UNIVERSITY LIBRARIES OF STATE INSTITUTIONS OF HIGHER EDUCATION OF PARANÁ AND MEDIATION OF INFORMATION ON FACEBOOK

BIBLIOTECAS UNIVERSITÁRIAS DAS INSTITUIÇÕES ESTADUAIS DE ENSINO SUPERIOR PARANAENSES E A MEDIAÇÃO DA INFORMAÇÃO NO FACEBOOK

BIBLIOTECAS UNIVERSITARIAS DE LAS INSTITUCIONES ESTADUALES DE ENSEÑANZA SUPERIOR PARANAENSES Y LA MEDIACIÓN DE LA INFORMACIÓN EN EL FACEBOOK

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RESUMO: Apresenta uma pesquisa sobre as bibliotecas universitárias e as formas de mediação da informação através das ferramentas web, em especial das redes sociais. Como objetivo identifica e analisa a mediação da informação no Facebook. Quanto aos procedimentos metodológicos, o artigo é de caráter exploratório e utiliza inicialmente de uma breve revisão bibliográfica dos termos biblioteca universitária, redes sociais e mediação da informação e, posteriormente, analisa uma coleta de dados a partir do método da pesquisa documental. Utiliza como técnica de coleta a observação e de análise dos dados a Análise de Conteúdo. Como resultados, apresenta o número e os nomes das contas localizadas na rede social, as características delas (tipo de perfil, número de amigos ou curtidas), quantidade de posts feitos por cada conta e sua periodicidade, o conteúdo das postagens distribuído em 15 categorias temáticas, a interação existente entre as contas das bibliotecas e seus interlocutores, a partir das curtidas, comentários e compartilhamentos. Considera que o uso das redes sociais ainda é pequeno pelas unidades de informação pesquisadas, visto que somente 31% delas utilizam o Facebook como forma de mediar a informação e interagir com seu público. Conclui que o número de amigos no perfil, curtidas na página ou quantidade de postagens, não garantem uma boa interlocução entre a conta e os usuários, visto que o momento em que os usuários se encontram online na rede interfere mais do que os demais elementos apontados.

PALAVRAS-CHAVE: Biblioteca universitária. Redes sociais. Facebook. Mediação da informação.

ABSTRACT: Presents a research on university libraries and forms of information mediation through web tools, especially social medias. As goal, identify and analyze the mediation of information on Facebook. As for the methodological procedures, the article is exploratory and initially uses a brief bibliographic review of the terms university library, social medias and mediation of information and, later, analyzes a collection of data from the method of documentary research. It uses as technique for data collection the observation and as analysis of the data the Content Analysis. As results, it shows the number and names of the accounts located in the social media, the characteristics of them (type of profile, number of friends or likes), number of posts made by each account and their periodicity, the content of the posts distributed in 15 themed categories, the interaction between the libraries accounts and their interlocutors, from the likings, comments and shares. It considers that the use of social medias by the units of information researched is still small, since only 31% of them use Facebook as a way to mediate the information and to interact with its public. It concludes that the number of friends in the profile, likes on the page or number of posts do not guarantee a good interlocution between the account and the users, since the moment that the users are online on the network interferes more than the other elements pointed out.

KEYWORDS: University Library. Social medias. Facebook. Mediation of information.

RESUMEN: Presenta una investigación acerca de las bibliotecas universitarias y las formas de mediación de la información por medio de las herramientas web, en especial de las redes sociales. Como objetivo, identifica y analiza la mediación de la información en el Facebook. Cuanto a los procedimientos metodológicos el artículo es de carácter exploratorio y utiliza inicialmente una breve revisión bibliográfica de los términos, biblioteca universitaria, redes sociales y mediación de la información; posteriormente, analiza una colecta de datos a partir del método de la investigación documental. Utiliza como técnica de colecta, la observación, y de análisis de los datos, el Análisis de Contenido. Como resultado, presenta el número y los nombres de los perfiles localizados en la red social, las características de ellas (clase de perfil, número de amigos o 'me gusta'), cantidad de publicaciones hechas por cada cuenta (perfil) y su periodicidad; el contenido de las publicaciones distribuidos en quince (15) categorías temáticas, la interacción existente entre las cuentas/perfiles de las bibliotecas y sus interlocutores, a partir de los 'me gusta', comentarios y las comparticiones. Considera que el uso de las redes sociales todavía es pequeño por las unidades de información investigadas, teniendo en vista que solamente un treinta y uno por ciento (31%) de ellas utilizan el Facebook como forma de mediar la información e interaccionar con su público. Concluye que el número de amigos en el perfil, 'me gusta' en la página, o cantidad de publicaciones, no garantizan una buena interlocución entre la cuenta y los usuarios, visto que el momento en que los usuarios se encuentran en la red interfiere más que los demás elementos apuntados.

PALABRAS CLAVE: Biblioteca universitaria. Redes sociales. Facebook. Mediación de la información.

1 INTRODUCTION

Due to the progress of information and communication technologies (TIC), the use of the web as a tool in the work environment and also in information spaces has become increasingly intense. With this, the professionals who work in these environments seek to get closer to their customers and consumers. This possibility of interlocution, between who produces/offers services and who consumes/uses them, makes the interaction between these subjects greater. Depending on the audience to be reached, the best strategy for promoting a product is to put it on a social network. In this way, consumers know quicker what is offered and what are the benefits of what is being promoted.

Thinking about informational units, it is more necessary today that they become closer to their users and, focusing on the university library, it is inferred that their target audience is the community that attends it, that is, the students, employees and teachers. In this way, it is believed that the use of web tools, especially social networks by university libraries to mediate information, is one of the ways to get closer to their community and, even more, to make their potential users become real users (CALIL JUNIOR; ALMENDRA, 2016).

The discussion about web tools to end libraries and mediators seems to us to be hasty, "[...] the hopeful seizure of the internet as an end to mediation was, in fact, the discovery of a potential for freedom resulting The crisis of the mediator of the general interest of modernity." (VAZ, 2006, p. 47). The web extends the range of possibilities for the promotion of products and services that seek to mediate information, aiming to satisfy the needs and interests of society. To mediate information is one of the main goals of the university library, which is present in all activities of information professionals. It occurs in the reference service, at the loan desk, in cultural activities, in technical processing (SANTOS NETO, 2014) and it can also occur in social networks.

