Virtual book clubs in Spain:
their participants and their functioning

Clubes virtuales de lectura en España:
participantes y funcionamiento

Agnès Santamarta
https://orcid.org/0000-0002-8874-8368
Biblioteques de Barcelona (Spain)

Lluís Agustí
https://orcid.org/0000-0002-5721-0784
Universitat de Barcelona (Spain)

Abstract

This article analyses virtual reading clubs in operation in Spain in 2019. The objective was to obtain an idea of how these virtual clubs work, the technological platforms used and the operating rules, and also to examine the composition of their memberships: their sociodemographic profile, motivations, experiences, and evaluations. To this end, we carried out a review of studies and experiences of clubs of this type in Spain and then contacted 103 institutions, including public libraries and universities, in order to identify projects currently underway throughout the country. We were able to identify 24 virtual reading clubs, which we contacted once again to carry out our study. The conclusions shed light on the activities organized to encourage reading in Spain: the groups present a diverse set of operating rules and platforms, but the user profile is homogeneous and the assessments made by its participants are positive. These conclusions may help to identify good practices and may help to guide the design of new virtual reading clubs and the reorientation of those already in operation. The arrival of COVID-19 and the possible need to transform face-to-face reading clubs into virtual ones, will oblige these institutions to consider expanding the range of virtual activities on offer.

Resumen

Este artículo analiza los clubes de lectura virtuales en funcionamiento en España en 2019. Se pretende obtener una imagen de estos clubes virtuales a través del estudio de su funcionamiento, plataformas tecnológicas utilizadas, normas de uso y, con mayor detalle, el examen de sus participantes: perfil sociodemográfico, motivaciones, experiencias y valoraciones. Para ello se estableció, previamente, un estado de la cuestión actualizado de estudios y experiencias de clubes de este tipo. Seguidamente, se contactaron las redes de bibliotecas públicas españolas, así como universitarias, hasta un total de 103 instituciones, para identificar las iniciativas existentes en el territorio español. Esto permitió identificar 24 clubes de lectura virtuales que fueron encuestados para alcanzar los objetivos planteados. Las conclusiones arrojan luz sobre estas actividades de animación lectora: normas de funcionamiento diversas, plataformas dispares, pero con un perfil de usuario homogéneo, y una valoración positiva de sus participantes. Estas conclusiones, bajo la forma de buenas prácticas, pueden ser de ayuda para las instituciones en el diseño y la reorientación de clubes de lectura virtuales, así como la necesidad puntual —o sostenida, con la llegada de la COVID-19, de transformar los clubes presenciales en virtuales.

Introduction

Book clubs are one of the most popular activities in the promotion of reading in libraries in Spain. Its activity has been regularly analysed in the field of specialised literature, and there are several proposals of good practices for its creation and development (Álvarez Álvarez, 2016; Carreño, 2014; Dantas et al., 2017; García Perea, 2016). However, and like so many other essentially face-to-face activities, in recent years these clubs have started to have a presence on the net (AuYeung et al., 2007; Delmàs Ruiz et al., 2019; Moreno Mulas et al., 2017; Pallarés Espinosa & García Fernández, 2017; Torre, 2012).

Although there is an increasing number of documentation on the subject, there are still items that should be addressed and, in this sense, we hope to cover an aspect that has not yet been dealt with in depth: the participants in these virtual clubs in Spain. We hope that the data obtained can lead to further research in this field, such as comparisons or case studies, and that they can be used to inform decision-making when evaluating and designing these types of services, which are especially necessary given the circumstances of social distancing imposed due to the COVID-19 pandemic.

Possible definitions

The bibliography consulted calls these virtual reading animation initiatives in several ways: *virtual book club, online book club* and *book club in the cloud* are the most frequent types thereof. The differentiating factor between virtual book clubs and other book clubs essentially lies in the means of communication used. Reitz (2013) define them as follows:

> A group of readers who select a book on a regular basis and exchange comments about it via an online mailing list or Web blog [...]. The advantages are no set meeting times, relative anonymity, and accessibility to readers unable to travel. The disadvantages are lack of face-to-face interaction and slower Communications.

According to Carreño (2014), the definitions of a face-to-face book club identify the reader, the conductor and the book as basic elements: "Initially, there was a regular meeting of readers who, guided by a conductor, met to discuss on a book they had previously read".

However, García Perea (2018) does not include conductors: "a book club is something as simple but as magical as a group of people who meet to share their feelings after the individual reading of the same book". As we saw, Reitz (2013) did not refer to them either.

