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## Chapter 8. Appmetrics - Improving impact on the go - Claire Beecroft

### Introduction

Mobile 'smart' devices have increased enormously in popularity over the last few years, with 61% of UK adults now owning a smartphone (OFcom, 2014). With the emergence of the tablet computer adding significantly to the utilities available via mobile devices, the adoption of mobile technologies into work-related activities is ever-expanding. However, relatively few academic staff who use these devices make full use of the range of options available, and many lack awareness of the apps they could be using to promote their outputs and improve impact on the go. For information professionals there is a need to stay abreast of current and emerging developments within the world of mobile apps in order to support academic staff in using their mobile devices effectively to improve and monitor their research impact.

With so many apps and tools to choose from, in this chapter we will look at an essential "toolkit" of apps that information professionals should bear in mind when supporting and advising academic staff on research impact, along with advice on how to make the best and most efficient use of them. Additionally, this chapter will examine how impact activities undertaken on a mobile device can be fitted into a flexible working day.

### Glossary

Throughout this chapter there are some key terms which I will use frequently. If you are unfamiliar with any of them, below is the definition of each term:

**Android-** an operating system developed by Google for use on smartphones and tablets. There is a very wide choice of devices, at varied price points. Updated regularly.

**Blackberry OS-** the operating system used by Blackberry smart devices. Declining in popularity in recent years, but still quite widely used by business people and in countries such as India.

**iOS-** the operating system developed for Apple mobile devices. Only iPhones and iPads run iOS. Updated regularly.

**OS-** acronym for operating system. The most popular ones for mobile devices are iOS and Android, but there is also Windows Mobile and Blackberry, among others.

**Smart Device-** any mobile computing device that can connect to the web via 3G/4G or wifi. These include tablet computers such as iPads, smartphones and small-format laptops such as netbooks and Chromebooks.

**Windows Mobile-** the operating system developed for Microsoft Windows mobile devices. There are a

wider range of devices to choose from than iOS, but less than Android. Good for people who are familiar with Windows and would prefer to use a tablet with an easy to learn user interface that has been designed to integrate with Microsoft software, such as Microsoft office.

## **How can mobile help?**

Many academic staff now own a mobile device- most often a smartphone, but increasingly a tablet is becoming an essential piece of kit. While most of us make good use of our mobile devices for administrative tasks such as checking email or our diary, many staff admit they do not know how to maximise use and value out of their mobile device. Equally many academic staff say they struggle to find the time to integrate impact-generating activity into an already busy working schedule. One of the key benefits of mobile is that it is always there, ready and waiting to help academic staff generate impact. This can be any time they have a second to spare, or when inspiration strikes, so knowing how to get the best out of smart devices is vital for information professionals, as this knowledge, combined with specialist knowledge within an academic discipline, can help to position LIS professionals as key stakeholders in the 'brave new world' of altmetrics.

In previous chapters we have looked at the academic value of social tools such as Twitter, but what difference does it make whether they are used on a desktop or on a mobile device? Two key factors in favour of mobile are "Time" and "Timeliness". Some key factors in favour of the mobile device are:

- Mobile devices often allow voice dictation. This enables a user to speak into the device and have their voice input converted to text. This can vastly improve the efficiency of tasks such as blogging, tweeting and communicating via social networks.
- Most mobile devices have the capacity to record decent-quality audio and video. Using these tools, it is possible to produce engaging content that can function as an alternative to a traditional blog post, and be completed with speed and efficiency.
- Mobile devices are carried by most of us, most of the time. Given the highly time-sensitive nature of networks such as Twitter, being able to adeptly use such networks on mobile devices can be the difference between being able to enter and engage in conversations, or 'missing the boat', as the tide of interest in a trending topic relevant to an academic's research interests ebbs away.

## **Which mobile device is best?**

Academic staff may ask for advice on which mobile device would suit them best. While this is not an area that LIS professionals should feel obliged to advise on, helping academic staff make their own choice, by suggesting they think about the following issues, may be helpful:

**What do devices do your colleagues use?**-It may be helpful to choose a device that other colleagues use, as it may make cross-team working and collaboration more fluid, and there is more likely to be in-house expertise, both formal and informal, that can support their use of the device.

