Being a networked scholar: social media as an academic

Being a networked scholar is critical to building your capacity as a researcher and teacher. When we think about being a networked scholar we are being proactive with participation in online social networks to share, reflect upon, critique, improve, validate, and otherwise develop our scholarship. Professional use of social media breaks down silos and hierarchy, enables one to develop and maintain research networks, opens up opportunities for learning in different ways, and enhances professional development.

In being a PhD student or academic on social media, one conducts their scholarly lives on social media in ways that make relations with others, their practices and the university more visible. This affords a networked scholarship that can significantly enhance, compliment, and provide opportunity. In this workshop A/Professor Narelle Lemon talks about what this can look like from the perspectives of being a researcher and teacher in the higher education classroom. She'll draw on the projects of 'Wellbeing Whisperer', 'Academics who Tweet' and 'A manifesto for social media in HE L&T' as well as her award winning work in the integration of social media for professional learning in initial teacher education.

This session will be interactive and is for any one no matter level of engagement (or not but wondering) with professional use of social media.

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Being a networked scholar: social media as an academic

Ass/Professor Narelle Lemon

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- Research
- Learning and Teaching (L&T)

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Digital scholarship

Being a networked scholar

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Scholars in the **open** (Bonnie Stewart)

Blurring of professional and personal BUT there are intersections with I am accessible – you do not have to be at my institution, in my corridor to connect

Reach, **reciprocity**, network without boarders, academic hierarchy changes (think the big name who you tweet, but would be nervous to give the elevator pitch)

Voice, identity but there is still power and politics

Different **networking**

Opportunity for research dissemination, snowballing participants, etc.

Space for learning and teaching (formal & informal)

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- Visuals (still or moving image)
- Narrative (textual or audio)
- Visual Narrative
- Create – Curation – Co-Curate
- Communication of experiences
- Tell stories
- Student centered and multiple learning styles
- Observation (Elegant Lurker)
- Active engagement (active participant)
- Community
- Meaning making
- Inquiry
- Boundary/Hierarchy break down

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Research

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Why important?

- Research profile
- A little bit of you – relatable, what you do, future partners
- Public academic
- Visibility
- Networking
- Resource access
- People access (breaking down of hierarchy and physical location)
- You move around…your brand goes with you

TOP TIP: A great resource by Anitra Nottingham (Branding as academics): https://www.slideshare.net/mobile/slideshow/embed_code/key/3WhJf6OfTxUmBc

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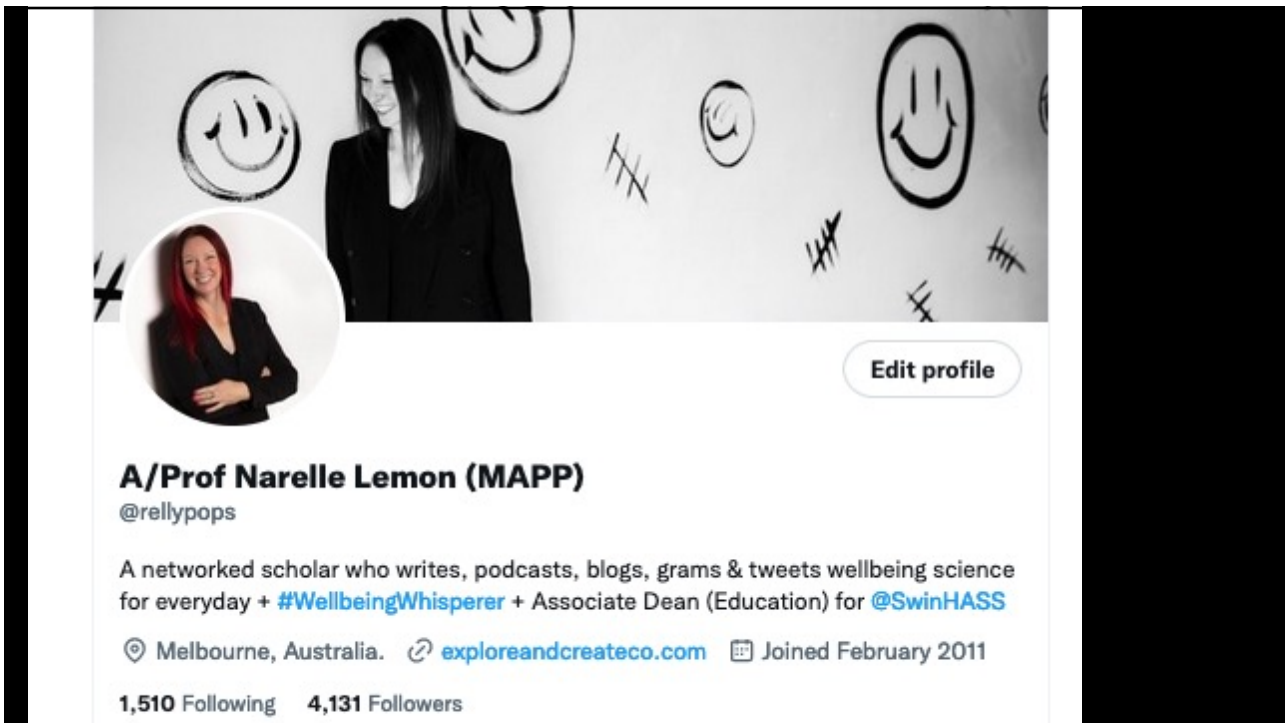
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Case Study: Academics Who Tweet