What makes virtual clubs different is the use of technologies that allow non-face-to-face communication. Moreno Mulas et al. (2017) identify types of book clubs according to the use of these technologies:
– *semi-virtual clubs*, which are face-to-face and complement their sessions with virtual communication channels;
– *virtual clubs*;
– and *clubs in the cloud*, with the same characteristics as virtual clubs but which also allow access to and interaction with online readings and would therefore be a subcategory of the previous ones.

Ferrándiz Soriano (2013) establishes another classification: those based on asynchronous textual participation and those with synchronous audiovisual participation.

In this paper we are proposing the following definition:

> A virtual book club is a group of people who choose to read the same book in a certain period of time to be commented on in a non-face-to-face way through the Internet. Using this medium allows for communication between participants to be either synchronous or asynchronous. This reading promotion activity can be supported by a conductor and repeated at intervals previously agreed upon.

Current status[1]

There is plenty of specialised bibliography that presents specific experiences and allows for conclusions to be drawn from them. One of the first documented cases is that of the Tippecanoe County Public Library, which, according to Starkey (2005), started a virtual club in 1999 in which one book a month was commented on through a distribution list.

The next remarkable example is that of the Toronto Public Library, which created a website for its virtual book club, called *Book Buzz*[2] (AuYeung et al., 2007). This paper makes interesting observations such as that the needs and motivations of the participants are different from those of face-to-face clubs, reaffirming Rehberg Sedo's conclusions: "people join traditional book clubs for the social interaction; they join virtual book clubs for the book" (quoted in AuYeung et al., 2007).

The reflections on the evaluation of virtual book clubs are also noteworthy. The Toronto Public Library recommends not to rely on the number of comments only because of the participatory inequality that generally exists on the Internet, also known as the 1% or 90-9-1 rule (Nielsen, 2006). According to this rule, as for websites requiring users' collaboration, 1% of them is to be the author of 90% of the content, 9% is to be the author of the remaining 10%, and 90% is to be observers, i.e. users who do not generate any contents, only consume such contents.

We found experiences of virtual clubs for children or young adults (Pallarés Espinosa & García Fernández, 2017; Scharber et al.,2009), university students (Alcón Jiménez, 2013; Wyant & Bowen, 2018), promoted by entities such as *Diario de Navarra* (Galindo Lizaldre, 2007), and even linked to learning about a particular topic (Lagarde & Winner, 2012). There are also studies on the usefulness of virtual clubs in education (although they are not covered in our study), either to establish good reading practices or to

introduce minors to the use of the Internet (da Torre, 2012; Ordás García & Benito Blázquez, 2015; Scharber, 2009).

Elsayed (2010) is one of the first to conduct a review of the academic literature on a specific area. It administers a questionnaire passed on to the organisers of seven clubs and obtains a virtual club profile within its cultural and geographical context: Arab countries.

The first study of this type conducted in Spain is that by Pérez Juan (2012), which analyses 14 virtual clubs and makes a comparison with face-to-face clubs. Ferrándiz Soriano (2013) deals with the current status of virtual book clubs. As we have mentioned, this author offers a classification of these clubs, as well as listing the most used platforms and making proposals for the use of videoconferencing.

Fundación Germán Sánchez Ruipérez, in collaboration with Universidad de Salamanca, launched two projects on social reading: *Territorio Ebook* (2009-2013) and *Nubeteca* (since 2014). With this experience, Moreno Mulas (2017) provides guidelines for creating and energising new virtual clubs. This author also participated in another study, together with García-Rodríguez and Gómez-Díaz, which analyses 11 Spanish virtual clubs (Moreno Mulas et al., 2017). The most remarkable part is a step-by-step guide for the creation of virtual clubs.

The latest study under analysis is that by Delmàs Ruiz et al., (2019), which uses a methodology similar to that of Elsayed (2010): a survey for conductors of 10 virtual clubs in Spain, in order to obtain the current status thereof. Building on this study, we can conclude that the participatory inequality claimed by AuYeung et al., (2017) claimed is also present in book clubs in Spain.

Methodology

In order to locate those virtual book clubs active in Spain in 2019, heads of public librar-

ies from all the autonomous communities and directors of the libraries of all the Spanish universities were contacted. An active search was also carried out to find clubs belonging to other institutions or of a private nature. Likewise, five groups from the Goodreads social network were contacted and identified as Spanish book clubs.

Clubs within the framework of primary education were excluded from the study because of their link to education and because of the age of their participants, which raised methodological and ethical questions. In any case, we believe they can be analysed in other research. Clubs organised after data collection, such as those following the COVID-19 pandemic, were not accounted for.[3]

All of them were asked for information about the existence of virtual book clubs within their institutions and entities, and if so, the contact details of the person in charge. Table 1 shows the selection of clubs that were located and agreed to participate in the study. The number of entities is distinguished from the number of clubs because some autonomous communities proposed more than one club.