**Which devices do you already own?**- If already using an Android phone, buying an Android tablet will ensure a shallow learning curve, but equally aiming for 'the best of both worlds', by having an Android phone and Apple tablet, or vice-versa, can ensure that the fullest range of apps and functions are available.

### **Do you want to use voice input?**

Both Android and iOS devices allow users to enter text and give commands via speech input, but iOS voice input, Siri, is arguably far superior, with a higher precision when converting natural speech to text and adding grammar (Bellegarda, 2013). Using voice input can be a huge boost to productivity, so it is worth thinking about when choosing a device.

### **What apps would you like to use?**

Bear in mind that there are some apps which are only available on one mobile platform, Turnitin and Adobe Voice being examples in academia of apps not available via iOS, so it is important to be clear on which apps are important, and which devices will provide access to them.

### **Can I borrow a device to try it?**

Increasingly, library and information services are providing the loan of mobile devices to academic staff and students (DeCesare, et al, 2013). This can provide an ideal opportunity for academics to experiment with a mobile device to decide whether it would be worth the investment for them personally and to assess how it impacts on their daily work activities.

### **Distraction, and how to deal with it**

Fitting in activity on mobile devices can be incredibly useful. However, use of a mobile device can also lead to longer hours spent working, and work activities creeping into evenings and weekends. Lisa Donelley notes that "both organisations and some

individuals have yet to establish acceptable boundaries in relation to the use of smartphones for work based activities outside of legal working hours” (Donnelly, 2011). Without formal guidance, it is up to the individual to take control of how they use mobile devices for work tasks, and to that end, there are some tips and tricks that can help ensure academic staff do not find themselves spending more time on work activities via their mobile device, than they wish to.

It is increasingly recognised that mobile devices and the web can present a major source of distraction to users during working hours and can be both a barrier and an enhancement to productivity (Machado, 2014). A device that is incessantly alerting its owner to the latest email, tweet or social media ‘mention’ is not helpful- it is annoying and can end up costing more time that it saves.

The single most important step in managing apps is ensuring that ‘notifications’ from apps are set to the user’s preferences, not the app’s own presets. When installing new apps, users will often find that a message pops up asking if they would like to receive notifications. It is all too easy to routinely click ‘yes’, just to get past that step and gain access to the new app, but it is important to be sure that notifications are correctly set up. An app such as twitter can easily send even a modest user 10 or more notifications a day) and so it is important to ensure that users know what they want to be notified of, and how.

This can be done in two ways. First of all, when installing new apps, users should think before answering ‘yes’ to notifications- do they really want this app to send alerts? Secondly, for apps already installed, it should be possible within the devices ‘settings’ menu to manage notifications and get them set up so they are helpful, not a hinderance.

### **How notifications work: an illustrative example**

In Twitter, notifications can let a user know when a tweet they have sent has been ‘favourited’ or ‘retweeted’. Alerts can inform the user when they have been mentioned in a Tweet and they can also alert users when a direct message is received, which may need urgent attention. Its up to individuals whether they want to use notifications with Twitter, but notifications can help by simply reminding the user to check their account regularly to keep on top of conversations and ensure they do not miss anything important. Twitter is perhaps the most time-bound of the apps examined in this chapter, so keeping up to date at certain key times can be important, particularly if a user’s research is featured in mass media or related to a current new story. For this reason users may need to switch notifications on and off at different times.

## **What apps can help academic staff improve their research impact?**

Research impact itself is difficult to define. There have been the traditional metrics used by the Higher Education Funding Council for England (HEFCE) in England to measure impact, such as citation rates, and while these are conventional, they are clearly still vitally important. One of the simplest ways an academic can improve their citation rate is using academic social networks and Twitter to promote published research. A consideration here is the availability of their research via open access, and how well the research could be viewed on a mobile device. For example, users may complain if a tweeted link to a research paper leads them to a pay wall, or to content in a format that their device cannot display. These considerations aside however, this is a simple and very effective way of increasing the readership of research. It is important to remember that when attempting to increase research impact it may be important to reach not just the researcher's peers, but organisations, policy makers, and the general public to name but a few. The traditional approach of assuming that once research is published, it will be found by those that could use it, is optimistic at best. Mobile devices offer users numerous opportunities to play an active role in generating impact for their research beyond the conventional measures outlined above, using their own words to explain and communicate their research on their own terms, and enabling them to tailor their messages to a specific audience for maximum impact.