transforming academia
new identities
networks
changing in enacting scholarly work
Communication
ways of use
academic identity
branding
engagement and reflective/reflexive practice
inquiry
strategic and non-strategic

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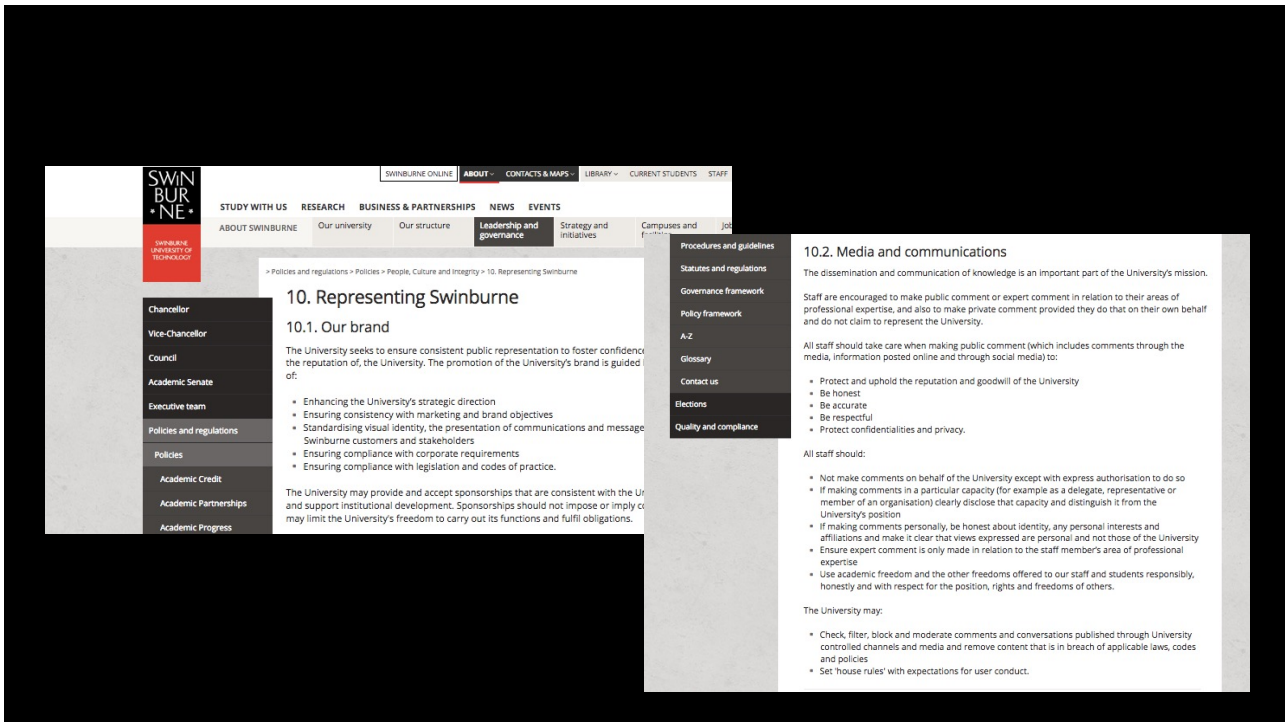13

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Using social media in/for your research

- Recruit participants
- Data collection
  - Big data
  - Data collection – participation, knowledge, networking, etc.