It is worth noting that some of the negative responses also provide interesting data: four university libraries and two public libraries report that they have semipresential book clubs and that many face-to-face clubs also have blogs that accept comments. Finally, some entities explain that, although they do not have an active virtual club, they used to have one in the past.

We collect the data using two model forms. The first is aimed at the clubs' organisers or moderators to find out how each club works. The other form is aimed at the participants, and explores their relationship with the club, their reading and participation habits, the assessment of the activity and its basic socio-demographic data. We decided that the organisers should provide the participants with the link to the forms[4] in order to ensure personal data protection.

To design the forms, we took the theory of their use in social research (de Vaus, 2014) as a reference, as well as the indicators used by the National Institute of Statistics of Spain (INE, as per its Spanish acronym)[5] and that of reading habits and book purchase of the Spanish Publishers' Federation FGEE (as per its Spanish acronym) (CONECTA, 2018). All forms were previously administered to volunteers for assessment and correction.

After six weeks, we ended the data collection process. Of the 22 clubs contacted, 18 organisers and 169 participants of 16 different clubs responded (as for two clubs, we only had responses from the organisers, and four clubs that did not respond to any form).

Participation rate was calculated by dividing the number of responses by the total number of participants from each club (data provided by the organisers). The result can be considered a very low figure: 0.06%. This is due to an atypical number of participants in one of the clubs. In particular, we only obtained four responses from the Quelibroleo[6] club, which has 267.600

Table 1

Identified virtual book clubs

| Entity type	Entities with active clubs	Existing clubs	Participants in the study
Autonomous communities and cities	6	12	11
Universities	6	6	6
Goodreads groups	4	4	4
Other	2	2	1
TOTAL	18	24	22

members. Its number of participants is 80 times higher than the other clubs combined, and has dominated the calculation. Such rate amounts to 5.29%, not including this club. Individually, average club participation amounts to 17.46%, with a standard deviation of 0.21.

Results

Organic dependence

More than 50% of virtual book clubs are run by public libraries. The remainder are run by universities or are independent (figure 1). Independent clubs have two profiles: the *Quelibroleo* club, which uses Facebook as a platform, and Goodreads clubs created by individuals.

Figure 1

Club promoters
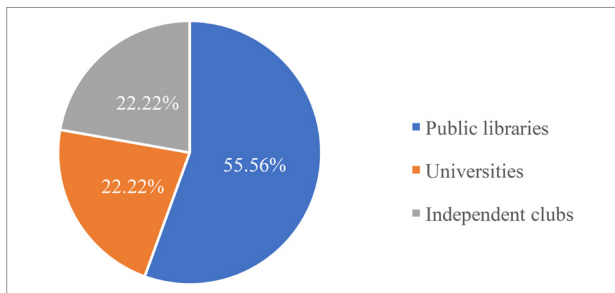
Number of participants

We consider that the median is more appropriate as an average value due to the existence of an atypical datum that deviates from the arithmetic average: the one cited from the *Quelibroleo* club that, by using Facebook, has a much higher number of participants than the others. Thus, taking into account that the median is 86 participants, virtual book clubs can have a higher number of registrations than face-to-face clubs (table 2).
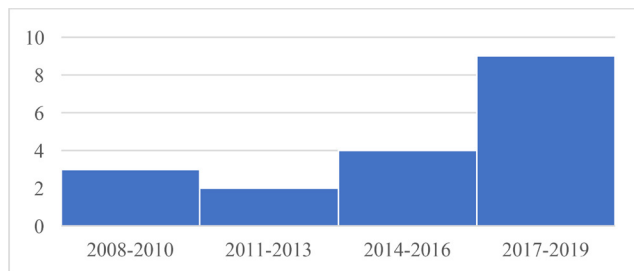
Table 2

Distribution of the number of participants

Median	
86	
Quartile 1	Quartile 3
32.25	301
Minimum value	Maximum value
12	267.600

Seniority

50% of the clubs surveyed were created between 2017 and 2019; therefore, they are quite recent (figure 2). The oldest club is that of the Municipal Libraries of Corunna, created in 2008.