The justification for the development of this article is guided also in the speech of Gomes and Santos (2011, p. 831) when the authors recognize the need to "[...] conducting research that identify and analyze the possibilities of increase of the use of communication resources on the web, aiming the expansion of mediation of information activities." Some researches in this line of study were developed with greater emphasis on public libraries and slightly smaller in university libraries. Throughout the text they are commented and discussed targeting at the basis for the accomplishment of this article and comparison of the results obtained in this and other investigations.

So, what strongly attracted the focus of this study were the informational processes and practices - whose actions are not limited to implicit or explicit, nor to the possibility of neutrality in the librarian's doing - that go beyond the "barrier" between technical processing services or the information and referral service, becoming essential activities of high value for the services of a library in general.

The need to recognize the interference of mediation is evidenced, intending to contribute to the understanding of the library activities so that they are known, discussed, aiming an authentic professional and social doing, based on a collaborative transforming practice.

Mediation of information on Facebook is the focus of the discussion of this article, which had as objective to verify if the university libraries have been using it or not to mediate the information and how this practice has been performed. The following are some concepts that seek to establish a relationship between university libraries and the use of Facebook in the mediation process.

2 UNIVERSITY LIBRARIES AND THE USE OF FACEBOOK IN THE MEDIATION OF INFORMATION

University libraries seek to act as dynamic bodies, either by nature or by necessity. Their challenge is to reinvent themselves at all times, first because information is produced and shared very quickly, and secondly because for some users technology has increasingly driven less demand for "physical" libraries. The advancement of web tools made readers and users to begin to access information generally in their own homes and, nowadays, use for such access their mobile devices through a network connection.

It is, then, up to this unit to keep up to date and prepared. It is believed that a way to seek this is by inserting itself into social networks. However, it is necessary for university libraries to create an environment that provides reading, discussion, appropriation of information, as well as production and sharing of constructed knowledge. According to Gomes and Santos (2011, p. 845):

> [...] the university library should explore the social web resources more intensively, thus contributing to the formation of social networks in their physical and/or virtual environment, developing a more intense interaction between librarians and users, as well as among users themselves, ensuring the exchange of information, debate, and facilitating the appropriation of information.

The activities and functions that university libraries have to perform and their provision of products and services have been perfected and customized over the years, taking into account different informational needs and different moments, but their mission remained the same, which is, mediating the information.

In the current scenario it is imperative that university libraries seek new skills demanded by the information society, communication and knowledge. It is necessary for these units to remember, at all times, that user satisfaction is the goal of their doing and, for this, Santos Neto (2014, p. 25) warns that "[...] The policies that were stipulated in order to achieve this satisfaction, the improvement and innovation of its services, as well as contribute to the result of the academic and professional formation of its students."

Once university libraries adapt to the changes, they are likely to increase their "reach", which was once limited to the local user and has for some years reaches potential and virtual users. The creation of online social networks by libraries not only causes the occurrence of dialogue between librarians and users, but allows the sharing of informational resources in an electronic environment, where users can create link with the information unit and find out if the interests and needs of other users are common to theirs, from what is viewed, commented, liked (MANESS, 2007) and shared.

For Tomaél (2007) "A social network refers to a group of people (or organizations or other entities) connected by social relationships, motivated by friendship, working relationships or information exchange." Because users of libraries have informational needs and interests of the same nature, which is informational, they are therefore a social network. Therefore, the information professional that aims to satisfy these needs needs to be included in this network.

Social networks can be formed by people or by organizations that have a common goal and/or interest; the bonds are established based on the identity and profile of each user. They "[...] constitute one of the underlying strategies used by society for the sharing of information and knowledge, through the relations between actors that integrate them." (TOMAÉL; ALCARÁ; DI CHIARA, 2005, p. 93). One of the greatest characteristics of social networks is information sharing, that is, the possibility of quickly broadcasting something produced by third parties or by the user himself.

The idea of the visionary Paul Otlet, who sought to provide knowledge to the world in search of world peace, can be compared, metaphorically, to the capacity that Facebook presents to its users, except for world peace. They are more than "[...] five hundred million users [who] receive about thirty billion recommendations of links, news, posts, notes, photos every month [...]" (SANTARÉM SEGUNDO, 2011, p. 102).

In agreement with the following thought, it is believed that "The networks that constitute spaces in which the sharing of information and knowledge is proficient and natural are also spaces of learning and, thus, they become an environment for the development and for the innovation." (TOMAEL; ALCARÁ; DI CHIARA, 2005, p. 102). Although Facebook is not such a recent network, since it exists for more than 12 years, it is a way to innovate the provision of services and products offered by organizations.

Facebook is a free social network of online relationship and to use it is necessary to sign up using an email account. After you create it, you can maintain a personal profile, follow and/or create a page, add and communicate with other users, create events, post your own content in the "What are you thinking about" field or share an existing one between other tasks (FACEBOOK, 2016a). Launched in 2004, it became in a few years the most widely used social

network in the world, in 2012 reaching a total of one billion active users and surpassing the use of other big networks like MySpace and Twitter, with more of one billion monthly accesses (KAZENIAC, 2009). The data show the extent of the scope of the libraries that are inserted in this environment. For Bernardino, Suaiden and Cuevas-Cerveró (2014, p. 121), the use of social networks by public libraries "[…] it is an excellent tool for the circulation and dissemination of information." It is also for university librarians, and that both could not only communicate with their users, but also mediate information and knowledge.

As Facebook has become increasingly popular with the world's population, organizations have also moved into this space, either to promote their brand, to advertise products and services, or simply to relate to their customers. According to Galvão (2016) "Having a fan page of your project or company on Facebook is almost as important as having a blog or website [...]". Since among librarian's efforts, the search for the satisfaction of the informational needs of its users, as well as the search for an ethical interlocution between them, being inserted in social networks of relationship, especially in Facebook, is a strategy to achieve this. Amaral and Guimarães (2008) discourse approaches to this thought, in stating that "The relationship that the unit of information you want to keep with its stakeholders will be a reflection of the communication process used in the unit's services provide the physical environment information or on your *website* [...]".

