Advocating Professional Social Networking to Academics

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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](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://epsssubjectadvisors.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