## **The 'Altmetrics Mobile Toolkit'**

While it is difficult to identify the 'must-have' apps for academics looking to increase impact, the apps and app-genres listed below could serve as a good starting point. Many are free, but those that are charged for are identified and prices at time-of-writing given. Please bear in mind that the app-market is highly volatile, with apps appearing and disappearing constantly, so the aim here is to give LIS professionals a sense of the types of apps, and their functionality, and how they can improve research impact (or help users monitor impact), rather than to focus closely on specific, 'recommended' apps. It's up to the individual to choose what works for them, but as LIS professionals we can guide users as to which apps might be worth investigating from an impact perspective.

**Video editing apps, i.e. iMovie (£3.99 iOS), Androvid (£1.69 or free with ads, Android), KineMaster (£2.91 per month, £23.25 annually, or free with watermark on videos, Android).**

Communicating research is not an activity that many researchers have engaged with outside of publishing and speaking at conferences. However, in a world where the value of research is increasingly measured by its impact rather than readership/citation rates; the agile researcher needs to break out of the academic world and take their research directly to those who can benefit from it. Video is a particularly powerful tool to achieve

this aim.

A key use for video is for academics to talk about their published research, either in lay terms for general consumption or addressed to researchers/clinicians, in a brief, accessible way, and outside of the constraints of the traditional background/methods/results format of scholarly journals. This allows them to express their personality, explain their work in their own terms, and to specifically focus on the key messages they would like to get across about the potential impact of their research and how it might be used. How they use and share your video depends on what they hope to achieve, but some key examples using mobile apps are:

### **YouTube: (free on iOS and Android, often pre-installed on Android devices)**

The world's most popular and best-known video hosting and sharing platform, YouTube is a great place to host video if the key aim is to reach the widest possible audience. There are risks to this as the platform is also awash with videos of surfing cats and skateboarding dogs, and it is inevitable that academics may feel uncomfortable about sharing their content on such a platform, but YouTube is highly flexible, and users can embed YouTube videos on a range of other websites without having to make their video 'findable' within the YouTube site itself. It is also worth bearing in mind the increasing use of Youtube as a news source, with recent research showing that journalists are increasingly engaging with news-related content on the platform: "news organizations are taking advantage of citizen content and incorporating it into their journalism"(PewResearchCenter, 2015), so posting videos to YouTube may help to get information about research into the wider media. There are limits on the length of video that can be posted from a personal YouTube account, but given the relatively short attention span of the modern web user, YouTube's standard 10 minute limit should give most academics plenty of time to get their key points and ideas across effectively and concisely. Most smart devices now allow users to upload video direct from a smart device to YouTube, making it a good option for times when there is a need to get a video shot, edited and published, fast and on the go.

### **Vimeo: (free on iOS and Android)**

Less well-known than Youtube, Vimeo shares many of the same characteristics: it allows users to create an account where they can upload videos and share and embed them across the web. Vimeo differs in that it does not limit each video, but instead limits users to a fixed amount of data that can be uploaded each month- this means that Vimeo may be an ideal tool for longer videos that YouTube will allow. It also attracts more professionally produced content, so less of the skateboarding dogs, and some academics may feel that their content simply fits better within the Vimeo environment. The Vimeo app for Android and iOS devices allows users to upload video direct to Vimeo from a mobile device.

Traditionally, recording and editing video required a substantial investment in equipment and a steep learning curve. However, most of us carry a video camera in our pocket, thanks to smartphones, and editing to a decent quality is astonishingly easy with the modest investment of £3-7 in a good-quality video editing app. There are numerous options, but the Apple iMovie app is a good example of a simple editing interface that is quick to learn and can enable even a novice to turn a simple 'talking head' video into something smart enough for wide circulation online and via social networks. For Android devices, Androvid offers basic editing and exporting, or Kinemaster Pro gives a full-featured editor, but with an ongoing cost.