Figure 2

Year when the clubs were created

Please note that all participating clubs are active. It is possible that between 2008 and 2016 clubs may have been created that were no longer in operation; some institutions confirmed this. The fact that new virtual book clubs emerge almost every year seems to indicate that this is an expanding activity and we estimate that the arrival of the COVID-19 will result in an increase.
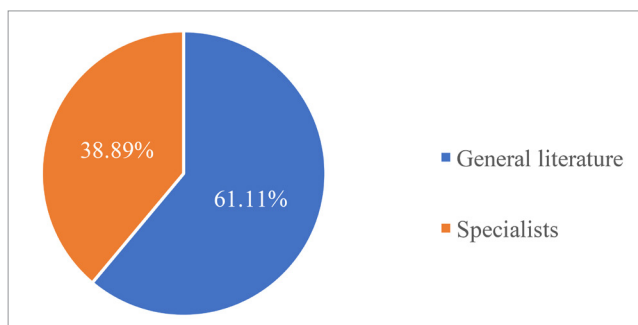
Themes

Most clubs were devoted to general literature. Specialists (figure 3) adopt various types of specificities: classics, children's and young adults', contemporary narrative, African literature or genre novels (adventure, science fiction, mystery or crime).

Figure 3

Thematic specialisation

Frequency

Of the 18 virtual clubs, 15 have a monthly frequency, which coincides with most face-to-face clubs. Only one club is bimonthly, and the remaining two adapt their frequency to the type of reading.

Moderation

All clubs have a person acting as a moderator. Most clubs have one moderator only, but in three cases there were several people playing this role.

Selecting the readings

Although the moderator's opinion remains one of the most important factors, having a record of participants' feedback enables proposals to be made more effectively and democratically. As shown in table 3, virtual clubs take advantage of these opportunities, combining several criteria to select their readings.

Table 3

*Criteria for the selection of readings*

Election of the moderator	14
Participants' proposals	8
Vote	5
Proposals of the promoting entity	5

Technological platforms

Blogs are the most widely used technological tools. There are also dedicated platforms, such as Odilo,[7] ReadGroups,[8] and each institution's own technology (figure 4). These platforms offer more options, such as borrowing digital books or having simultaneous conversations. Finally, social networks of various types are also used: generic ones such as Facebook or specialised ones such as Goodreads.

Figure 4

Technological platforms used
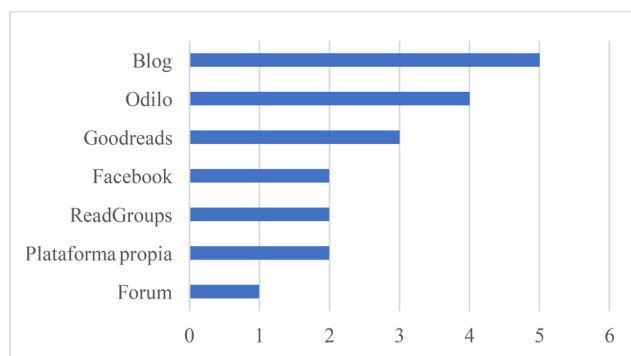
It is noteworthy that the number of participants in each club varies according to the platform chosen (table 4). The only club using Facebook has an extraordinarily high number of participants. The standard deviation of the clubs using Odilo is very high, which means that there is a large variation in the number of participants (the minimum is 33 and the maximum 810). Clubs using their own platforms and Goodreads are usually of a more modest size: they have a median of 43.5 and 18 participants, respectively.

Table 4

Number of participants according to the platform

|	Average	Standard deviation	Median
Facebook	267.600	-	267.600
Odilo	412.25	337.35	403
Forum	232	-	232
ReadGroups	154.5	86.97	154.5
Blog	147.8	157.62	79
Own platform	43.5	19.09	43.5
Goodreads	34.67	34.20	18

All 18 clubs analysed operate asynchronously. Even so, 13 of them have a chat room that participants can use to communicate synchronously, even if it is not the main means of communication.

As for clubs created during the COVID-19 pandemic in Barcelona, we have found some changes in the trend: a new platform is being used (Tellfy[9]) and are synchronous, as they use chat and video calls.

Access model

All clubs have free access, but only half have open access (figure 5). The other groups have some criteria that restrict participation; in most cases it is required to be a member of the promoting entity. This happens mostly in public and university library clubs, which require a reader's card. The other groups establish a minimum age criterion of 16 or 18. In one case only, in addition to age, it is required to be an active member of the community.