By recognizing Facebook as a space for mediation of information, information professionals can interact more easily with users and maintain a continuous and even lasting relationship with them. Most university library users have an account on that network and are familiar with the dynamics that the content is posted on it, which would not be new to them, but rather to the publisher of posts, in the case of university libraries through their mediators.

The insertion of libraries in social networks shows them as an information device and shows how they are concerned with interacting with their users, because being present in the same environment as their public is a sign of interest and attention. Gomes (2014, p. 53) adds that mediation is "[...] an action related to care and the psychological, aesthetic and ethical aspects that involve this fundamental process in working with information."

The term mediation of information has been widely discussed and used in the research of Information Science (IS). In Brazil, the increase in interest in working with the concept and its implications have made the number of publications with thematic in the area increase (SANTOS NETO, 2014).

Some authors like Signates (1998) affirm that the number of citations of the term mediation is enough to understand their understanding and importance for the Communication area and also for the IC. However, it is realized that the term is not yet clear to all practitioners and that there is no consensus on it.

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Mediation is an interposition action of a "third party", who always exercises, negotiates and accompanies during the mediation process (DAVALLON, 2007; MARTELETO, 2009). Assumes that the act of mediation or mediation requires a mediating agent, termed by the said authors as "third", that facilitates, interferes and mediates something or something for someone.

Davallon (2007, p. 10) argues that mediation "[...] appears every time there is a need to describe an action involving a transformation of the situation or the communicational device, and not a simple interaction between elements already constituted [...]". Another definition that complements the aforementioned one of Araújo (2012), the author suggests that the idea of mediation consists in "[...] an intentional intervention, a 'putting between' and, through this action precisely, make different subjects, institutions and instances relate." He understands, therefore, that the mediation is intentional, it is not neutral and not passive, allows personal or institutional relationships to occur. In addition to this thought, it is also seen that mediation often occurs unconsciously and unplanned.

After discussing, in an introductory manner, the term "mediation" and the idea of which it appropriated in the previous paragraphs, it was opted to discuss the reformulated definition proposed by Almeida Júnior (2015, p. 25, emphasis added) in saying that mediation of information:

> [...] it is every action of **interference** – held in a **process,** for the information professional and the ambience of informational equipment –, direct or indirect; conscious or unconscious; singular or plural, individual or collective; seeking the **appropriation** of information that complies partially and momentary way, an information need, generating **conflicts** and new information needs.

From this concept can be highlighted four elements: interference, process, appropriation and conflict. Interference, in this context, is perceived as a planned or spontaneous action of professionals who seek to collaborate with different subjects in an informational equipment in the search for information. In this way, mediation only occurs in a continuous process, which aims to awaken new needs in users (SANTOS NETO; BORTOLIN, 2016). It is related to this process, the dialogue presented by Gomes (2014), when different subjects are involved in mediation, share information and construct meanings.

As for appropriation, it occurs at the moment the user assigns meaning(s) to the information, so it is a personal and singular act; ranging from subject to subject. In addition to the way in which information will be appropriated by each individual being different, it can be transformed in the course of the existence of the same, since "[...] man is an unfinished being, a being to be made, knowledge and information are also unfinished." (ALMEIDA JÚNIOR, 2015, p. 21).

Finally, the conflict that is at the heart of mediation, since information is understood not only as a way of solving problems, but on the contrary, as a source of doubts leading the individual to build his knowledge, in a pendulum movement with Consonant and dissonant ideas (SANTOS NETO; BORTOLIN, 2016).

The mediation actions must be carried out intentionally, with a goal to be achieved, since librarians affirm in their speech that the focus of their work are the users (SANTOS NETO, 2014). Thus, thinking about the use of social networks to mediate information, Costa and Almeida Júnior (2012, p. 66) suggest "[...] we should not make use of technologies without taking into account whatsoever interests of users [...]". The content to be posted on the library's social networks must meet the users' needs, so that they can overcome, even momentarily, their informational need.

Next, the methodology used for the accomplishment of this article is presented, which aims to investigate the use of Facebook by the university libraries of the State Institutions of College Education (ISEC) of Paraná, when they act in order to mediate information. The specific objectives sought to identify and characterize the accounts, measure the amount of posts made by each and the timing of them, categorize and analyze the content expressed in posts and observe the existing dialogue between accounts and users, based on indicators of the platform itself, such as the number of likes, comments and shares.

3 METHODOLOGICAL PROCEDURES

The research for this text was based on a brief bibliographical review about university libraries and the use of Facebook in the mediation of information. Documentary research was also used, in which the data source is the document (historical, institutional, associative, official) (TOZONI-REIS, 2010). The documents used for the investigation were the ISEC websites themselves and their Facebook accounts. The choice for this network was given by its reach and popularity, being the most accessed social network at the beginning of the 21st century (SANTARÉM SEGUNDO, 2011).

As a technique for collecting data for documentary research, it was use observation, which according to Marconi and Lakatos (2011) can be structured and "controlled". However, it should not be too rigid because the researcher can deal with previously unplanned situations, in addition to trying to be impartial in the execution and analysis of data, even if it is difficult to achieve. To collect data, a predefined script was used to characterize the accounts (profile type, number of friends or likes); amount of posts made by each account; The periodicity with which they were made; Analyze the content of posts from thematic categories; Observe the interaction between libraries' accounts and their users (attending likes, comments, and sharing).

The analysis of the data was done through the thematic categorization of the postings from the technique of content analysis. According to Bardin (2004, p. 33), this technique refers

to "[...] a set of communication analysis techniques, which uses systematic procedures and objectives to describe the content of the messages." The author argues that the analysis of content is based on coding, categorizing a segment of the text to understand its meaning. Knowing that the technique uses systematic procedures, it is imperative that there is a categorization of the data, so that the denotation of information can be more easily measured. After the collection, the categories were assigned, since in establishing them previously they could limit the interpretation and discussion.