### **How can LIS professionals support the use of these apps?**

LIS professionals are in a strong position to advise on the suitability of the different video platforms and also on the crucial issues of copyright and intellectual property relating to the content contained within videos. Academics often need advice on the use of images, tables and multimedia content within videos, and also how to enable appropriate access to video content and using privacy/security restrictions to ensure that content is only available to the desired audiences. Similarly, academics may need advice on how to ensure that further sharing of their video content by viewers is set to their preferences rather than the default settings of video platform.

### **Audio-recording apps, i.e. Audioboom (free for both iOS and Android), Voice Record Pro ( free or £2.29 to remove adverts on iOS), Voice Recorder (free on Android but with in-app purchase of some features)**

An important, but often overlooked, approach to achieving greater impact with research, is to reach a wider audience than is possible via scholarly journals, even those available via open-access. There are many means of doing this, and one important approach to reaching a wider audience is to investigate alternative multimedia formats, including audio.

For staff who would prefer to keep their audio content offline, or simply to have a little more control about how it is used and shared, there are an array of simple voice recording apps that allow users to record some audio and download it in a variety of common audio formats including .wav and .mp4. Voice Record Pro for iOS and Voice Recorder for Android are two examples of such apps. They are easy to use and allow unlimited recording time.



### **How can LIS professionals support the use of these apps?**

Many academic library environments now incorporate multimedia editing resources and LIS professionals can use appmetrics activities as a way of marketing and promoting these resources, and any support that is available in their use. As with video, LIS professionals may also be able to provide advice around copyright issues with audio content and setting up restrictions on the sharing of audio recordings made available online.

### **Twitter-monitoring tools: Hootsuite (free for iOS and Android), TweetDeck (no app, optimises for mobile devices).**

There are several tools that can be used to monitor Twitter and other social media platforms from a mobile device, with the best-known being Tweetdeck and Hootsuite. These can be particularly useful for academics when attending a conference particularly if you they be presenting their own research whilst there. Tools such as these enable users to monitor multiple Twitter accounts and multiple Twitter hashtags and conversations simultaneously from a single screen. This can be immensely useful when monitoring conference hashtags or maintaining Twitter conversations with conference attendees, enabling users to maximise the opportunity to promote their research. They are best used on tablet devices due to the volume of data displayed.

### **How can LIS professionals support the use of these apps?**

By 2011, Mahmood and Richardson found that there was “overwhelming acceptance of various Web 2.0 tools in large academic libraries” (Mahmood and Richardson 2011). As early-adopters of social media tools, including Twitter, many LIS professionals are ahead of their academic colleagues in terms of their experience and knowledge of social media management tools. Tools such as Hootsuite may seem confusing at first as they display multiple feeds of data, and learning how to set-up and monitor these streams beneficially is vital. Del Bosque et al note that “libraries understand the power of Twitter as a practical channel of communication” (Del Bosque et al, 2012) but academic staff may still struggle both to see its value, and how it can be used efficiently and productively. LIS professionals can offer support sessions in the use of these tools, and also highlight the opportunity that these tools offer to bridge the online and offline worlds by allow users to make online contacts via twitter that lead to face-to-face networking.

### **Reading apps, i.e. Pocket, Readability, Evernote Web Clipper (free for both iOS and Android)**

More and more research is finding its way online via formats such as news articles, blog posts and 'plain language' summaries. Reading online can be a strain and highly distracting, as pop-up ads and banners vie for users' attention and attempt to drag them away from an article and onto a commerce site. Reading apps such as Pocket (formerly 'Read it Later') and Readability help by allowing users to store online articles to read now or later, and stripping out all but the text-based content, ensuring a 'clean' and simple reading experience with no distractions. Evernote Web Clipper is a feature of the Evernote App which allows users to 'clip' copies of web-based content, to add to their Evernote library for reading later, offline. Web Clipper can be enabled within the Evernote App.

Reading is a vital part of the research process, so making reading on a mobile device a viable option is important for the academic looking to fill their commute time with useful activity.

#### **How can LIS professionals support the use of these apps?**

Successful use of reading apps relies on proper organisation and tagging of saved content to facilitate easy identification and retrieval at a later date, and these are skills that are intrinsic to most LIS professionals. Providing support in properly tagging or keywording saved resources could be a very useful skill to deliver to academic staff. These skills are also transferable to the use of reference management tools which similarly rely on efficient tagging and categorising of uploaded references.

