

Let's start with a baseline measurement

- Show of hands
- Who uses social media?
 - Informally?
 - Professionally?
- Which social media?
 - How?
- Who feels that social media are important for a PhD student?
- Who feels confident about using social media?





Indispensable

Social media for a PhD student

Steven Verjans

CELSTEC & IPO2

#oupd11 #ounl

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www.ou.nl



Great Tweets of Science



newton chillin' in my garden, listening to- oww!!!

12:17 PM Oct 1666 from WbolsTwit.com



newton had apple for lunch.

12:18 PM Oct 1666 from WbolsTwit.com



Aristotle RT @Plato @Socrates "be as you wish to tweet"

8:50 AM 343 BC from AlexanTwit.com in reply to alex_da_great



watson @crick It's a double helix! sck it, @pauling !!!!!

5:15 PM Feb 28th 1953 from TweaglePub.com



chris_columbus land ahead. anyone know a good Indian restaurant?

2:02 AM Oct 12th from santamariadeck.com



albert-e OH at the grocery store: "ever notice how the line to pay moves slower when you're in a hurry?" [hmmm...]

2:036 PM Sep 27th 1905 from mobile



nasa #followeveryday @armstrong @collins @aldrin

8:17 PM Jul 20th from HousTwit.com in reply to sputnik



darwin1 I'm on a boat! I'm on a boat! check out thz crazy turtles, yooooo <http://twitpic.com/abfze>

4:09 PM Sep 15th 1835 from TheTweagle.com in reply to GOD

Programme

- Academia vs. digital academia?
- PhD student as
 - (Novice) knowledge professional
 - Researcher
 - Publisher / Reviewer
 - Teacher / Presenter
 - Innovator



The Boyer view of scholarship

- Discovery
- Integration
- Application
- Teaching



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Quote 2, borrowed from Martin Weller

<http://www.slideshare.net/mweller/digital-scholarship-keynote>

“a majority of researchers are making at least occasional use of one or more web 2.0 tools or services for purposes related to their research: for communicating their work; for developing and sustaining networks and collaborations; or for finding out about what others are doing. But frequent or intensive use is rare, and some researchers regard blogs, wikis and other novel forms of communication as a waste of time or even dangerous”

(Proctor, Williams and Stewart (2010))



Quote 2, borrowed from Martin Weller

<http://www.slideshare.net/mweller/digital-scholarship-keynote>

Harley et al (2010)

“We found no evidence to suggest that “tech-savvy” young graduate students, postdoctoral scholars, or assistant professors are bucking traditional publishing practices”

“The advice given to pre-tenure scholars was consistent across all fields: focus on publishing in the right venues and avoid spending too much time on public engagement, committee work, writing op-ed pieces, developing websites, blogging, and other non-traditional forms of electronic dissemination”



Tenure and reward

AnyMAKING.COM
WANTED

DEAD OR ALIVE



**BLOGGER
TENURE AS
REWARD**

Quote 2, borrowed from Martin Weller

<http://www.slideshare.net/mweller/digital-scholarship-keynote>

Cheverie et al (2009): “While this community talks about ‘publication’, the language used implies that digital scholarship is of significantly lesser value, and word of mouth to younger colleagues discourages digital scholarship in the hiring, tenure and promotion process



Digital scholarship = Open scholarship?

Open access academic journals – the future of publishing?

Posted on 6th June 2011 by marielk in Higher Education News



Image: stock:xchng

While disseminating academic research results has traditionally had a specific format, the idea of open access is becoming more and more of a buzzword, indicating a potentially new way of thinking dissemination of knowledge in academe. So how different is this open access thinking, what does this mean in practice and what are the potential consequences?

The 'old way' of publishing is quite well established in the academic world. The idea of academic journals with a more or less disciplinary focus publishing academic articles has been around for centuries. However, recent decades have witnessed a shift towards an increasing amount of journals also being electronically available, thus

implying that some sort of a 'digital revolution' is underway. In a 2008 article, Ross and Sennyey argued that this digital revolution also has a consequence for academic libraries – what is the source for academic knowledge?

<http://uv-net.uio.no/wpmu/hedda/2011/06/06/open-access-academic-journals-the-future-of-publishing/>

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Hot topic?

