Using Social Media to Build Your SoTL Research and Profile: The “What” “Why” and “How”

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Using Social Media to build your SoTL research & profile: The “What” “Why” and “How”

SoTL Commons Conference
Savannah, Georgia USA
30 March – 1 April 2016

Josephine M. Csete & Janice Chia
The Hong Kong Polytechnic University
http://www.blogherald.com/2015/05/27/how-to-protect-your-brand-on-social-media/
### Where are you?

<table>
<thead>
<tr>
<th></th>
<th>I have a smart phone</th>
<th>I have two or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>What’s a “Smart” phone?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I don’t trust online banking</td>
<td></td>
<td>only do online banking</td>
</tr>
<tr>
<td>I don’t/rarely use social media</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I do not have a Facebook/Twitter etc account (or have forgotten how to open it)</td>
<td>I have Facebook/Twitter etc. accounts that I use at least once a week</td>
<td>I have two or more Facebook/Twitter etc. accounts that I use for different purposes</td>
</tr>
<tr>
<td>0 Points each</td>
<td>1 Point each</td>
<td>2 Points each</td>
</tr>
<tr>
<td>---------------</td>
<td>--------------</td>
<td>---------------</td>
</tr>
<tr>
<td>What’s a “Smart” phone?</td>
<td>I have a smart phone</td>
<td>I have two or more</td>
</tr>
<tr>
<td>I don’t trust online banking</td>
<td>I do some online banking</td>
<td>I only do online banking</td>
</tr>
<tr>
<td>I don’t/rarely use social media</td>
<td>I use social media with friends and/or family</td>
<td>I use social media with students and/or colleagues</td>
</tr>
<tr>
<td>I do not have a Facebook/Twitter etc account (or have forgotten how to open it)</td>
<td>I have Facebook/Twitter etc. accounts that I use at least once a week (1 point for each app)</td>
<td>I have two or more Facebook/Twitter etc. accounts that I use for different purposes (2 points for each app with 2 accounts)</td>
</tr>
</tbody>
</table>
Is this YOUR approach... to social media?

It’s not all evil. really.

Source: https://opob.edublogs.org/2012/09/02/guest-post-social-media-in-education-revolution-or-distraction/
Let's Start with “What”

- What
- Why
- How
Smart phones

How many of these apps do you have on your phone?

• Twitter
• Facebook
• Linkedin
• Mendeley
• Snapchat
• Instagram
• Skype
• Messenger
• WhatsApp
• Refme / EndNote
• QR Readers
• Blogs
• Slideshare
• Google+
• RSS Feeds
• YouTube

Ones we haven’t mentioned?
Smart phone apps – in categories

Communication

Connection

Tools
How about “Why”

- **What**
- **Why**
  - Communication
  - Connection
  - Tools
- **How**
Usage Stats as of 2014

**Twitter**: 284 million monthly active users, 500 million Tweets are sent per day.

**Tumblr**: Hosts over 209.3 million blogs and more than 94.9 billion posts in total.

**Instagram**: 200 million active users, 60 million photos posted per day, 1.6 billion daily likes.

**Facebook**: 1.32 billion users.

**LinkedIn**: 332 million registered users.

**Pinterest**: 70 million users, of which 40 million are active users.

**YouTube**: 1 billion users, 6 billion hours of video watched per month, 100 hours of video uploaded per minute.

**Google+**: Over 1 billion enabled accounts and > 359 million monthly active users.
EVOLUTION OF SOCIAL
2004 - 2014

2013
- Vine and Instagram Video launched
- YouTube launches paid channels
- Instagram introduced sponsored post advertising targeting US users in November
- Twitter had 500 million registered users, with more than 200 million active
- Yahoo acquires Tumblr

2012
- Facebook reaches 1 billion users, acquires Instagram, launches paid promoted posts
- Pinterest becomes fastest site in history to break through the 10 million unique visitor mark
- Google Plus launches communities & events features

2011
- Pinterest, Google Plus and Snapchat launched

2010
- Twitter sponsored tweets launched

2009
- Facebook creates the 'like' button
- Unfriend was the New Oxford American Dictionary word of the year
- YouTube reaches 1 billion views per day

2008
- Facebook surpasses MySpace in number of users

2007
- Tumblr launched

2006
- Twitter launched
- Facebook opened to general public
- YouTube acquired by Google. YouTube ads launched on site

2005
- YouTube launched
- Bebo launched
- Social Commerce introduced by Yahoo!