Later followed up the posts of registered accounts in the period May to October 2016, during 6 months. The posts were observed having as a north a data collection instrument, in this case the pre-established script, which identified the number and names of accounts located on Facebook, their characteristics (type of profile, number of friends or likes), quantity posts made by each account and its periodicity, the content of the posts, the interaction between the accounts of the libraries and their interlocutors, from the likes, comments and shares.

The approach used for such analysis was given in a qualiquantitative way, since in addition to observation, to collect indicators of the forms of mediation of information by university libraries, it was also emphasized numerical and percentage indicators on the phenomenon researched, using Graphs, charts and tables, as presented below, in the results and discussion section of this article.

4 RESULTS AND DISCUSSION

The corpus of desk research are the sites of university libraries of Paraná ISEC and their homepages of Facebook. The following table shows the number of libraries and their location by City/State Campus.

Frame 1. List of university libraries in ISECs in Paraná

STATE COLLEGE INSTITUTION	CITY/CAMPUS	LIBRARIES	TOTAL
UEL	Londrina	- Central - Setorial/CCS - Setorial/CH - Setorial/COU - Setorial/EAAJ	5
UEM	Maringá	- Central - Setorial do Colégio de Aplicação Pedagógica/UEM - Setorial do Nupélia - Setorial do PPD - Setorial Hospital Universitário - Setorial MAT	13

	Cianorte	- Extensão de Cianorte/Tecidoteca	
	Cidade Gaúcha	- Extensão de Cidade Gaúcha	
	Goioerê	- Extensão do Goioerê	
	Diamante do Norte	- Central	
	Umuarama	- Extensão do CCA-Fazenda - Extensão do CTC	
	Ivaiporã	- Central	
	Iguatemi; Porto Rico*		
UENP	Bandeirantes	- Campus Luiz Meneghel	6
	Cornélio Procópio	- Campus Cornélio - Campus Cornélio Centro	
	Jacarezinho	- Setorial do CCS - Setorial do CCHE-CLCA/CJ - Setorial do CCSA	
UEPG	Ponta Grossa	- Central Professor Faris Michaele - Campus Uvaranas - Colégio Agrícola Augusto Ribas	3
	Castro, Jaguariaíva, Palmeira, São Mateus do Sul, Telêmaco Borba*		
UNESPAR	Apucarana	- FECEA	7
	Campo Mourão	- Fecilcam	
	Curitiba	- EMBAP - Octacílio de Souza Braga/FAP	
	Paranaguá	- Central	
	Paranavaí	- Fapipa	
	União da Vitória	- Dante de Jesus Augusto/Fafiuv	
UNICENTRO	Guarapuava	- Cedeteg - Santa Cruz	3
	Irati	- Centro de Doc. e Memória da Unicentro	
	Chopinzinho; Coronel Vivida; Laranjeiras do Sul; Pitanga; Prudentópolis*		
UNIOESTE	Cascavel	- Central da Unioeste	5
	Foz do Iguaçu	- Central	
	Toledo	- Central	
	Francisco Beltrão	- Central	
	Marechal Cândido Rondon	- Central	
TOTAL			**42**

Source: Survey Data (2016).

* Cities that do not have library identification on their sites.

According to table 1, in the State of Paraná, seven ISEC are distributed in 37 cities/campuses by the state and aggregate 42 university libraries. When the website of each library was located, the Facebook contact indicated by a social network icon or account name was verified. This first stage was not very productive, since only a few mention the network in

the institutional site. The second strategy was to search directly in the referred social network. The search was done in the common search bar of Facebook, typing randomly and in different combinations the name of the institution, name of the college, name of the campus and the term library. Exemple: Bibliotecas UEL; Biblioteca Unioeste; Biblioteca Cianorte UEM etc.

When searching the Facebook accounts of the university libraries identified in frame 1, there were 13 entries in the social network. The name on the network, the access link, the account type to which they refer, and the institutional link, respectively, are indicated in the following frame.

Frame 2. Facebook of the state university libraries of Paraná

Nº	NAME AND ACCESS LINK ON FACEBOOK	ACCONUT TYPE	ISEC
B1	Bibliotecas UEL https://www.facebook.com/bibliotecauel/?ref=page_internal	Places	UEL
B2	Uel Bibliotecas https://www.facebook.com/bibliotecas.uel	Peoples	
B3	Biblioteca Central Uem https://www.facebook.com/Bceuem	Peoples	UEM
B4	Biblioteca Crc Uem https://www.facebook.com/biblioteca.crcuem?fref=ts	Peoples	
B5	Biblioteca do Cap Uem https://www.facebook.com/Biblioteca-do-Cap-Uem-250767338447211/?fref=ts	Pages	
B6	Biblioteca Setorial - Anos iniciais do Cap/Uem https://www.facebook.com/bibliotecaanosiniciaiscap2015/	Pages	
B7	Tecidoteca - Moda UEM https://www.facebook.com/tecidotecauem/?fref=ts	Pages	
B8	Biblioteca Uenp Cche-Clca https://www.facebook.com/profile.php?id=100013093540251&fref=ts	Peoples	UENP
B9	BICEN https://www.facebook.com/uepgbicen/?fref=ts	Places	UEPG
B10	Biblioteca Unespar Campus Li - Curitiba/fap https://www.facebook.com/Biblioteca-Unespar-Campus-Ii-Curitibafap-554880591369831/	Pages	UNESPAR
B11	Biblioteca Unicentro Cedeteg https://www.facebook.com/biblioteca.cedeteg?fref=ts	Peoples	UNICENTRO
B12	Biblioteca Cascavel Unioeste https://www.facebook.com/bibliotecacascavel	Peoples	UNIOESTE
B13	Biblioteca Unioeste Toledo https://www.facebook.com/bibliotecaunioeste.toledo.5?fref=ts	Peoples	

Source: Research Data (2016).

Of the total of 42 libraries, 13 have an account registered in the analyzed social network, that is, approximately 31% are aware of new ways of relating to their users. Bernardino, Suaiden and Cuevas-Cerveró (2014) found that only 18% of public libraries in the State of Ceará use Facebook.

In a study carried out by Gomes and Santos (2009), the authors verified that the use of the internet by university libraries is low to mediate information and that it should be more exploited. In addition, Novelli, Hoffman and Gracioso (2011, p. 159) affirm, "[...] interactive features 2.0 are still little used in Brazil, and technological, human and social factors are linked to this."