ED-MEDIA 2011-World Conference on Educational Multimedia, Hypermedia & Telecommunications

Lisbon, Portugal: June 27 - July 1, 2011

Keynote Debate



Martin Weller (For)

Antonio Dias de Figueiredo (Against)

George Siemens (Moderator)

"In the next decade, digital scholarship (in open journals, blogs, and social media) will achieve the same status in academic settings as traditional scholarship."

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Academic Web 2.0: Reflective and Critical Practices *23 hours ago*

Email Favored x Download Embed Zipcast More... Blokkeren...

1 tweet
0 shares
0 shares

Andy Coverdale
Academic Web 2.0:
Reflective and Critical Practices

International Journal of Arts & Sciences (IJAS) Prague Conference
21 June 2011

The University of Nottingham

E·S·R·C
ECONOMIC & SOCIAL
RESEARCH
COUNCIL

1 / 13

“Your mind is like a
parachute. It only
works if it is open.”

A. D'Angelo (1995)



PhD student as knowledge professional

- Highly specialised knowledge?
- Who else is knowledgeable in your domain? How many people in your specific area of research?
- How often do you find new knowledge in your domain?
 - Where do you find it?
- How often do you meet colleagues in your area?
 - Where do you meet them?



PhD student as knowledge professional (2)

- PhD as temporary employee
- Think about future ambition(s)
 - Academic?
 - Business?
 - Other?
- Work on your reputation as
 - Researcher
 - Innovator
 - Teacher



PhD student as knowledge professional (3)

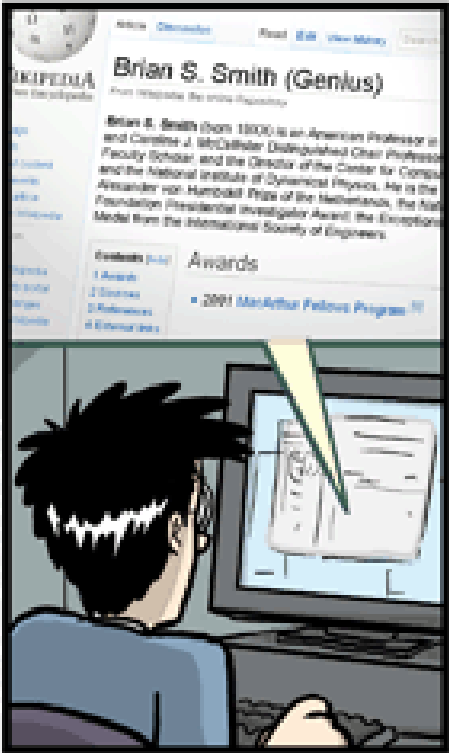
- How to work on your (online) reputation?
 - Professional: <http://www.linkedin.com/>
 - Academic:
 - <http://www.academia.edu/>
 - <http://researchgate.net/>
 - <http://www.researcherid.com/>
 - Teacher / presenter
 - <http://www.slideshare.net/>
 - Innovation: e.g. in Researchgate



PhD student as knowledge professional (4)

- Keep up to date in your field
 - <http://netvibes.com/sverjans>
 - <http://paper.li/sverjans>