2004
- Flickr launched
- Facebook founded

Why social media in SoTL?

- For communication
- Collaboration/networking
- Efficiency/productivity tools

Using it personally

To make yourself known as an academic

Your students are using
Probably using some in your teaching
Publish or Perish??

Discoverability = Increased Citations

- Core Metrics
  - No of publications, citations etc on published papers, h-index (individual)
  - Impact factor (journals)
- Social media may raise awareness of your work
- Alternative metrics help measure BEFORE the citation counts (and may even increase citation counts)

http://valueaddedmeasureit.blogspot.hk/2015/01/on-grading-huge-stack-of-papers.html
“There is mounting evidence to suggest that an active online presence may directly impact a researcher’s credentials as measured through traditional metrics.”

“... volume of Twitter mention is statistically correlated with that of both downloads and ‘early’ citations, i.e., citations in the scholarly record occurring less than 7 months after the publication of a preprint.”

“Highly tweeted articles were 11 times more likely to be highly cited than less-tweeted articles...

Social media activity either increases citations or reflects the underlying qualities of the article that also predict citations, but the true use of these metrics is to measure the distinct concept of social impact.”

About Communication

• How do you communicate?
  →, ←, broadcast

• What do you want to communicate?
  Slides? Articles? Ideas?

• Who do you want to communicate with?
  Students? Researchers?

• What formats are you comfortable with?
  Text, images, video, audio

Becoming all encompassing
So You Want To Communicate Science Online

Who do you want to talk to?

Who
• Colleagues
• General public

Why do you want to talk to them?

Why
• Curation
• Community
• Creation

Time
• Minimal
• Moderate
• Life-sucking yet strangely satisfying

Who
• Colleagues
• General public

Why
• Curation
• Community
• Creation

Time
• Minimal
• Moderate
• Life-sucking yet strangely satisfying
Some common terminologies

- Likes + reactions
- Following
- Followers
- Tagging
- Tag and search using hashtags #
Twitter

Receiving information
- Follow @pfeltenNC
- Search for #SOTLcommons

Disseminating information
- #SOTLCommons
SoTL Commons
@sotlcommons

Join conversations about SoTL as a key, evidence-based way to improve student learning. Hosted annually in Savannah, GA by @CT2_GS, Georgia Southern University.

SoTL Commons
@sotlcommons - 12h
Who will join us next week? Let’s start the conversation now: What are you most excited about? #SpeakSoTL #SoTLCommons16

SoTL Commons
@sotlcommons - Mar 18
Look at this resource! #WeSpeakSoTL
#SoTL

crutherford @crutherford
SCHOLARSHIP OF TEACHING AND LEARNING ANNOTATED LITERATURE DATABASE researchsotl.wordpress.com #BrockSoTL #SoTL

SoTL Commons
@sotlcommons - Mar 14
Meet our keynote speakers:
Dr. Sarah Leupen @UMBaltimore presents on evidence for metacognitive teaching practice. goo.gl/ShTDz8

Promoted Tweet
LinkedIn @LinkedIn - Mar 18
The key to success is truth. Read more from the newest LinkedIn Influencer, @gwenstefani: bit.ly/1pyuBpH
Who or what might you want to follow? Already following?

SoTL Commons
@sotlcommons

Join conversations about SoTL as a key, evidence-based way to improve student learning. Hosted annually in Savannah, GA by @CT2GS, Georgia Southern University.