### **Reference management apps, i.e. Mendeley (free on Android and iOS), Endnote (£2.49 for iOS, not available for Android).**

Mendeley is best known as an online reference-management tool, but its mobile application allows users to access their library references on the go, and also search and discover via the vast Mendeley database, comprised of the Mendeley libraries of millions of Mendeley users. It serves as an excellent multidisciplinary discovery tool, which is highly accessible when on-the-go. Many of the current altmetric measurement tools, including Altmetrics and Impact Story, are able to harvest data from the Mendeley database, so being an active user of this resource, and ensuring that all their research papers are in the Mendeley database, is an important first step for academics looking to improve their research's impact.

### **How can LIS professionals support the use of these apps?**

Support in the use of reference management tools is commonly provided by academic library services, so support in the use of apps related to reference management could be incorporated into existing support services and sessions. As mentioned above, support with tagging or of keywording references is a vital skill that can support academic staff in their use of information in a wider sense.

### **News apps, i.e. Reddit is fun (free on Android), Alien Blue for Reddit (free on iOS), BBC News (free on iOS and Android), Reuters (free on iOS and Android)**

News and current affairs apps are a staple of most people's smart devices, but they can be useful in identifying new stories in areas that relate to an academic's own research. While a topic is 'hot' they can make use of the short-term attention on the topic area by blogging, tweeting (using any relevant hashtags that are trending) or writing for websites such as The Conversation. These require academics to be quick and reactive, so a good news app is helpful in ensuring they don't miss a relevant story. The BBC News app offers a highly customisable interface, with very detailed topic areas, allowing users to focus the app on just those areas of news that are most relevant to their research, so as well as offering typically broad news categories such as 'technology' there are also sub-topics for 'mobile phones', 'tablets' and 'apps' and 'cybersecurity'. Selecting only the most relevant topics can make news apps more useful and less distracting. The Reuters app is highly international and vast in its content, but the key categories are quite broad. However, the search function allows users to find content effectively and editorial quality is high. 'Alien Blue' is an iOS app giving access to the news/reading service Reddit. Reddit (usually, and hereafter referred to as reddit), allows members to post content, such as links to news stories, and other web content, and to comment on them. Reddit ranks user's posts by allowing users to 'vote' them 'up' or 'down'. There are myriad topic areas within the site that users can explore- some are admittedly fairly 'light', but there is also plenty of intelligent posts, comment and debate around topics rooted in academic research. The site can give a sense of what users are discussing in relation to the story and how it is influencing opinion- something worth looking at for academics who are trying to gain more media exposure for their research. Android users could try 'reddit is fun', a similar app for Reddit.

### **How can LIS professionals support the use of these apps?**

A vital skill in using news-related apps is being able to search and identify relevant articles quickly and efficiently. LIS professionals are well placed to offer advice on using appropriate search terms to identify articles, and also to use their current-awareness skills to help academics set-up automated alerts so that they are regularly updated as to the latest relevant stories as soon as they become available.

### **Altmetrics tool apps, i.e. ImpactStory, Altmetrics, Academia.edu, ResearchGate**

These specific altmetrics tools are discussed in more detail elsewhere in this book, but there are some good reasons to access them via a mobile device.

- Having a direct link to key altmetrics tools will make academics more likely to 'check-in' with them on a regular basis, allowing them to keep up with how their work is being read, shared, cited and used.
- It is often possible to use a mobile device to add content to a personal account on many altmetric tools, uploading documents, spreadsheets, slides and posters direct from Google Drive, Dropbox, Evernote, Onedrive, etc. Small tasks like this, which might be distracting during the working day, may be more easily completed during a commute or when working from home.
- These tools have a strong social element, allowing researchers to communicate with each other and share data and other resources. As we have seen above, using social platforms is increasing a natural activity on mobile devices, so integrating work-related social networking on a mobile device could be equally so.
- Altmetrics are a highly reactive medium- using a mobile device is a natural way to harness the immediacy of feedback and conversations that can occur as soon as a research article, or other research output, is published. This may occur outside of conventional working hours, and so using mobile device is an ideal way to engage, for instance while commuting.
- Academics who have a Google Scholar profile can adjust their settings within their profile to send alerts to email. They can then set up their email to alert them when emails from .scholar.google.com arrive, giving an early indication each time their work is cited, and a chance to take a look at the work that has cited their

own.