- Disseminate
- Research conference call for topics
- Research conference conversation
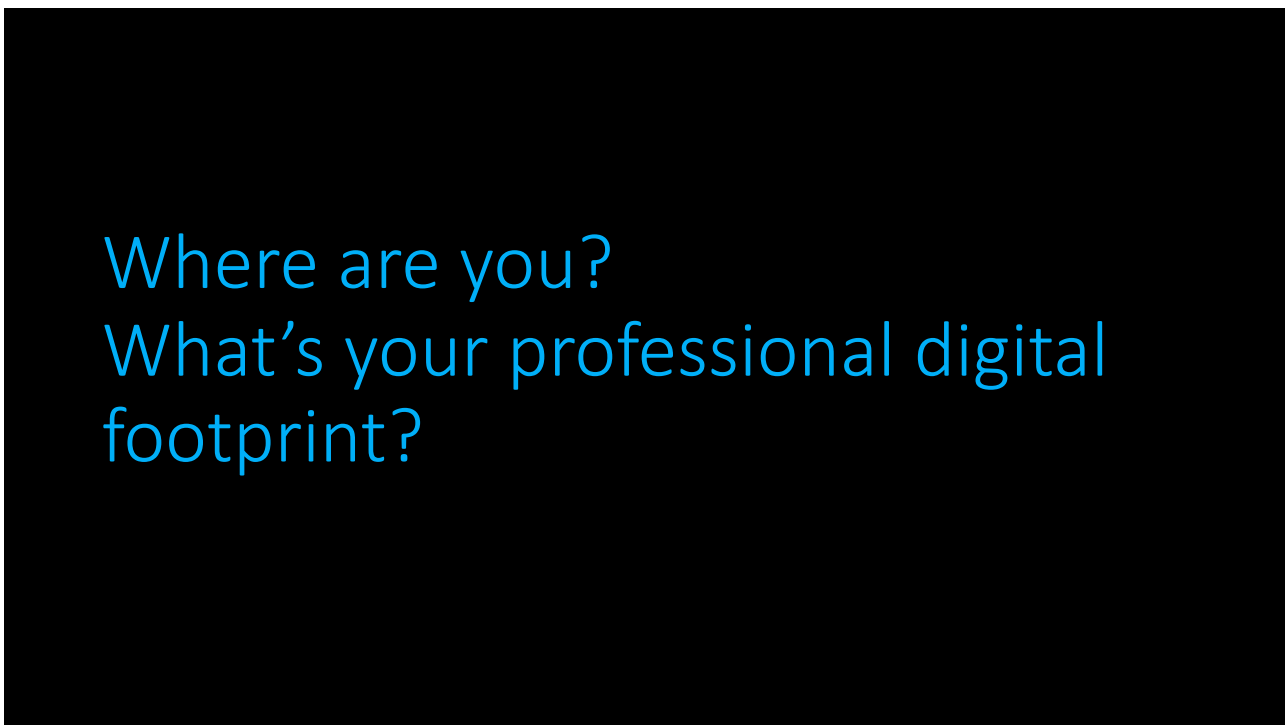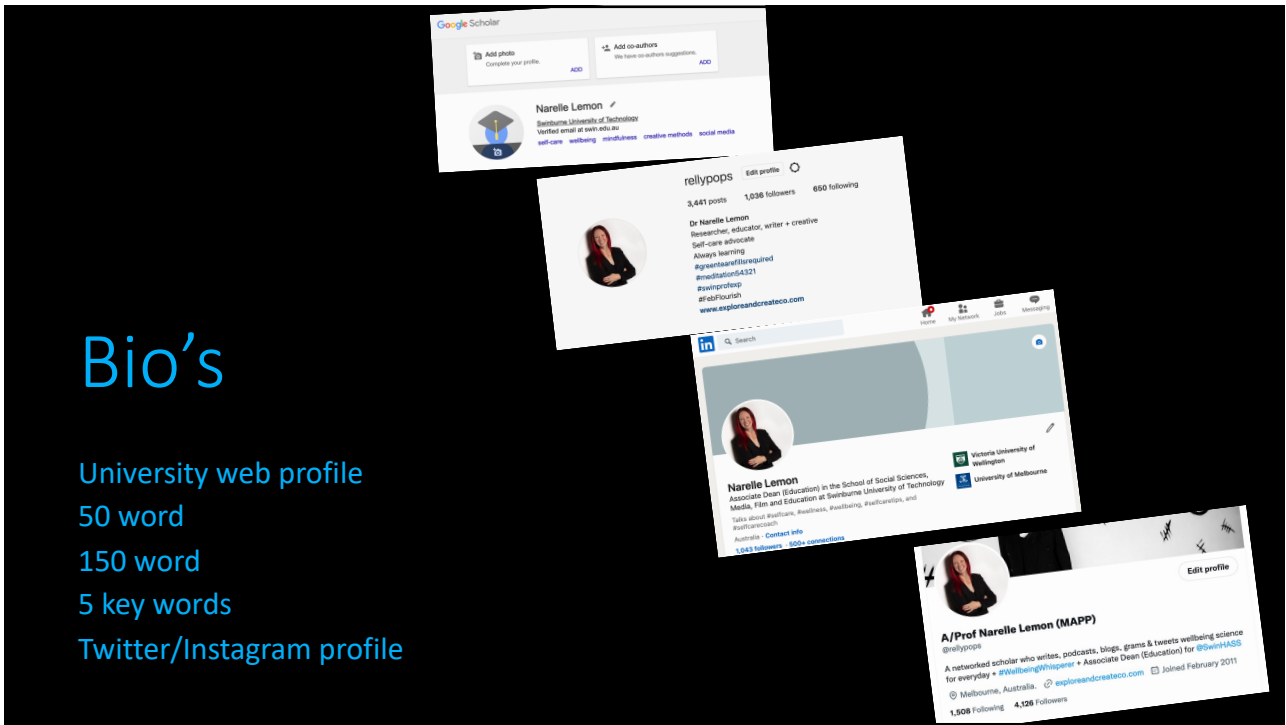
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Recruit participants