📍 Savannah, GA
🔗 academics.georgiasouthern.edu/ce...

123 FOLLOWING 153 FOLLOWERS

SoTL Commons @sotlcommons 7h
#SoTLCommons16 keynote:
Which do you currently use?
Any we haven’t mentioned?
Why do you use them?

- FaceBook
- LinkedIn
- Mendeley
- Zotero (Citavi etc)
- RSS
- Academia.edu
- ResearchGate
Connection Considerations

• Personal versus Professional use
• Why not 2 accounts?
• Social Media Policy for organizations
• Modes of connection come and go – volatile, temporal and transitional
• Depends on your preferences & the community you wish to connect with
The Hype Cycle

Social Media Trolls

• Connecting may not be communicating.

• Receiving information does not mean you must broadcast.

• **You can connect without communicating.**

For example, you are friends with your students, but you are not communicating/updating status on your FB profile.
• Increasing your productivity as a researcher and author,
  • receiving information
  • sharing information
  • storing
  • evaluating
  • …

• It really depends on what you want to use to become more efficient.
Productivity Tools

• How has EndNote become a social media tool?
  Because it now allows sharing of EndNote Libraries containing references.

What other tools do you currently use?
Marketing Tools

• It is all about “selling”!
• Social media primary instigator is marketing.
• Increasing visibility and “mind share”
• Education & educators are traditionally not good at marketing themselves

Other popular entertainment moments on Twitter include Bruno Mars’ Super Bowl halftime show with the Red Hot Chili Peppers, which had 230,000 tweets per minute, and Imagine Dragons with Kendrick Lamar at the Grammys, which had 172,000 tweets per minute. Rounding out the top five was DeGeneres’ pizza delivery during the Oscars and Lorde’s Grammy win for best pop solo performance.

Following the Oscar selfie, the most retweeted tweets all came from pop heartthrobs. No. 2 was Justin Bieber’s inspirational quote from January, in which he told his fans that they are “all worthy no matter what anyone says.”

Marketing Tools

• It is all about “selling”!
Back to Social Media & SoTL

Social media

Increased Visibility

Alternative Metrics

Increased Citations
Alternative metrics
Usage – clicks, downloads, views, library holdings, video plays

Captures – bookmarks, code forks, favorites, readers, watchers

Mentions – blog posts, comments, reviews

Social media – +1s, likes, shares

Citations – PubMed Central, Scopus, patents

Social Media Metrics

The following table lists the sources that PlumX tracks for Social Media.

Metrics as of September 23, 2015

<table>
<thead>
<tr>
<th>Metric</th>
<th>Example Source(s)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Likes</td>
<td>Facebook, Vimeo, YouTube</td>
<td>The number of times an artifact has been liked</td>
</tr>
<tr>
<td>+1</td>
<td>Google Plus</td>
<td>The number of times an artifact has gotten a +1</td>
</tr>
<tr>
<td>Ratings</td>
<td>Amazon, Goodreads, SourceForge</td>
<td>The average user rating of the artifact.</td>
</tr>
<tr>
<td>Recommendations</td>
<td>Figshare, SourceForge</td>
<td>The number of recommendations an artifact has received</td>
</tr>
<tr>
<td>Score</td>
<td>Reddit</td>
<td>The number of upvotes minus downvotes on Reddit</td>
</tr>
<tr>
<td>Shares</td>
<td>Facebook</td>
<td>The number of times a link was shared on Facebook</td>
</tr>
<tr>
<td>Tweets</td>
<td>Twitter via Gnip</td>
<td>The number of tweets and retweets that mention the artifact</td>
</tr>
</tbody>
</table>


Mention Metrics

Below is a listing of the sources of mentions that PlumX monitors.