It is noteworthy that some libraries are registered "Places" registered as Facebook automatically identifies, due to geographical location to conduct check-ins frequented space. However, these accounts do not present likes, interactions or management by any library, only appear in the search, therefore, were disregarded for this analysis.

As it is possible to analyze the data obtained from the categories of accounts university libraries that have joined Facebook ranges: Places[1], Peoples[2] and Pages[3]. Of the 13 entries, seven are "People", three "Places" and three "Pages". Type profiles "People" are characterized as those who have greater interaction with users of the network, because you can add friends and chat in the chat or messenger. In this profile, you usually post comments, photos, videos etc., as well as sharing posts made by other users.

"Page" are those that receive likes and allow users to choose whether or not to be notified of each new post, as well as the option of whether or not to follow the page, so that the content posted by it does not appear on their timeline. This type of account, generally more institutional, aims to promote the organization and publicize its products and services. Already those profile "Places", have all performed check-ins or publications made in one place, usually accompanied with pictures and comments on it. This type of account can also receive likes.

According to frame 2, the ISEC that presented the most registered accounts on Facebook is the UEM, with five. With two UEL and UNIOESTE accounts, and with only one other ISEC. When checking the connection/reach that each profile or page had at the time of collection, that is, the number of friends or likes, the following results were obtained, according to table 1.

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[1] The place pages are the ones that users can check in and comment on where they are. The page administrator can also post and share content on your timeline.

[2] The personal profile is a set of photos, stories and experiences that tell their story. Your profile also covers your Timeline (FACEBOOK, 2016c).

[3] Pages allow companies, brands and organizations to connect with people on Facebook (FACEBOOK, 2016c).

Table 1. Number of friends in the profile or likes on page

NAME ON FACEBOOK	👥	👍
Bibliotecas UEL	-	**2.115**
Uel Bibliotecas	1.353	-
Biblioteca Central Uem	1.086	-
Biblioteca Crc Uem	447	-
Biblioteca do Cap Uem	-	405
Biblioteca Setorial - Anos iniciais do Cap/Uem	-	73
Tecidoteca - Moda UEM	-	1.511
Biblioteca Uenp Cche-Clca	569	-
BICEN	-	341
Biblioteca Unespar Campus Li - Curitiba/fap	-	0
Biblioteca Unicentro Cedeteg	**4.997**	-
Biblioteca Cascavel Unioeste	771	-
Biblioteca Unioeste Toledo	902	-

Fonte: Research data (2016).

Among the profiles "People", which has more friends on the network is the Biblioteca Unicentro Cedeteg (4.997). Later, the records appear: Uel Bibliotecas (1.353), Biblioteca Central Uem (1.086), Biblioteca Unioeste Toledo (902), Biblioteca Cascavel Unioeste (771), Biblioteca Uenp Cche-Clca (569) and Biblioteca Crc UEM (447).

As for those who are "Pages" and "Places", the account that received more likes is the Bibliotecas UEL (2.115), followed by Tecidoteca Moda UEM (1.511), Biblioteca Cap UEM (405), BICEN (341) and Biblioteca Setorial – Anos iniciais do Cap UEM (73). The account Biblioteca Unespar Campus Li – Curitiba/fap[4] is active and is of the "Pages", so it was created by someone else and was not disregarded in this investigation.

After characterize them according to the type of account, you can quantify the posts and came to a total of 959 posts. The following chart shows the distribution among them accounts libraries shown in Chart 1.

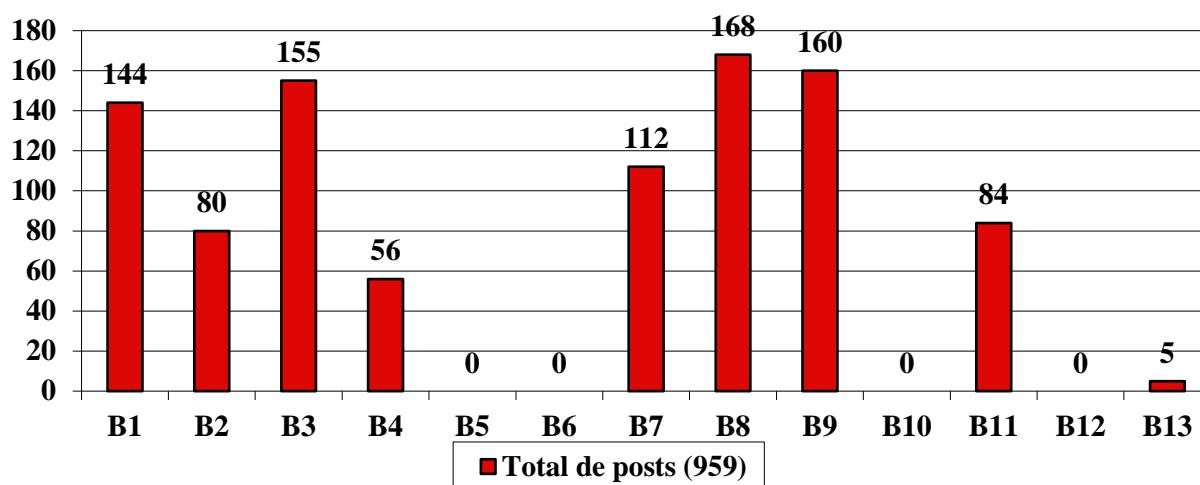[4] The account does not yet have tannings and/or publications.

CHART 1. Number of posts made by each library
Source: Survey data (2016).
Legend: Libraries are indicated by the abbreviation B + number as the corresponding Frame 2 below.

Chart 1 shows the number of posts which each library held in this period. The profiles showed that the greatest amount were respectively Biblioteca Uenp Cche-Clca (168), BICEN (160), Biblioteca Central Uem (155) and Bibliotecas UEL (144). Then Tecidoteca - Moda UEM (112), Biblioteca Unicentro Cedeteg (84), Uel Bibliotecas (80), Biblioteca Crc Uem (56) and Biblioteca Unioeste Toledo (5). It is noteworthy that although the last account showed few posts in six months, there is a user of the network who works in the library and often put in your timeline[5] and marks the library in their posts, making the posted content appearing on the line the time profile of B13, however, they were not considered in this analysis, as these threads are not originating in the library account. It can be seen that four profiles showed no post analyzed period with B5, B6, B10 and B12. This fact is that at least six months ago there were no posts and shares information via Facebook.