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Where are you?
What's your professional digital footprint?

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Bio's

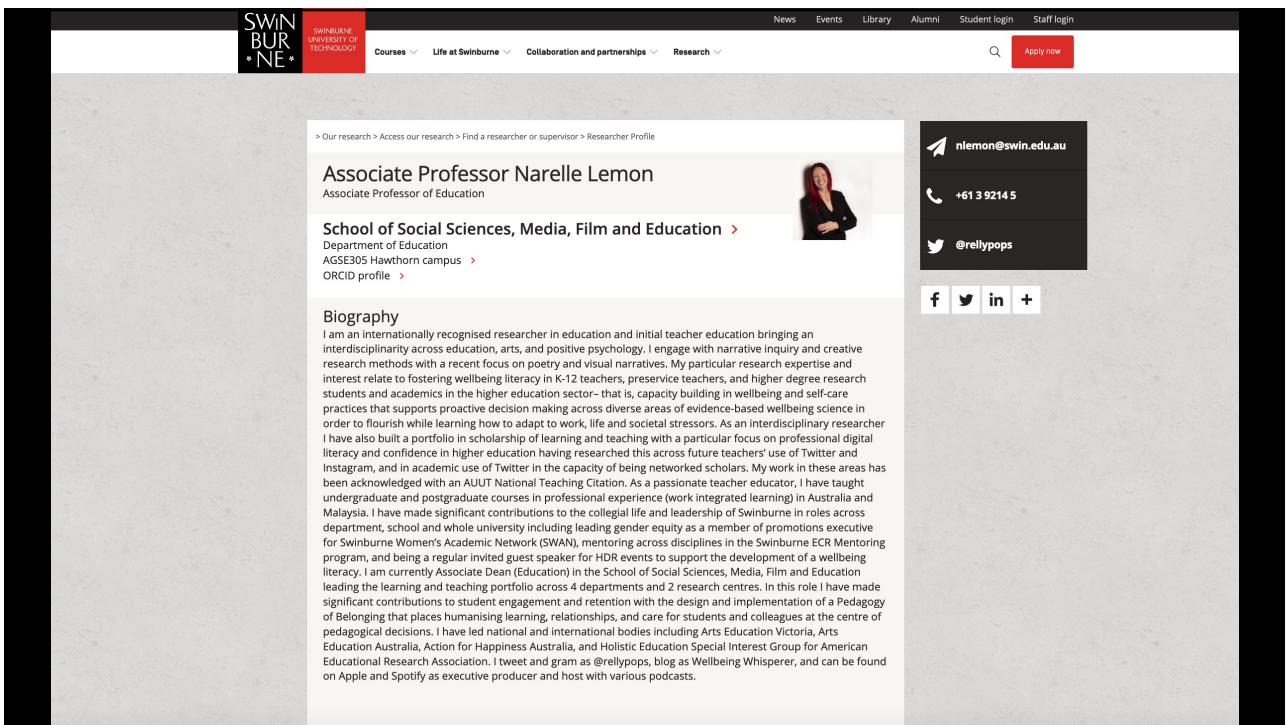University web profile
50 word
150 word
5 key words
Twitter/Instagram profile