Metrics as of August 2, 2015

<table>
<thead>
<tr>
<th>Metric</th>
<th>Example Source(s)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments</td>
<td>Facebook, Reddit, Slideshare, Vimeo, YouTube</td>
<td>The number of comments made about an artifact</td>
</tr>
<tr>
<td>Forum Topic Count</td>
<td>Vimeo</td>
<td>The number of topics in a forum discussing the artifact</td>
</tr>
<tr>
<td>Gist Count</td>
<td>GitHub</td>
<td>The number of gists in the source code repository</td>
</tr>
<tr>
<td>Links</td>
<td>StackExchange, Wikipedia</td>
<td>The number of links to the artifact</td>
</tr>
<tr>
<td>Reviews</td>
<td>Amazon, Goodreads, SourceForge</td>
<td>The number of reviews written about the artifact</td>
</tr>
<tr>
<td>Blog Mentions</td>
<td>Blog lists curated by PlumX</td>
<td>The number of blog posts written about the artifact</td>
</tr>
<tr>
<td>Economic Blog Mentions</td>
<td>Blog lists curated by PlumX</td>
<td>The number of blog posts written about the artifact within the economics discipline.</td>
</tr>
</tbody>
</table>
The Donut and the Score

Colors of the donut

The colors of the Altmetric donut each represent a different source of attention:

- Policy documents
- News
- Blogs
- Twitter
- Post-publication peer-reviews
- Facebook
- LinkedIn
- Reddit
- Faculty1000
- Q&A (stack overflow)
- Youtube
- Wikipedia
- Pinterest

The amount of each color in the donut will change depending on which sources a research output has received attention from.

DOI is important for Altmetric!
Peer Instruction: Ten years of experience and results
Overview of attention for article published in American Journal of Physics, September 2001

Title: Peer Instruction: Ten years of experience and results
Published in: American Journal of Physics, September 2001
DOI: 10.1119/1.1374249
Authors: Catherine H. Crouch, Catherine H. Crouch, Eric Mazur

About this score
Good score compared to outputs of the same age (69th percentile)

Mendeley Readers
The data shown below were compiled from readership statistics for 496 Mendeley readers of this research output. Click here to see the associated Mendeley record.

Scopus
Back to results | 1 of 1
American Journal of Physics
Volume 69, Issue 9, September 2001, Pages 970-977

Peer Instruction: Ten years of experience and results (Article)
Crouch, C.H., Mazur, E.
Department of Physics, Harvard University, Cambridge, MA 02138, United States

Abstract
We report data from ten years of teaching with Peer Instruction (PI) in the calculus- and algebra-based introductory physics courses for nonmajors; our results indicate increased student mastery of both conceptual reasoning and quantitative problem solving upon implementing PI. We also discuss ways in which we have improved our implementation of PI since introducing it in 1991. Most notably, we have replaced in-class reading quizzes with pre-class written responses to the reading. Introduced a research-based mechanics textbook for portions of the course, and incorporated cooperative learning into the discussion sections as well as the lectures. These improvements are intended to help students learn more from pre-class reading and to increase student engagement in the discussion sections, and are accompanied by further increases in student understanding. © 2001 American Association of Physics Teachers.
Students as co-creators of teaching approaches, course design, and curricula: implications for academic developers

Overview of attention for article published in International Journal for Academic Development, June 2011

About this score
Good score compared to outputs of the same age (67th percentile)

Mentioned by
2 tweeters

Readers on
62 Mendeley

What is this page?