Figure 5

Access restrictions
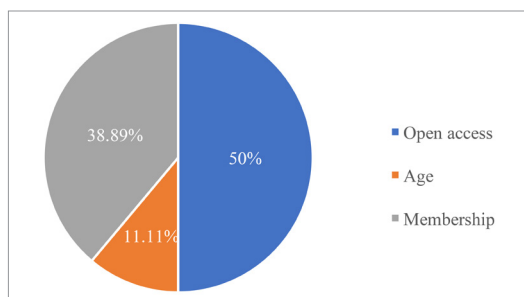
One might think that restricting access results in fewer participants, but the data do not support this theory. Clubs with restricted access (median: 93 participants) have more members than those with open access (median: 79 participants).
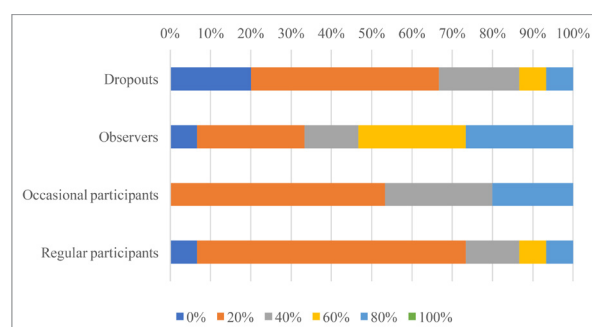
Participation

It is difficult to determine the degree of participation of club members. The data were provided by the organisers and can therefore be subjective and approximate. One may think that a greater number of comments might indicate greater participation, but this would not be a complete picture, according to some authors (AuYeung et al., 2007).

Based on the 90-9-1 rule (Nielsen, 2006), we asked organisers for the approximate percentages of four user profiles: those registered but who never logged in (dropouts), those who read the content but did not interact (observers, 90% according to the rule), those who participated sporadically (estimation: 9%) and regular participants (estimation: 1%). Results are shown in figure 6.

The percentages of dropouts and regular participants are usually low, as most organisers estimate they amount to 20% of the total. Sporadic participants seem to be a more numerous profile (between 20% and 40%), but it is not the majority either. It can be said that the majority is made up of observers, as more than 50% of the organisers believe they represent 60% or more of the participants.

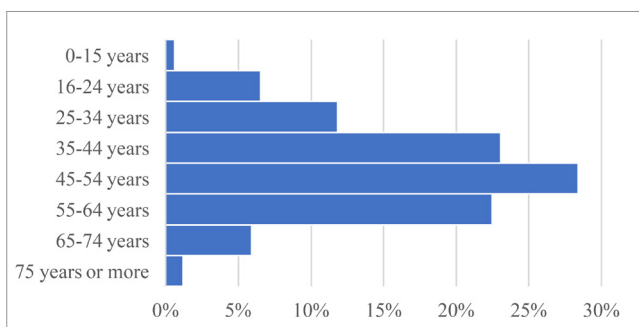**Figure 6**

Percentage of participation

These results, although inaccurate, show that the 90-9-1 rule is also met, although percentages may vary.
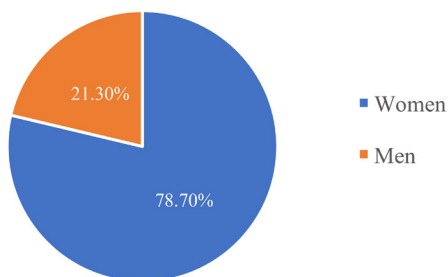
Participants

Gender and age

As shown in figures 7 and 8, the most common profile in virtual clubs is that of a woman aged between 45 and 54.

Figure 7

Participants' age.

Figure 8

Participants' gender

If we compare it with the results relating to face-to-face book clubs obtained by Álvarez Álvarez (2016) in clubs in Cantabria, the data are similar, although this work's ranges are different from ours (table 5).

Table 5

Participants' age in face-to-face clubs

18-30 years	12%
31-45 years	12%
46-65 years	64%
66-100 years	12%

Based on Álvarez Álvarez, 2016

The majority age group is over 46 in both groups, although proportions vary. We find some differences outside this range. Firstly, over-65s are more numerous in face-to-face clubs than in virtual ones (12% vs. 7%). Consequently, virtual clubs attract younger population.

In terms of gender, there is an overwhelming majority of women in both cases: 72% in the face-to-face clubs and 78.70% in the virtual ones.

Origin and residence

The vast majority of participants are Spanish residents in Spain (table 6). There is also a small number of participants from Latin American countries (almost 6%) and Europe (less than 3%).

Table 6

Participants' place of residence

Spain	154	91.12%
Latin American country	10	5.92%
European country	5	2.96%

Regarding the participants' origin, of the 169 surveyed, five are Spanish residents abroad and four are foreign residents in Spain. These figures are not high, but they indicate that there are people who take advantage of one of the benefits of virtual clubs: they can participate from anywhere.
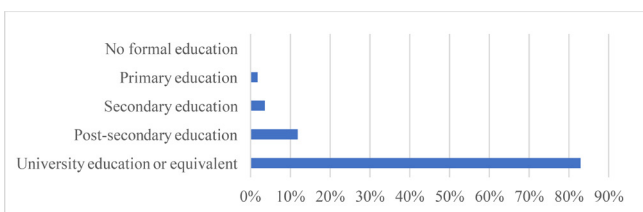
Education

As we can see in figure 9, the vast majority have university education. This fact matches the results of Álvarez Álvarez (2016), which show that 87.5% of the participants had university education.