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WWW.PHDCOMICS.COM

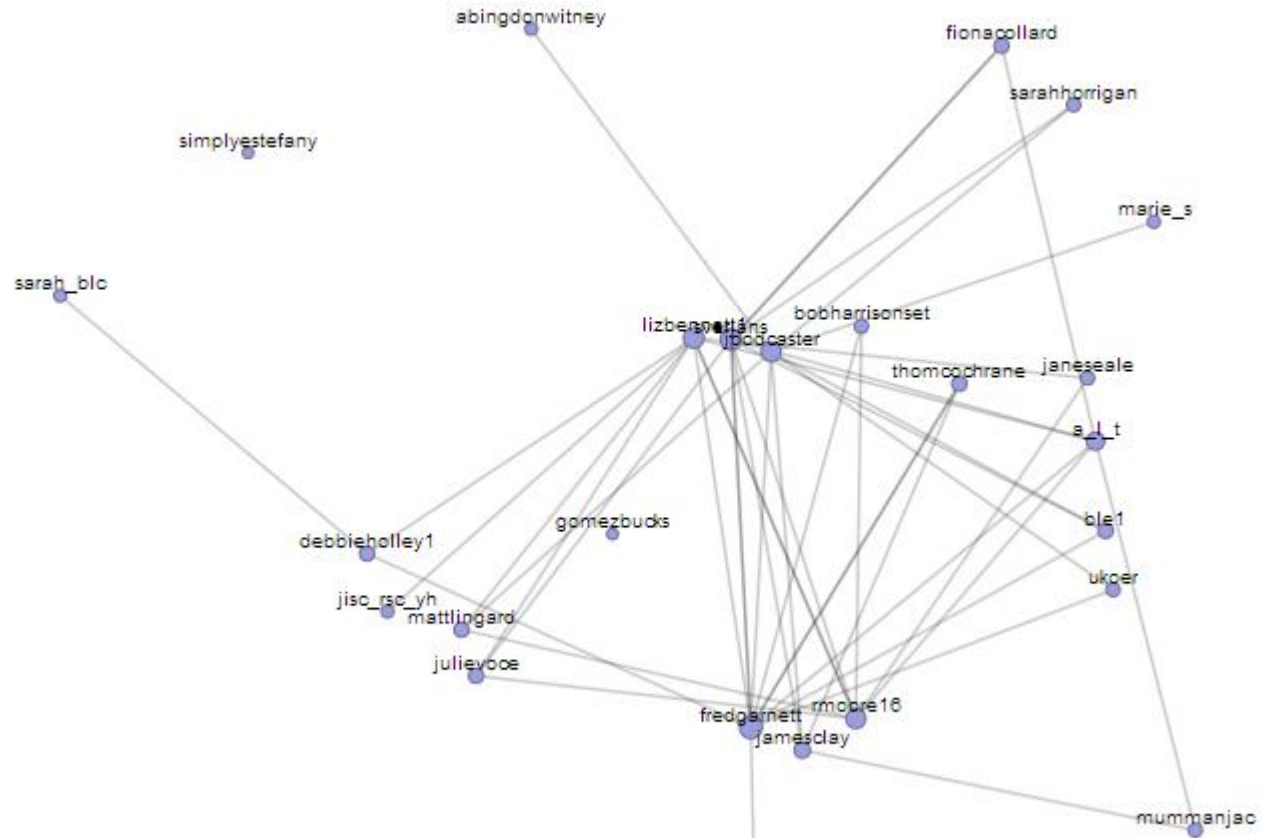


PhD student as knowledge professional (4)

- Reputation is not a static thing
- Active engagement with peer network
 - Finding peers
 - Engaging with network – How?
- Share information & knowledge
 - Social bookmarks: <http://www.delicious.com/>
 - References: <http://www.citeulike.org/> ,
<http://www.mendeley.com/> ,
<http://www.myendnoteweb.com/>
 - Microblogging: <http://www.twitter.com/> , paper.li



Topic networks



<http://ouseful.open.ac.uk/twitter/friendviz.html?q=alt-c>

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PhD student as researcher

- Data collection
 - Online questionnaires / simulations (Example KULeuven)
 - Online interviews
 - Focus groups
- Idea generation
 - Microblog
 - Open discussion forum
 - Blog & comments



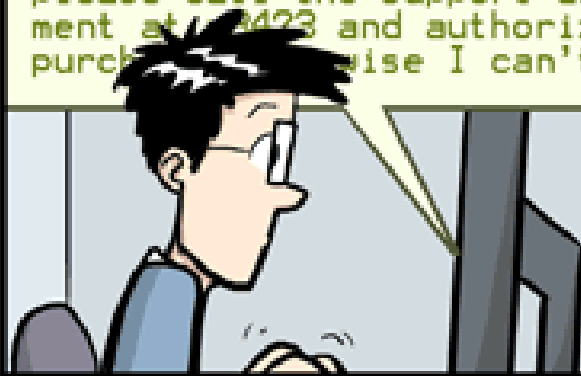
PhD student as researcher (2)

- Idea development
 - Online mindmaps – <http://mindmeister.com/>
 - Shared reasoning – <http://compendium.open.ac.uk/>
 - Shared writing – Wiki (Japanese studies) / GDocs
- Shared literature reading & review
 - Social bookmarking
 - Reference sharing
 - + annotating, commenting, discussion



