readers. The values to those annotating and subsequent readers are the acquisition of deep knowledge and increased reading efficiency. Furthermore, the implications of the work are that DL content grows dynamically as readers contribute knowledge, thus assisting in the development of a reading community on DLs. A more important issue is that annotated information from different readers has very high potential for value-added reading knowledge utilizing data mining techniques.

Although this work has presented several implications of the proposed tool for archiving and sharing reader knowledge in DLs, several other issues warrant further investigation. Categorizing annotations as public and private will be a significant issue in the future. Public annotations are for sharing knowledge, and private annotations can preserve personal reading outcomes for knowledge management. Providing a discussion board for comments or replies to annotations from readers can increase interaction among readers. This would also prove helpful in creating a learning community for a DL. Ming reading knowledge based on reader annotations with ratings is a potentially fruitful research direction. Finally, the Taiwan library history DL with the proposed annotation tool may benefit e-learning.

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