Figure 9

Level of education completed by participants

function) and sharing opinions on the books (table 7). The results seem to refute that the lower the level of participation, the less interest there is in the debate, even if participants do not act accordingly.

Table 7

Reasons for participation

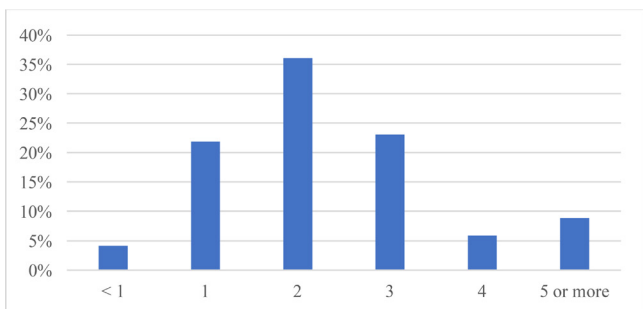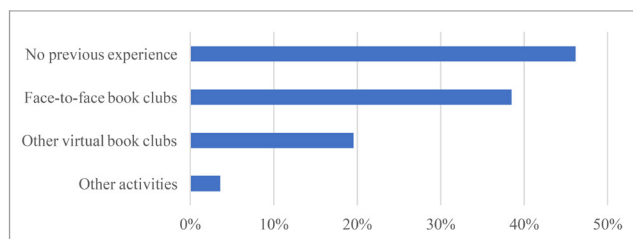|	
Discovering new books	109
Sharing opinions on the books	101
Curiosity	36
Fostering a reading habit	32
Meeting new readers	22
Other reasons	7

Reading habits

Finally, we explore the participants' reading habits (figure 10). We use the number of books read per month as an indicator. The results indicate that participants in virtual clubs are above average readers, 74% claiming to read two or more books per month, while Spaniards read 13 books per year on average, or approximately one book per month (CONECTA, 2018).

Figure 10

Frequency of books read by participants per month

Previous experience

On the other hand, we also asked participants about their previous experiences in activities related to reading promotion, especially in book clubs (figure 11). We were interested in knowing whether virtual clubs were an entry point for this type of activity or if, on the contrary, they would perhaps be the natural continuation of any previous participation. The results do not provide a clear answer, as both cases occur: 46% of the participants have no previous experience, and the remaining 54% have already participated in other activities. It is noteworthy that 20% had already participated in other virtual clubs and had therefore decided to repeat the experience.
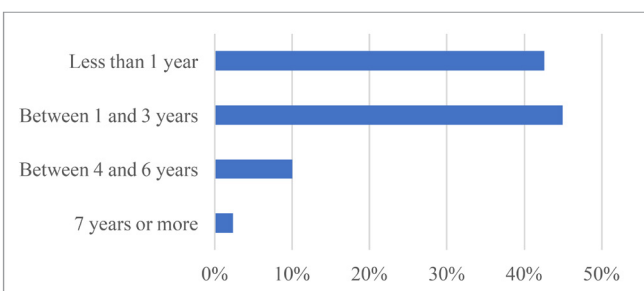
Figure 11

Previous experience in reading promotion activities

Motivations

There are two outstanding reasons among the motivations for participating in virtual clubs: discovering new books (a reading prescription

Time spent as members

Most members have been participating for less than a year (42.60%) or between one and three years (44.97%). This circumstance matches up the fact that most clubs in the study are newly established. In fact, a certain analogy can be found if we compare this figure 12 with that of the year when the clubs were created (figure 2).

Figure 12

Participants' time spent as members

To find out more about the retention capacity of the members of the virtual clubs, we analysed the seniority data of the members of the clubs created in 2014 or in previous years, i.e. those that had been in operation for five years at least (figure 13). Although the vast majority of participants are still those who have been with the club for between one and three years (55.56%), 27.78% of participants have been with the club for four years at least.
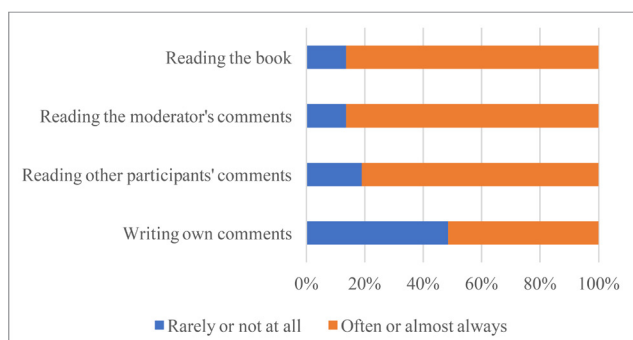
Figure 13