It is recognized that this type of initiative takes time and dedication of the subject, and Galvão (2016) states that "[...] maintain an updated page requires some planning and prior knowledge." The posts should be designed to achieve a good conversion rate and generate engagement. According Sicuro (2016) it is necessary that those responsible for the pages and profiles do "[...] regular publications because consistency is key." Of users following these profiles, some do not realize the absence of these posts, but others certainly perceive it. Since the mediation of information is a dialogical action, which involves care (GOMES, 2014) and the attention of librarians, leaving the Facebook account unused for a long time, it appears as disregard for users. Again, it considers that the maintenance of a page requires time and skilled personnel.

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[5] Timeline means the place where posts appear on Facebook.

Facebook offers a feature where responsible for page[6] can schedule posts for a given day and time, so that you do not have the need to be connected at the time of posting. In addition to programming it is also possible to manage the posts already programmed and can reprogram them, edit them or delete them (FACEBOOK, 2016b). Many companies have used this tool to save time and maintain a relationship with its customers through its pages. It is believed that this resource can be an outlet for those libraries that do not have the time and staff to remain active on the net and remains present in it.

As for the mean frequency of posts, there are those who post profiles of two to four times a day: B1, B2, B3, B7, B8; only once: B4; two to three times a week: B9, B11 and only once a week B13.

Among the 959 publications posted to profiles located, many were the themes and intentions with the contents, which were categorized according to the proximity of the posts. We came to a total of 15 thematic categories, which are:

a) CATEGORY A - Acquisition of new bibliographical material, promotion of the releases and indication of readings;
b) CATEGORY B - Recognition of the institution's staff who participate in events;
c) CATEGORY C - Congratulations to work staff and friends for any achievement or anniversary;
d) CATEGORY D - Postgraduate program announcements;
e) CATEGORY E - Courses and events (not promoted by the library);
f) CATEGORY F - Events, courses and exhibitions (promoted by the library);
g) CATEGORY G - Functioning of the library (during the school year, vacations and strike);
h) CATEGORY H - Social and interest information of the community in general;
i) CATEGORY I - Free download link for books;
j) CATEGORY J - Links related to Librarianship and CI, annals of events (several areas);
k) CATEGORY K - Memes (related to reading or the context of universities);
l) CATEGORY L - Awards received by the library or the university;
m) CATEGORY M - Periodical publications and new published issues (edited or not by ISEC);
n) CATEGORY N - Search websites (database, integrated search portals);
o) CATEGORY O - Job positions, traineeships and tender notices.

After making a close investigation, but with another universe of research, Santos and Gomes (2015) reached a total of 16 categories to survey and analyze the mediation of information actions in Facebook by brazilian public libraries. Already in another study also

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[6] This feature is only available for "Pages" profiles.

analyzing the Brazilian public libraries held by Almendra (2014 *apud* CALIL JUNIOR; ALMENDRA, 2016) settled in seven categories. By confronting the categories defined in this article with those defined by these investigations, it can be seen a thematic trend of posts between the accounts of libraries, whether public or university. Among them, the more they are repeated are those relating to the operation of the library and shares that it developed.

For a better view of how was the distribution of the posts analyzed in this definition content, Chart 2 shows the percentage with which the previously indicated categories appear in posts.
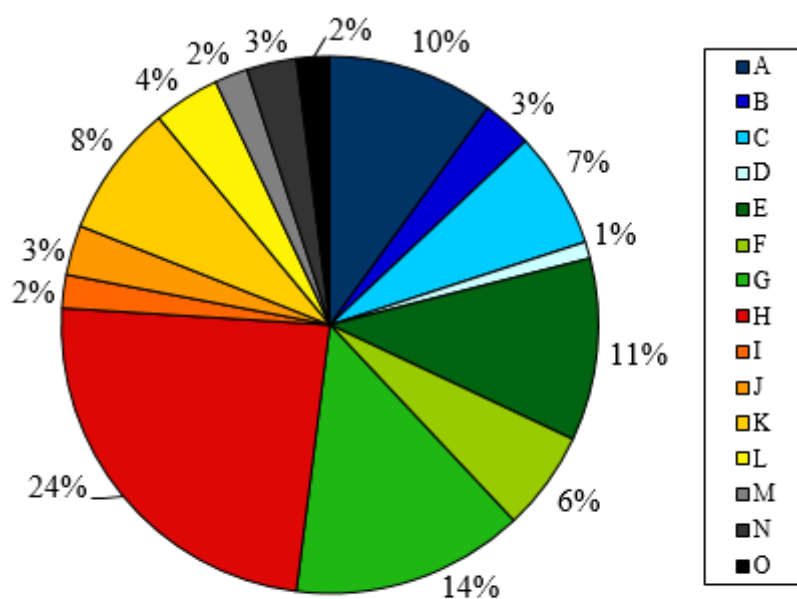

CHART 2. Percentage of categories of *posts*
Source: Research data (2016).
Legend: The letters A - representing the categories listed above.

It was found that most of the posts falls into the category H - Social information and community interest in general (24%). In it a variety of subjects was observed as health tips and fashion, sites providing services to citizens, trivia, and more. As was observed by Santos and Gomes (2015) "[...] identified the use of Facebook to provide the community information service, as regards the publication of information of public interest." The same happened in this search.