While many altmetric sites and tools may be browser-based, with no companion app, academics can still make better use of them on a mobile device by creating shortcuts to them and giving prominence to them on their mobile device's home screen. These can be grouped according to their research interests. Creating shortcuts is simple on most smart devices- instructions for the top three mobile browsers are below:

Chrome (Google's web browser and operating system): Tap the three vertical dots in the top right-hand corner, then tap 'add to home screen'.

Safari (Apple's web browser): Tap the box with an arrow pointing upwards in the top right-hand corner, then tap 'add to home screen'.

Firefox on Android: Tap the 'recents' or 'task switcher' key on the device (the one on the navigation bar at the bottom of your device that has either three stacked lines or two stacked rectangles), then choose 'page' and then 'add to home screen'.

Bear in mind that monitoring citations and mentions of research can easily become addictive, so it is important to ensure that academics are not encouraged to become overly engaged with citation rates and stats, but to simply use them to monitor the impact of their overall impact activities upon their citation rates and online mentions/shares. This can give you academics a sense of reward for their efforts, and also help identify which tools are working best for them, and which they might choose to discontinue.

### **How can LIS professionals support the use of these apps?**

A key role for LIS professionals here is to support academic staff in choosing the most relevant altmetric tools that can support them in achieving their impact goals, and in particular identifying those that are worth monitoring and interacting with on a regular basis via a mobile device. LIS professionals can also advise academics on setting up their profiles on altmetric sites ensuring that they have a complete and up-to-date profile at all times which best reflects their current research output and interests.

## **Conclusion: Making appmetrics a part of the daily routine**

As we have seen, there are a range of apps and tools that can be used on mobile devices to enable academics to maximize their research impact on-the-go. While information overload is a common problem in modern life, used wisely, these apps and tools can help to ensure that academics make effective use of their time, and improve their online profile and impact.

Finding the tools that work best for the individual is to a certain extent a matter of trial and error, but as LIS professionals, we are well-placed to offer support and guidance, combining our specialist subject knowledge and understanding of altmetrics, reference management, social media, copyright and keywording and tagging data to help academic staff make their apps work hard to maximise research impact and minimise time and effort.

Key points from this chapter:

- Altmetrics require academics to increase their engagement with social media, and to produce new forms of content that can be shared online to improve scholarly communication and impact.
- Using mobile apps allows academics to undertake key altmetrics activities, and to fit them around their existing workload.
- LIS professionals are well-placed to support academics in their use of these apps, drawing on their skills in digital literacy, searching, keywording, social media and copyright.
- Many academic libraries could incorporate support for apps into existing information literacy activities, and use support for apps as a vehicle for promoting library services and facilities such as media editing facilities.
- Supporting use of apps can also help to position LIS professionals and academic libraries at the forefront of altmetrics, demonstrating the unique skills and value that they bring to academic institutions.

**Further Reading:**

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## Web Resources:

iMovie: <https://itunes.apple.com/gb/app/imovie/id377298193?mt=8>

Android: [https://play.google.com/store/apps/details?id=com.android&hl=en\\_GB](https://play.google.com/store/apps/details?id=com.android&hl=en_GB)

Kinemaster:

[https://play.google.com/store/apps/details?id=com.nexstreaming.app.kinemasterfree&hl=en\\_GB](https://play.google.com/store/apps/details?id=com.nexstreaming.app.kinemasterfree&hl=en_GB)

Youtube for iOS: <https://itunes.apple.com/gb/app/youtube/id544007664?mt=8>

Youtube for Android:

[https://play.google.com/store/apps/details?id=com.google.android.youtube&hl=en\\_GB](https://play.google.com/store/apps/details?id=com.google.android.youtube&hl=en_GB)

Youtube for Windows Mobile: <https://www.microsoft.com/en-us/store/apps/youtube/9wzdncrfj3dl>

Vimeo for Android:

[https://play.google.com/store/apps/details?id=com.vimeo.android.videoapp&hl=en\\_GB](https://play.google.com/store/apps/details?id=com.vimeo.android.videoapp&hl=en_GB)  
[https://play.google.com/store/apps/details?id=com.vimeo.android.videoapp&hl=en\\_GB](https://play.google.com/store/apps/details?id=com.vimeo.android.videoapp&hl=en_GB)