Time spent as members of clubs from 2014 or earlier
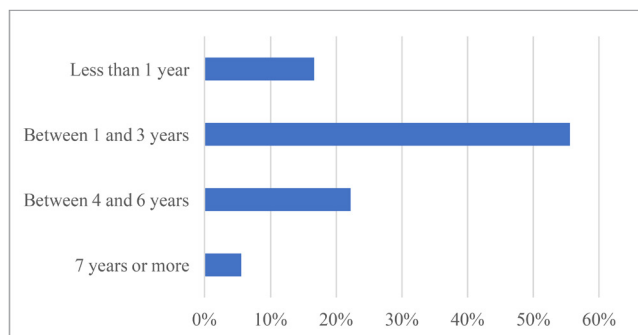
Degree of involvement

We then inquired about the frequency with which participants carry out the activities linked to the virtual club (figure 14). Only 50% of participants believe that they write comments frequently, as noted by the organisers. Instead, the moderator is followed and time is devoted to reading the book above all.

Figure 14

Frequency of participants' activity

Acquisition of readings

In figure 15 we see that most participants (77.51%) borrow books from a library. This is to be expected given that many of these clubs are organised by public libraries and universities.

Figure 15

Method of access to readings
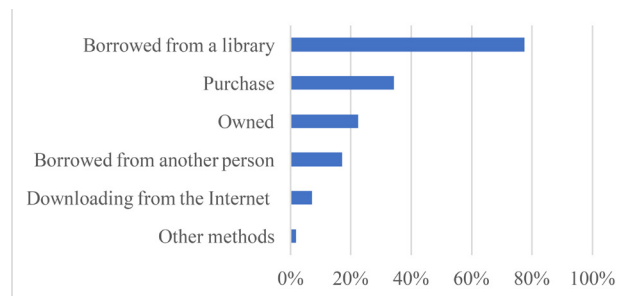
This fact is not so obvious in independent clubs. In these cases, the main methods of access to reading are purchase (55%), loan from

Table 8

Most popular methods of access to readings by type of club

Public library club	University club	Independent club
Borrowed from a library (91%)	Borrowed from a library (75%)	Purchase (55%)
Purchase (31%)	Purchase (25%)	Borrowed from a library / Borrowed from another person (35% tie)
Owned (22%)	Owned / Downloading from the Internet (14% tie)	Owned (32%)

a library or a private individual (both 35%) and prior ownership (32%). Virtual book clubs can therefore encourage the purchase of books.

Ratings

Finally, we wanted to know how the participants value their experience in the virtual club. We obtained an average score of 8.08 out of 10 (with a standard deviation of 1.38). It is a good thing; it indicates that participants have a good perception of the club and that -in general- there is quite a lot of consensus.

70% of participants value all the elements of the club positively or very positively; negative opinions reach only 8% (figure 16). The aspects resulting in most indifference and even discomfort are the method of selecting readings, the degree of participation of other club members and the platform used.

Figure 16

Valuation of the various aspects of book clubs
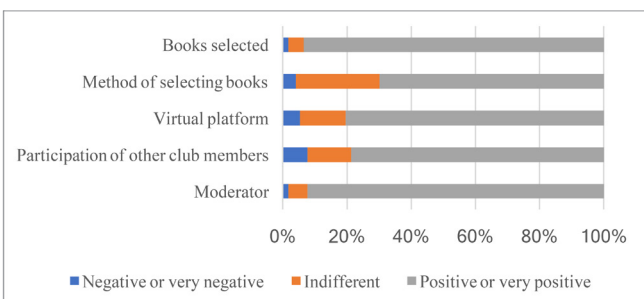
Finally, another fact that confirms that participants value the virtual clubs positively is that

94.67% say that they would repeat the experience if they had the chance.

Conclusions

Up to 24 active clubs were identified in Spain (April 2019), promoted by 18 different entities. 18 agreed to participate in this study.

50% of the virtual clubs are promoted by public libraries, generally at a regional level. This trend is being repeated in the virtual clubs created during the 2020 pandemic. The remaining clubs have been created by universities, individuals and a social network on reading (Quelibroleo).