Geographical breakdown

<table>
<thead>
<tr>
<th>Country</th>
<th>Count</th>
<th>As %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greece</td>
<td>1</td>
<td>50%</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>5</td>
<td>8%</td>
</tr>
<tr>
<td>United States</td>
<td>2</td>
<td>3%</td>
</tr>
<tr>
<td>Netherlands</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Ireland</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Brazil</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Spain</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Unknown</td>
<td>52</td>
<td>83%</td>
</tr>
</tbody>
</table>

Demographic breakdown

<table>
<thead>
<tr>
<th>Readers by professional status</th>
<th>Count</th>
<th>As %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D. Student</td>
<td>13</td>
<td>21%</td>
</tr>
<tr>
<td>Other Professional</td>
<td>7</td>
<td>11%</td>
</tr>
<tr>
<td>Doctoral Student</td>
<td>6</td>
<td>10%</td>
</tr>
<tr>
<td>Lecturer</td>
<td>6</td>
<td>10%</td>
</tr>
<tr>
<td>Student (Master)</td>
<td>6</td>
<td>10%</td>
</tr>
<tr>
<td>Other</td>
<td>19</td>
<td>30%</td>
</tr>
<tr>
<td>Unknown</td>
<td>6</td>
<td>10%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Readers by discipline</th>
<th>Count</th>
<th>As %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>34</td>
<td>54%</td>
</tr>
<tr>
<td>Medicine</td>
<td>4</td>
<td>6%</td>
</tr>
<tr>
<td>Computer and Information Science</td>
<td>3</td>
<td>5%</td>
</tr>
<tr>
<td>Psychology</td>
<td>3</td>
<td>5%</td>
</tr>
<tr>
<td>Sports and Recreation</td>
<td>2</td>
<td>3%</td>
</tr>
<tr>
<td>Other</td>
<td>11</td>
<td>17%</td>
</tr>
</tbody>
</table>
The Ferric Reducing Ability of Plasma (FRAP) as a Measure of “Antioxidant Power”: The FRAP Assay

Overview of attention for article published in Analytical Biochemistry, July 1996

Abstract
A simple, automated test measuring the ferric reducing ability of plasma (FRAP) as a measure of “antioxidant power”. Ferric to ferrous ion ratio is obtained by comparing the absorbance changes. Absorbance changes are linear over a wide range of antioxidant concentration. There is no significant interference by ascorbic acid, and uric acid are all 2.0, that is, 500-1000 umol/l. FRAP assay is inexpensive, reagents easy to prepare. The FRAP assay offers a putative index of human health and some researchers interested in oxidative stress.

About this score
In the top 25% of all research outputs scored by Altmetric

Mentioned by
2 blogs
1 Wikipedia page

Readers on
1021 Mendeley
1 CiteULike

What is this page?
Present and future arboviral threats

Overview of attention for article published in Antiviral Research, February 2010

Abstract
Arthropod-borne viruses (arboviruses) are important causes of human disease and many cause disease after spillover transmission to humans and agriculture. Viruses such as dengue (DENV) and chikungunya (CHIKV) that have large epidemics in tropical urban centers. Many arboviruses recently have increased in incidence of mechanisms. Beginning in 1999, West Nile virus (WNV) underwent a 10-fold increase in associated with avian mortality coupled with adaptation for replication in the Americas. Japan.
What academic research caught the public imagination in 2015?
A new antibiotic kills pathogens without detectable resistance
Published in Nature – January 2015

AUTHORS
Lossie L. Ling, Tanja Schneider, Aaron J. Peoples, Amy L. Spoering, Ina Engels

INSTITUTIONS
German Center for Infection Research, Northeastern University, NovoBiotic

COUNTRIES
Germany, United Kingdom, United States

SUBJECT AREA
Medical & Health Sciences

View article  Full Altmetric report
Alternative metrics

“Across all subjects, the two most important social media platforms contributing to the Altmetric Score are Twitter and Mendeley. For instance, the General & Internal Medicine articles have been tweeted 13,585 times and shared 5,225 times in Mendeley.”

“Why” – Share your insight

Communication

Connection

Tools
...and “How” ???

- What
- Why
- How
What’s good for you?
In Closing...

About SoTL
Teaching can always become more effective and learning more significant and enduring.

The Scholarship of Teaching and Learning (SoTL) engages individuals in designing, conducting, and publishing research on teaching and learning. SoTL emphasizes that teaching is a serious intellectual activity that can be both deeply personal and highly collegial.