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Learning and Teaching

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Social media in HE

- **Flexible, easy to use and powerful tool for learning and teaching** (Poore, 2012)
- **Enhance opinion sharing** (McNeill, 2009) **and active participation** (Trembacj & Deng, 2015)
- **Support collaborating, brainstorming, problem solving and creating within the content of moment-to moment experiences** (Dunlop & Lowenthal, 2009; Lemon, 2012; 2013)
- **Demonstrate professional interactions and to understand the broader impact of technology** (Bradshow, 2008)
- **Support classroom discussions and interactions that were once more private** (Barczyk & Duncan, 2013; Gettman & Cortijo, 2015; Rodriguez, 2011)
- **Create a sense of classroom community** (Anson & Miller-Cochran, 2009; Briggs, 2008; Parker & Chao, 2007; Bruns & Humphreys, 2007)
- **Support reflective practice** (Crook et al., 2008; Hramiak, 2010; Lemon, 2014a; Wright, 2010)
- **Produce a gallery of work** (Lemon, 2014b)
- **Foster co-creators of content and social dimensions of trust and cooperation** (Conole & Alevizou, 2010)
- **Engage participants with more interaction and discussions amongst the students and to take away from more teacher-centered pedagogical approaches** (Bull et al., 2008; Ramsden, 2009)
- **Promotes reciprocity - social media enables meaning making to be socially distributed** (Downes, 2010; Lemon, in press; Rowe, 2002; Wodzicki, Schwämmlein, & Moskaliuk, 2012)
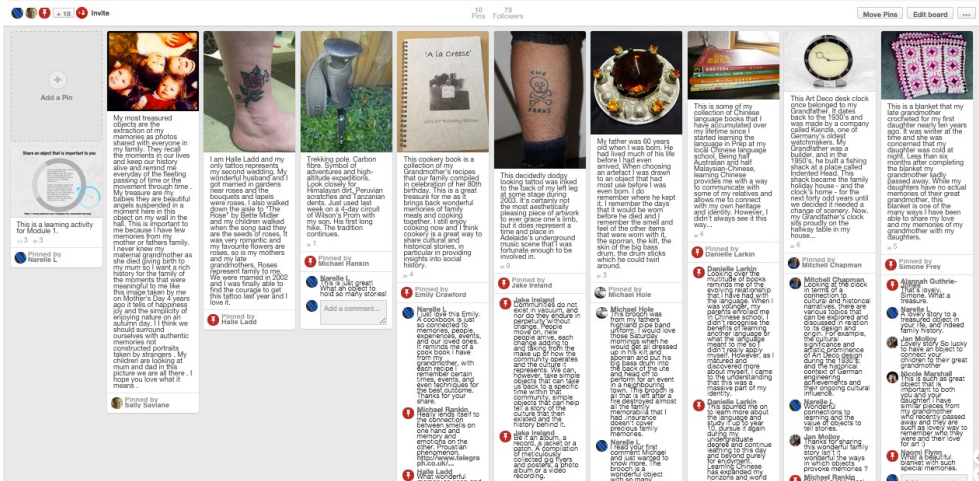
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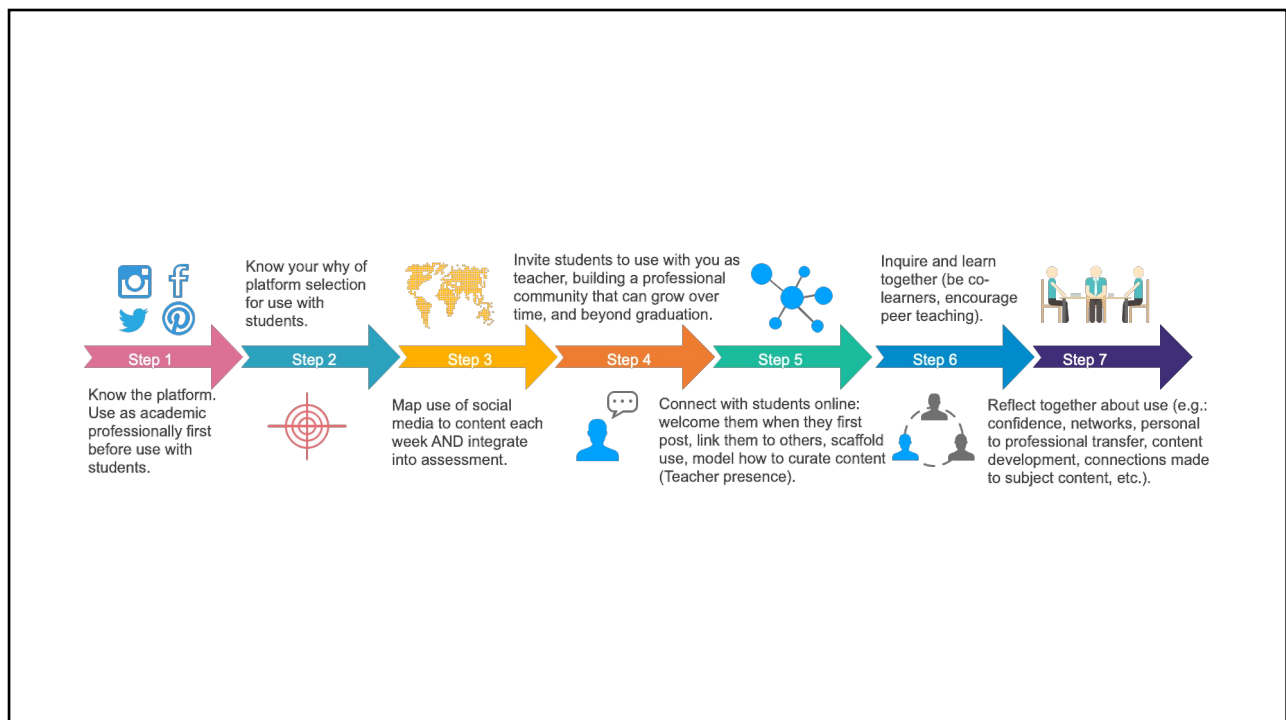
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Case study: Pinterest