There is a great variety in the number of participants. The club with the fewest participants has 12, and the one with the most participants has 267,600. As a representative figure, all 18 clubs have a median of 86 participants. Therefore, virtual book clubs host a much higher number of participants than face-to-face clubs.

50% of the clubs have been created in the last three years. The oldest club has ten years of experience. Clubs continue to be created periodically, and the outbreak of the COVID-19 pandemic may lead to the growth of virtual book clubs and also face-to-face ones, which will ensure a virtual continuation at specific periods.

Blogs are the most widely popular technological tools. Specialised virtual club platforms such as Odilo or ReadGroups are also used. Goodreads is the preferred option for clubs set up by individ-

uals. Facebook-based groups manage to reach a wider audience.

All 18 clubs under analysis are mainly asynchronous, although 70% have a chat. Even so, it is to be expected that new clubs will use different, more technologically up-to-date platforms, and that some will opt for synchronous communication, as is the case with the new ones, which use Tellfy and videoconferencing.

Access to the clubs is free, but it is not always open. 50% of the clubs restrict registration according to some criteria, mainly being a member of the promoting entity (e.g. having a library card). Generally, restricting access does not have a negative impact on the number of participants.

The typical participant profile for virtual clubs is a woman between the ages of 45 and 54 with a university education. Comparison with data from a study on face-to-face clubs seems to indicate that, although the majority age group remains the same, there are younger participants in the virtual clubs.

74% of the participants are regular readers, reading two or more books a month, while the state average is only one. However, they have not been found to be great readers thanks to the club, or the club attracts them because they were great readers before.

A large number of participants registered with the club in the last year. We think this is understandable since most virtual clubs are also recent. Moreover, most participants (44.97%) have been registered for between one and three years.

The methods used by the participants to acquire the readings from the clubs are related to the organising entities. In the case of public and university libraries, most prefer the book lending formula. In the case of private clubs and Quelibroleo, 55% of participants buy the books.

Participants are very satisfied with the clubs and have a good opinion of all their components or aspects, with an average score of 8.08 out of 10. 94.67% also said they would repeat the experience.

Lack of participation of their members is one of the most worrying issues in the field of virtual clubs, lack of feedback mainly. More than half of the organisers believe that 60% or more of the participants have an observer profile, i.e. they read the content provided by the others, but do not actively participate in the club's activity.

Participants confirm this view of the organisers: they admit that they write comments less often than the rest of the club's activities, but show a great deal of involvement in other activities (reading the books, following the exchange, reading the moderator's comments).

Therefore, we could talk about observer or consumer clubs with little participation and a lot of passive attitude. It is precisely this passive participation that makes us believe that it is wrong to label a club as a failure just because it generates little feedback in its reading and exchange cycle. The number of comments is only one of many indicators that need to be collected and analysed for a more comprehensive and fair assessment.

Notes

1. For the bibliographic review we have consulted: Copac <https://copac.jisc.ac.uk/>; DART-Europe E-theses Portal <http://www.dart-europe.eu/basic-search.php>; Dialnet plus <https://dialnet.unirioja.es/>; e-LIS: e-prints in library & information science <http://eprints.rclis.org/>; Repositorio Documental GREDOS <https://gredos.usal.es/jspui>; ÍnDICEs CSIC <https://indices.csic.es/>; Library & Information Science Abstracts (LISA) <https://search-proquest-com.sire.ub.edu/lisa/advanced>; Networked Digital Library of Theses and Dissertations (NDLTD) <http://www.ndltd.org/>; Scopus <https://www-scopus-com.sire.ub.edu/search/form.uri?display=basic>; Catalogue SUDOC <http://www.sudoc.abes.fr/xslt//DB=2.1/#>; Temaria: revistas digitales de biblioteconomía

y documentación <http://www.temaria.net/simple.php>; Travesía: recursos digitales para la cooperación bibliotecaria <http://travesia.mcu.es/portalnb/jspui/index.jsp>. We consulted these materials in April 2019.

2. Toronto Public Library. *Book Buzz: TPL's Virtual Book Club* <https://www.torontopubliclibrary.ca/bookbuzz/>

3. Biblioteques de Barcelona, for example. Virtual book clubs <https://ajuntament.barcelona.cat/biblioteques/es/content/clubes-de-lectura-virtuales>

4. Google Forms <https://docs.google.com/forms/u/0/>

5. National Institute of Statistics of Spain <https://www.ine.es/>

6. Quelibroleo.com book club <https://es-la.facebook.com/ClubLecturaQuelibroleo/>

7. Odilo <https://www.odilo.es/>

8. ReadGroups <http://www.readgroups.com/>

9. Tellfy <https://www.tellfy.com/es/>

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