For instructors engaging in SoTL, "the work of the classroom becomes a site for inquiry, asking and answering questions about students’ learning in ways that can improve one’s own classroom and also advance the larger profession of teaching" (Huber and Hutchings, 2005).

Download the 2016 Program at a Glance!
Your questions and comments?
Discussion during presentation:

2 important issues discussed
• Privacy
• Social Media Policies

After note: we have added some information and links which might be useful on Social Media Policies (which also include issues on privacy) in the following 3 slides.
Social Media Policy

“...addresses the major issues related to employee blogging but its principles can be applied to more recent forms of social networking as well. All such policies need careful tailoring, depending on what sector your company is in.”

From our research, six factors emerged as the highest priority in the successful development and implementation of a corporate blogging policy. These include:

**Culture:** Foster a corporate culture of openness. Listen to and respect the opinions of employees, customers and other constituencies.

**Trust:** Employees should be trusted to communicate and develop relationships with customers. Do not review blog posts prior to posting. Trust your employees to be good communicators and to use good judgment.

**Training:** Provide complete training about how to blog, and review legal issues with employees. Give employees the option of training rather than requiring them to participate.

**Transparency:** Disclose connections with customers in blog posts. Reveal any commercial or personal connections. Transparency and authenticity are key.

**Accuracy:** Check facts. Check with colleagues before publishing content that will affect them. If you write about private conversations, ask for permission before publishing.

**Comments:** Develop and clearly communicate your organization’s comment policy. Set expectations and clearly communicate what is and what is not allowed on the blog. Allow negative and positive comments, but restrict inappropriate comments. Write to the person who commented first.

Social Media Policy Database

- Collection of policies and guidelines for different kinds of organizations (including Academic institutions)
- Includes guides and templates
- Good reference point to familiarize yourself on the “to-dos” and “do-nots” if your organization does not have an existing social media policy/guideline

Social Media Handbook

- What is Social Media?
- How Vanderbilt is Using Social Media
- Important Policies
- Before You Do Anything: Do You Really Need a Social Media Account?
- Getting Started
- Tell Us About It!
- Best Practices for a Successful Social Media Presence
- Contacts and Resources
- Appendix A: Social Media Strategy Worksheet
- Appendix B: Setting up a Facebook page
- Appendix C: Setting up a Flickr Account
- Appendix D: Creating a Twitter Profile
- Appendix E: Wikipedia Best Practices
- Appendix F: YouTube
- Appendix G: Creating an Instagram account
- Social Media Icons

Social media has changed the way we communicate – both as an institution and as individuals. With tools such as YouTube, Facebook, Twitter, blogs and Flickr, anyone with an Internet connection now has the ability to create a dynamic Web presence, update it from wherever they are whenever they want, and share their content instantly with friends and followers around the world. Social media has given Vanderbilt the opportunity to engage in ongoing “conversations” with our students, faculty, staff, parents, alumni, colleagues, fans and friends about what is most important to them, extending the community found on the Vanderbilt campus to the world.

Vanderbilt University supports the use of social media by employees to connect with students, fellow faculty and staff, alumni, fans, colleagues and more. This handbook provides guidance on how to do so effectively, safely and within university guidelines.

Social media is constantly changing. As a result, this handbook will continue to evolve. If you have suggestions, please email University Web Communications at www@vanderbilt.edu.
Privacy (FERPA)

VI. Do not disclose student information. Abide by Family Educational Rights and Privacy Act (FERPA). This is especially important in dealing with students who post questions online about their educational circumstances (e.g. "Did my credits transfer?"). Ask the student for a private conversation.

Privacy should also be extended to not tagging or identifying students without permission in photos posted to social media channels, unless it is a re-post of a University news story. University accounts are also encouraged to follow and engage with recognized school groups and organizations rather than individual students.
References


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