WHAT YOU WROTE IN YOUR E-MAIL:

Prof. Smith,
I finished the preliminary
analysis, but I'm having
problems with the statistics
software. The license has
expired and your approval is
needed to renew it. Can you
please call the support depart-
ment at 1423 and authorize the
purchase, otherwise I can't con-



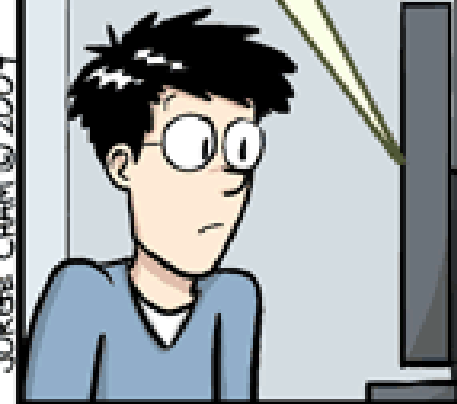
WHAT YOUR PROFESSOR READ:

Prof. Smith,
I finished



It's about time.
Send me a draft
tomorrow.

-Smith



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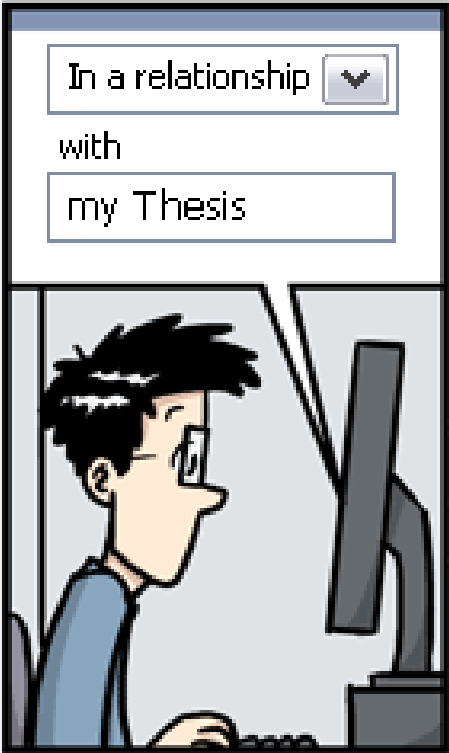
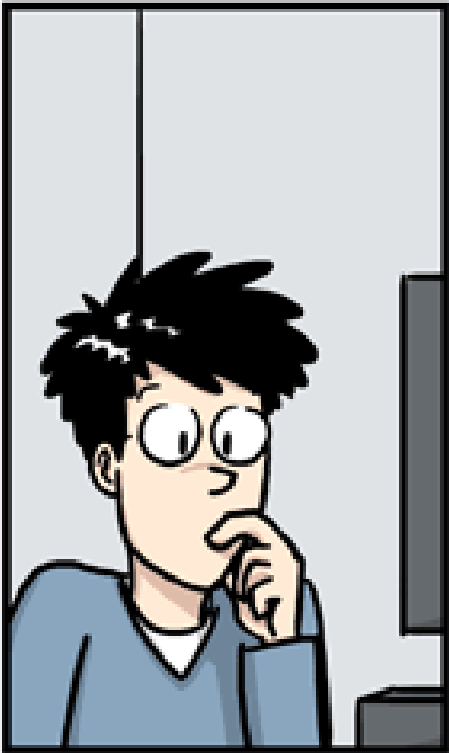
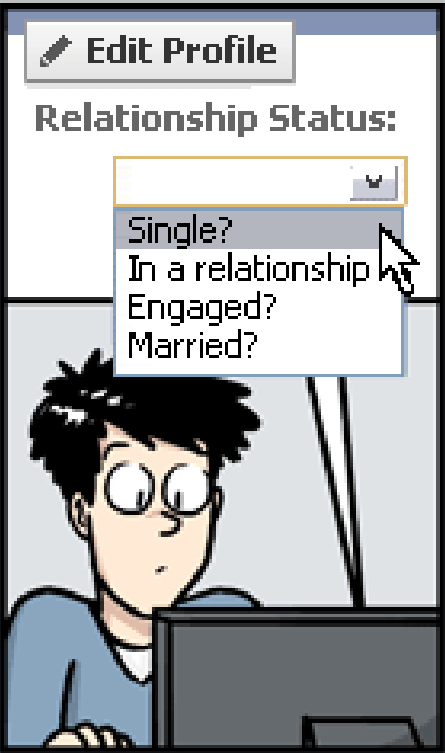
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PhD student as writer of publications