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Case study: Twitter

- **#visarts12**
- **#visarts13**
- **#swinprofexp**
- **#SwinnyInKuching**

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| STRENGTHS	OBSERVATIONS	WEAKNESSES	THREATS
Student survey data consistently reports: 1. Growth of professional voice and reflective practice publicly. 2. Extension of links to professional including access to K-12 resources, seeing what peers are doing in WIL, accessing environments not usually accessible. 3. Change in feeling isolated during WIL and being able to connect to enhance sense of belonging.	Student survey data consistently reports: 1. Not considering their digital footprint and difference between personal and professional profile, voice, curation of content, and audience engagement. 2. Social media is an untapped professional resource. 3. Surprise in use opened up connections to access a professional community beyond HE classroom.	Student survey data consistently reports the need to: 1. Construct professional public facing content that is supportive of reflective practice, embracing professional language, and respect of others. 2. Little opportunity for social media use in HE to support networking and building access points to the profession. 3. Transfer of consistent use of social media between personal and professional use.	Student survey data consistently reports no threat to use of social media professionally, rather an awareness of: 1. Ethical use. 2. Ability to use consistently to offer value professionally. 3. Ability to set mindful boundaries to use.

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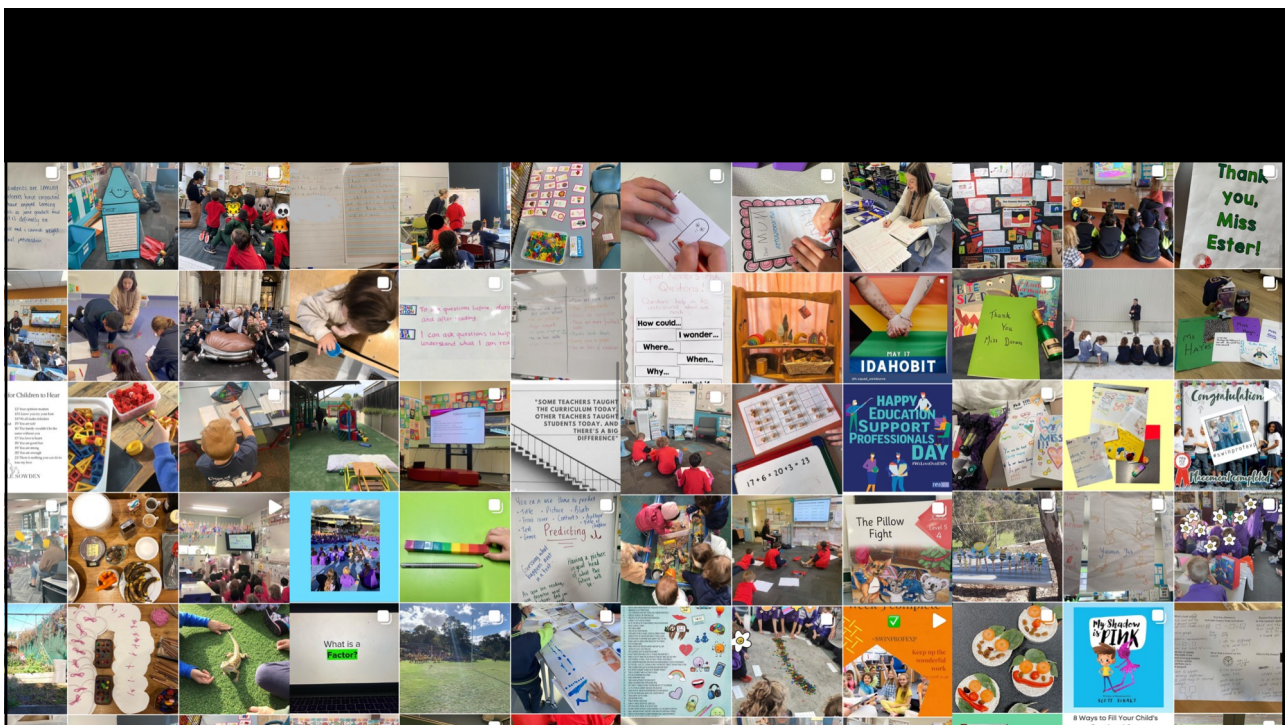
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- Started 2018
- 3500+ posts
- Pre-service students and academics
- Integrated into 28 units
- Wellbeing and digital literacy
- Community
- Reflective practice
- Not alone
- Perspective
- Professional use of social media
- 2020 --> focus of wellbeing literacy added – students as leaders/peer leaders
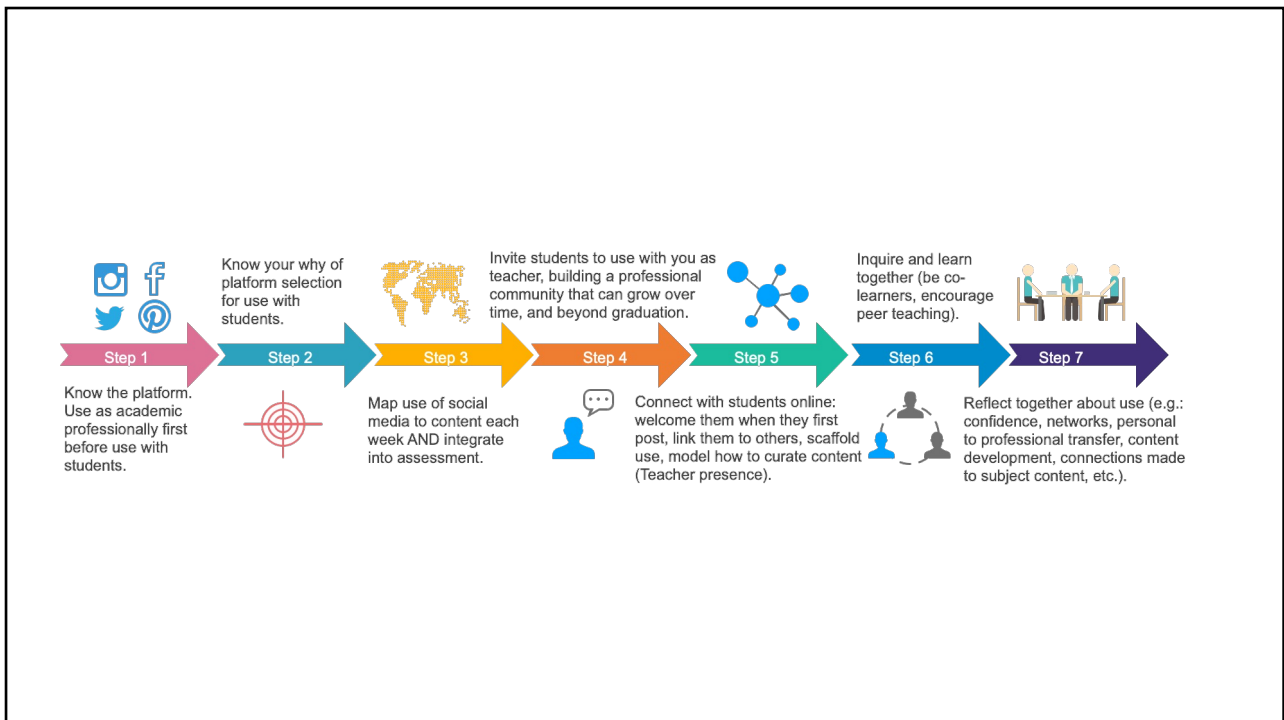
