM, as well as other personal characteristics, significantly predict the likelihood of Facebook use, and highlight the importance of individual characteristics when considering technology acceptance. *ZZ*

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