With a close balance in relation to the contents, the categories G - Functioning of the library (14%) appeared in a sequential manner, which indicated the opening hours and changes in specific dates, such as holidays and weekends, interruption of services due to strikes and

paralysis[7]; E - Events and courses (11%), when the accounts published event and course notes that would not be offered by the library or the related IES; And, A - Acquisition of new bibliographic material, promotion of the collection and indication of readings (10%), mediation in this case was done aiming at the socialization of the works that were recently incorporated into the collection of the library, as well as to promote the existing collection , Besides suggesting readings, scientific or not. Then, the category K - Memes (8%), which from the posts, the libraries sought to transmit messages related to reading or the university, the daily life of the university student, the academic jargons and stereotypes of the courses, but creatively and Fun Category D - Edicts of post-graduate programs (7%), in which the opening of edicts of masters and doctoral courses in different areas of knowledge was disclosed; And, F - Events, courses and exhibitions (6%), when libraries promoted and publicized the activities they offered themselves, such as lectures, standardization courses, exhibitions of rare works, etc. The other categories included the postings that had less occurrence, between 4% and 1%.

As for the expressiveness of posts in relation to the categories, it can be seen that the account that most published content on social information or interest of the community was Tecidoteca - Moda UEM. One of the hypotheses is that, because of the ISEC campus, offering the Fashion Course and being part of the Maringá-Cianorte axis, a textile pole in expansion, the publications on this subject are intensified, with the dissemination of information on the textile industry, composition of Fabrics, styles and fashion from different eras. The Bibliotecas Uel and Biblioteca Central Uem accounts are the ones that most posted information about events and courses held outside the IES. Regarding the promotion of the collection and updating of the recent acquisitions, the profile of the Biblioteca Setorial - Anos iniciais do Cap/Uem, usually with photos of books and authors. When analyzing the most posted memes, it was verified that the largest amount was from two accounts: Biblioteca Uenp Cche-Clca, and, later, BICEN from UEPG. This way of transmitting messages and alerts aiming at the reach of the users, is a way that differs from the others, since memes are a textual form that uses written and imaged text, easily appropriated, especially by the university public.

In order to measure the interaction between the accounts and followers/friends, it was the number of likes, comments and shares in posts for the review period, from May to October 2016. The following table shows the total interactions each account got on Facebook represented in columns the icons of options to like, comment and share.

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[7] The occurrence of such postings is due to the turbulent and unstable political and economic moment that affects not only the state of Paraná, but also Brazil. This coincided with the delimited period for data collection and analysis. Strike posts and outages were found in 12 of the 13 Facebook accounts of state university libraries in the period analyzed.

Table 2. Number of likes, comments and shares of posts

NAME ON FACEBOOK	👍 Curtir	💬 Comentar	↗ Compartilhar
Bibliotecas UEL	260	8	28
Uel Bibliotecas	102	6	7
Biblioteca Central Uem	**2.116**	**874**	**68**
Biblioteca Crc Uem	204	5	23
Biblioteca do Cap Uem	0	0	0
Biblioteca Setorial - Anos iniciais do Cap/Uem	36	8	0
Tecidoteca - Moda UEM	407	27	61
Biblioteca Uenp Cche-Clca	1.487	87	48
BICEN	84	3	11
Biblioteca Unespar Campus Li - Curitiba/fap	0	0	0
Biblioteca Unicentro Cedeteg	155	12	33
Biblioteca Cascavel Unioeste	0	0	0
Biblioteca Unioeste Toledo	11	0	0
Total	**4.862**	**1.030**	**279**

Source: Research data (2016).

According to data taken from Facebook, all posts that were held for the accounts of the university libraries received a total of 4.862 likes, 1.030 comments and 279 shares. The account that obtained the largest number of user interaction in the three possibilities was the Biblioteca Central Uem, with 2.116 likes, 874 comments and 68 shares. It can be observed that the posts of that account that received more interaction were those relating to category C - Compliance with the staff and friends for some achievement or anniversary. It is believed that this interaction occurs due to the users liking this type of post and feel more comfortable expressing themselves. Other categories that showed significant interaction was the E - Events and courses (not promoted by the library) mainly by accounts of the B 1 - B 3 and Bibliotecas Uel - Biblioteca Central Uem and G - library operation (during the school year, holidays and strike), by all accounts.

Interestingly the accounts that had the highest number of posts were not in the same order of those who obtained the highest number of interaction with network users. According to Facebook (2011), the accounts "[...] who post once a day present engagement of fans 40% higher than those that post three times or more." We compared the number of posts with the interaction and came to the following picture: the Biblioteca Uenp Cche-Clca with 168 publications (which has had the highest number of posts) received 1.487 likes, 87 comments and 48 shares, that is, the second with the largest number of interactions. BICEN published 160 times (second account with more posts) gave 84 likes, 3 reviews, 11 and shares, being the fourth with more interlocutors. The Biblioteca Central Uem from 155 posts (third account that posted more) was the one that received greater user interaction, as stated in the previous paragraph; Bibliotecas UEL with 144 publications (fourth with more posts) received 260 likes, 8 and 28 reviews shares, ranking third among those with more interactions.

It is noticeable that coincident result appears to confront the interaction data with the number of friends or likes that profiles and pages. As noted in Table 1, the page with the highest

number of likes (2.115), Bibliotecas Uel, obtained the fourth place on the level of dialogue of the user. As the profile with more friends, Biblioteca Unicentro Cedeteg (4.997), obtained a low return of user interaction compared to those profiles with fewer friends.

It is evident, therefore, that the number of dialogue does not depend on the number of posts/followers/friends, but the contents that are mediated in the network, the day and time they are posted. According to Fernandes (2016) as more users are online the greater the potential reach them, "After all, a relevant and well produced content cannot generate the results you deserve if you do not reach your audience at the right time." (GALVÃO, 2016). As Facebook organizes posts according to a timeline, that is, as the threads are being carried out, if many threads are made in the same time or at a certain time of day when there are fewer users online, the chance of viewing and reaction (likes, comment, or share) on the posting can be reduced.

On the other hand, Sicuro (2016) argues that "Today this information is already outdated because it does not matter which day and time Facebook has more active users, but the hour and the day when people your likes page your company is online on Facebook" according to some market research, the best days to post are Wednesday and Thursdays around 17h (FERNANDES, 2016; GALVÃO, 2016; SICURO, 2016).

To check the times that occur more interactions the social network has released a free tool, called Facebook Insights[8], which measures the data and the results that an account, specifically a page gets, such as overview, likes, reach, visits, publications and people. It is emphasized that this data can only be viewed by users who manage a type of account "Page".