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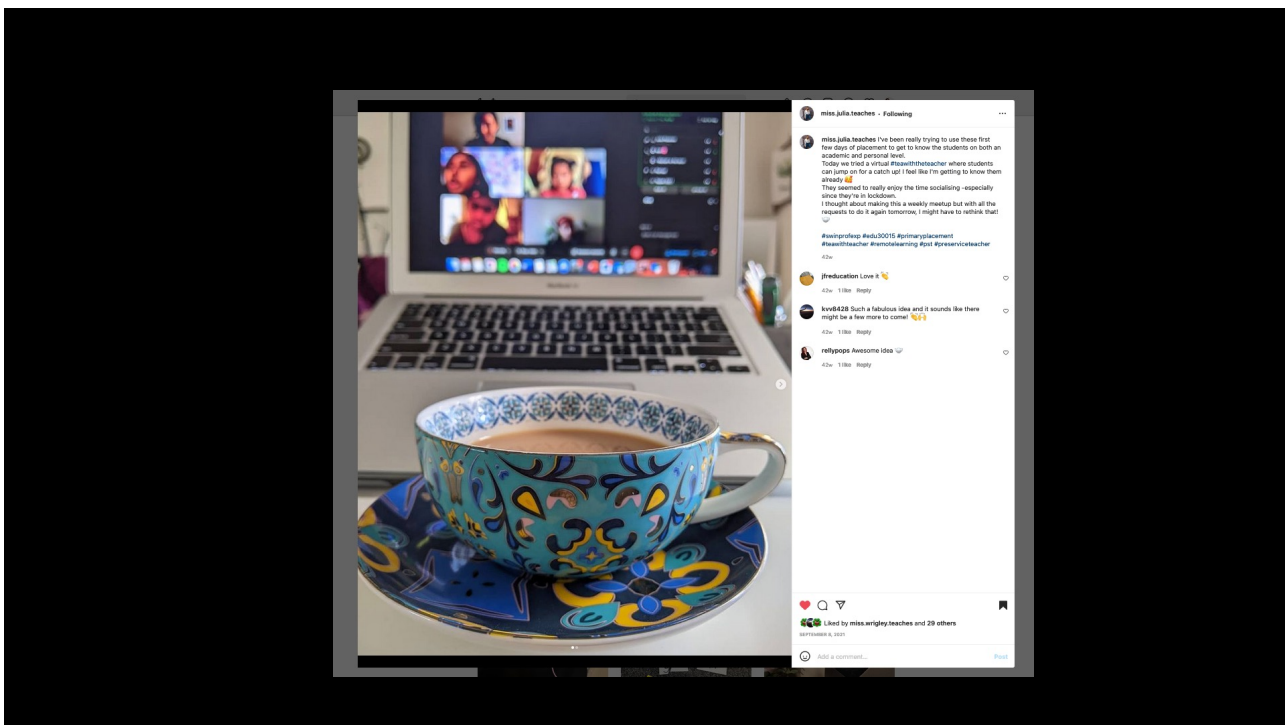
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Be curious

Let's walk through my model, what might you use and why?

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Social media academic housekeeping

- Consistent profile
  - what do you research?

- Build your profile
  - It takes time
  - Invest
  - Be consistent
  - Brand

- Sign in
  - Consider personal email as you move around

- Etiquette
  - You, your colleagues, future colleagues and partners, institution
  - Language

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- It takes time
  - Start now
  - Plan
  - Observe

- Consider how you want to use it – your profile, your research, your learning and teaching, professional development, conversations, resources, etc.

- Impact

- Supportive network
  - Any where, anytime peeps
  - #circleofniceness

- Safety
  - Platforms change (like what we are seeing with twitter at the moment)
  - Think mutual respect
  - community

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