- First embryonic ideas
 - Tweet / Discussion forum / etc. -> Reactions/retweets
- First reflections on ideas
 - Blog / Wiki / etc. -> Reactions / comments / suggestions
- First conceptual model / empirical results
 - Conference presentation -> Comments / backchannel
- Conceptual model / empirical results
 - Journal paper (Open Access?)
- Always combined with online reputation building





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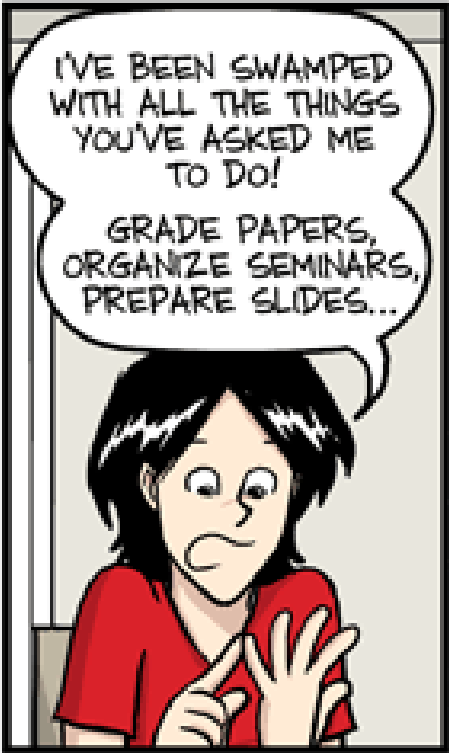
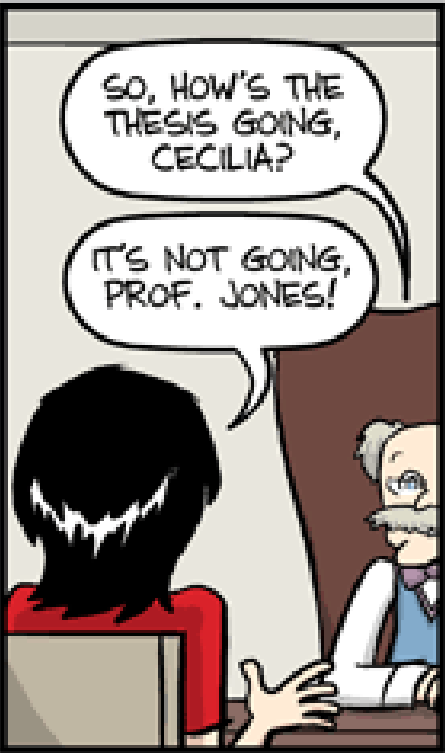
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PhD student as teacher / presenter

- Conference 2.0
 - Backchannel
 - Twitter hashtag #oupd11
 - Streaming
 - Webinar / podcast
- Teacher
 - Social bookmarking with students
 - Sharing materials
 - Co-creation





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PhD student as innovator

- Collaborative projects
 - Network
 - Collaborative tools
- Conference organisor
 - Online event tools: Linkedin events / Facebook events / etc.
 - Programme committee members / reviewers
 - Conference presence: hashtag / #cfp



CORE PRINCIPLES IN RESEARCH



OCCAM'S RAZOR

"WHEN FACED WITH TWO POSSIBLE EXPLANATIONS, THE SIMPLER OF THE TWO IS THE ONE MOST LIKELY TO BE TRUE."



OCCAM'S PROFESSOR

"WHEN FACED WITH TWO POSSIBLE WAYS OF DOING SOMETHING, THE MORE COMPLICATED ONE IS THE ONE YOUR PROFESSOR WILL MOST LIKELY ASK YOU TO DO."

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Let's finish with a post-hoc measurement

- Show of hands
- Who wants to use social media?
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 - Professionally?
- Which social media?
 - How?
- Who feels that social media are important for a PhD student?
- Do you feel more or less confident about using social media?