It is recognized that the creation and maintenance of a Facebook account is not sufficient to eliminate the barriers between library, librarian, information and user, however, like Bernardino, Suaiden and Cuevas-Cervero (2014, p. 121) "[...] we believe it is the first step to reach the user."

The results of this research show that there was an increase in the number of Facebook accounts in state university libraries of Paraná, since the survey conducted in February and March 2015, only seven accounts were identified (SANTOS NETO; ALMEIDA JÚNIOR, 2015). After a year this number has almost doubled since this new collection have been identified 13 accounts. This demonstrates that information units are paying attention increasingly to existing forms of communication on the web, also makes it clear how the libraries believe in the potential of innovation that a social network relationship, such as Facebook, you can display them in relation services and products that are offered to users. After analysis and discussion of the data, it invites the reader to the section of the final considerations of the article.

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[8] Available from the link: https://www.facebook.com/insights/.

5 FINAL CONSIDERATIONS

The purpose of the article was achieved because we identified what are the registered accounts on Facebook, originating from libraries of Paraná ISEC that make use of this social network to mediate information. It is considered that the number of entries is relatively small compared to the total number of libraries that constituted the research universe. Of the total of 42 libraries, 13 have registered Facebook account, that is, approximately 31% use the social network for dissemination of content and interaction with users.

Although the number of accounts is low compared to existing libraries, it was found that those who adhere to Facebook to communicate and mediate content to their users, make extensive use of the network for this purpose. Of the profiles found, the most frequently used publications come from Biblioteca Uenp Cche-Clca, BICEN, Biblioteca Central Uem and Bibliotecas UEL. However, it was observed that the number of posts is not proportional to the level of interaction established between the users of the network and the account, since the accounts that obtained the highest rates of participation in the network, that is to say, tastings, comments and shares were Biblioteca Central Uem, Biblioteca Uenp Cche-Clca and Bibliotecas UEL, respectively. It should be noted again that the number of friends in the profile or likes on the page does not guarantee a good level of interlocution between the users of the network, since the Biblioteca Unicentro Cedeteg, which had the highest number of friends, did not obtain a high degree of user interaction. At the same time as Bibliotecas UEL, because it has the largest number of likes on its page, also did not present a high return of the users as their reactions[9] to the publications.

The analyzed contents of the posts are diverse, therefore, a grouping was necessary from 15 thematic categories, according to the proximity of the texts posted. Among them, the most explored was category H - Social information and interest of the community in general, followed by G - Functioning of the library. However, the categories that presented a higher index of user interaction were: E - Events and courses (not promoted by the library); C - Compliance with employees and friends for any achievement or anniversary; And, G - Functioning of the library (during the school year, vacations and strike). In this article we did not try to evaluate the quality of the posts, even because it would be a very audacious attempt, since an evaluation without defined criteria will always be subjective. The focus of this research was to observe and characterize the postings as a form of mediation of information, as well as the dialogues with Facebook users.

It is considered that the use of social networks can offer greater visibility to these libraries as well as enhances the ways of mediation of information. From the posted

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[9] Facebook allows users to react to publications in ways other than the option to enjoy, this is possible from the click on the emojis that appear when hovering the mouse over the "enjoy" option, being: "loved", "Haha", "wow", "sad" and "Grr".

publications, those users who do not attend it may be interested and discover what they have to offer. On the other hand, those who already use the services and products of the library can become more adept and faithful to it. The interference, which is triggered by the mediation of information from Facebook, quite possibly influences how users will deal with the information and how they envision the librarian and library. Analyzes of mediations carried out by university libraries allow us to understand "[...] how they have constructed their image within this device and broadened their social relations with users, as well as identifying that library services are not restricted to their physical space, Being possible also in the virtual space." (SANTOS; GOMES, 2015).

From the navigation and analysis of each account it was possible to verify that the university libraries try to interact with their users if using different languages and social media, as is the case of memes. As seen, one with more intensity and frequency and some less, however, all aware of the need to be in the most used social networking in the world, that is, close to their actual and potential users.

It is argued that libraries must have a site, preferably institutional, specific on the internet and should create accounts on social networks, such as Facebook for example. The user often does not have the habit of visiting the physical space of the library often, sometimes accessing its website, however, if it is inserted in the social network, the reach will be greater and probably the user will see what is being posted. Because it is the environment of a university, it is recognized that the needs and desires are distinct and numerous, but this closer contact is possible from the interlocutions that the social network allows, and can cause the librarians to perceive what is or is not of interest to their community, not only through "face to face" with users, but also through their reactions in the network. According to Novelli, Hoffman and Gracioso (2011) in the informational units in which the social network is being used, there has been a greater approximation and appropriation of the user about the knowledge sought in the library.

It is believed that the ISEC libraries that use Facebook are mediating information insofar as in addition to establishing links with users, they also share content for them. Some of them also clarify doubts and talk to the users through the chat. What stands in the way of defending this position is the participation of users in the posts and shares that libraries make on Facebook, either to warn about the operation of the library, to publicize a new acquisition or to suggest a reading. Given that in the mediation of the information the librarian's interference is explicit, it is concluded that it also occurs in the social network, interfering in the user's decisions regarding reading, consultation, borrowing etc.

This research, although accompanied by a very representative numerical data, as well as an analysis from different perspectives, opens new possibilities of research regarding the mediation of the information through Facebook. It is necessary to investigate if the contents posted on the network meet and satisfy the users' need/desire and, if they have appropriated

them, according to Almeida Júnior (2015) mediation definition cited earlier in this article. In agreement with this research front, it appropriates the discourse of Amaral and Guimarães (2008), stating, "The asymmetric communication of a route makes it difficult for the information units to perceive the needs and information interests of their Users." Therefore, it is critical to investigate in the future whether these posts are useful and if they are of interest to users.

It is also necessary to verify if this network has been presented as a space for learning, development and innovation, as Tomael, Alcará and Di Chiara (2005) argue, especially because university libraries are in an area whose tripod is formed by teaching, research and extension. If in presence, the contribution of university libraries for this tripod is already noticed, it is necessary to find out if the same occurs remotely, as in Facebook for example.

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