Vimeo for iOS: <https://itunes.apple.com/gb/app/vimeo/id425194759?mt=8>

Vimeo for Windows Mobile: <https://www.microsoft.com/en-us/store/apps/vimeo/9wzdncrfj2ms>

Audioboom for iOS: <https://itunes.apple.com/gb/app/audioboom/id305204540?mt=8>

Audioboom for Android:

[https://play.google.com/store/apps/details?id=com.audioboom&hl=en\\_GB](https://play.google.com/store/apps/details?id=com.audioboom&hl=en_GB)

Voice Record Pro iOS: <https://itunes.apple.com/gb/app/voice-record-pro/id546983235?mt=8>

Voice Recorder Android:

[https://play.google.com/store/apps/details?id=com.splendapps.voicerec&hl=en\\_GB](https://play.google.com/store/apps/details?id=com.splendapps.voicerec&hl=en_GB)



Hootsuite for iOS:

<https://itunes.apple.com/gb/app/hootsuite-schedule-posts-for/id341249709?mt=8>

Hootsuite for Android:

[https://play.google.com/store/apps/details?id=com.hootsuite.droid.full&hl=en\\_GB](https://play.google.com/store/apps/details?id=com.hootsuite.droid.full&hl=en_GB)

Pocket for iOS: <https://itunes.apple.com/gb/app/pocket-save-articles-videos/id309601447?mt=8>

Pocket for Android:

[https://play.google.com/store/apps/details?id=com.ideashower.readitlater.pro&hl=en\\_GB](https://play.google.com/store/apps/details?id=com.ideashower.readitlater.pro&hl=en_GB)

Readability for Android:

[https://play.google.com/store/apps/details?id=com.readability&hl=en\\_GB](https://play.google.com/store/apps/details?id=com.readability&hl=en_GB)

Readability for iOS: <https://itunes.apple.com/gb/app/readability/id460156587?mt=8>

Evernote for Android: [https://play.google.com/store/apps/details?id=com.evernote&hl=en\\_GB](https://play.google.com/store/apps/details?id=com.evernote&hl=en_GB)

Evernote for iOS: <https://itunes.apple.com/gb/app/evernote/id281796108?mt=8>

Evernote for Windows Mobile:

<https://www.microsoft.com/en-gb/store/apps/evernote/9wzdnrcfj3n1>

Mendeley for Android: [https://play.google.com/store/apps/details?id=com.mendeley&hl=en\\_GB](https://play.google.com/store/apps/details?id=com.mendeley&hl=en_GB)

Mendeley for iOS: <https://itunes.apple.com/gb/app/mendeley-pdf-reader/id380669300?mt=8>

Endnote for iOS: <https://itunes.apple.com/gb/app/endnote-for-ipad/id593994211?mt=8>

Reddit is Fun for Android:

[https://play.google.com/store/apps/details?id=com.andrewshu.android.reddit&hl=en\\_GB](https://play.google.com/store/apps/details?id=com.andrewshu.android.reddit&hl=en_GB)

Alien Blue for iOS: <https://itunes.apple.com/gb/app/alien-blue-reddit-official/id923187241?mt=8>

reddit is fun:

[https://play.google.com/store/apps/details?id=com.andrewshu.android.reddit&hl=en\\_GB](https://play.google.com/store/apps/details?id=com.andrewshu.android.reddit&hl=en_GB)

BBC News for Android:

<https://play.google.com/store/apps/details?id=bbc.mobile.news.uk&hl=en>

BBC News for iOS: <https://itunes.apple.com/gb/app/bbc-news/id377382255?mt=8>

BBC News for Windows Mobile:

<https://www.microsoft.com/en-gb/store/apps/bbc-news/9nblggh08q4r>

BBC News for Blackberry: <https://appworld.blackberry.com/webstore/content/13859/?lang=en>

Reuters for iOS: <https://itunes.apple.com/gb/app/reuters/id602660809?mt=8>

Reuters for Android:

<https://play.google.com/store/apps/details?id=com.thomsonreuters.reuters&hl=en>