

Advocating Professional Social Networking to Academics

Paula Anne Beasley & Linda Norbury

Subject Advisors

(College of Engineering & Physical Sciences)

Library Services, University of Birmingham

Web 2.0 in research and teaching

- Case studies in academia e.g. “Learning In 140-Character Bites” http://prism-magazine.org/oct09/tt_01.cfm
- Anecdotal evidence of Web 2.0 use in research

Web 2.0 technologies

- Knowledge of these technologies
 - Students
 - Academics
- University of Birmingham policy
- Who is training the lecturers and researchers?

To address the skills gap

- Facilitate the use of Web 2.0 technologies where they could be shown to have benefits for teaching and research.
- Close the knowledge gap within the academic staff population by offering basic training in an accessible environment

Staff Survey

- Who?
 - College staff
- Why?
 - Inform training content
- How?
 - email

Some comments from the survey

- Twitter is virtually useless, but I have made use of Tumblr as a simple form of blogging
- I've actually backed away from using such tools because I have found them counterproductive to enhancing student learning !
- For research, I use rss feeds
- The iGoogle homepage is rather handy as it allows Google reader and twitter feeds to be displayed on one page.

Other issues raised in the survey replies

- Student responses to Web 2.0 technologies
- Security of services.
- University policy.
- Lack of knowledge.
- Right tools for the job?

Training session – event planning

- Invitations
- Advertised as a basic introduction
- Aim

Training session - planning

- Attendees
 - Type
 - Number
- Venue
- Session content
 - Blogs and micro-blogging

Training session - delivery

- Houston we have a problem!
- <http://epssubjectadvisors.blogspot.com>
- <http://twitter.com/EPSSubjctAdvice>
- Barriers to achieving aims
- Self-enrolment course
- Feedback

Next steps

- Follow up seminars
 - social networking
 - social bookmarking.
- WebCT support material.
 - Captivate demonstrations