# While we are waiting, here are some tweets to get us thinking about our topic

**Steve Wheeler**
@timbuckteeth

Following

Who am I today? Am I an actor? Reflections on digital identiy by one of my students @CharlotteMcGiff bit.ly/1i6vDAR

← Reply   ⇄ Retweet   ★ Favorite   ••• More

**Anatoliy Gruzd**
@gruzd

Following

Time to merge my online & off-line identities! Today I've changed my Twitter handle to @gruzd It is also 2 chars shorter than @dalprof :)

← Reply   ⇄ Retweet   ★ Favorite   ••• More

10:44 AM - 12 Nov 13

**sava**
@savasavasava

Following

@mattthomas thanks, Matt. I cite @veletsianos extensively in my work, and even know about his impressive karaoke skillz ;)

**Matt Thomas**
@mattthomas

Following

A number of former students follow me on Twitter. When they see how academics conduct themselves here, they express their horror to me.

← Reply   ⇄ Retweet   ★ Favorite   ••• More

# What Do Academics and Educators Do on Social Media and Networks?

## What Do Their Experiences Tell Us About Identity and the Web?

George Veletsianos, PhD

Canada Research Chair

Associate Professor
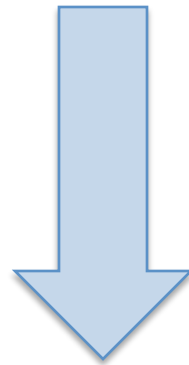
School of Education and Technology

**Royal Roads**
UNIVERSITY

# My research

Students', Instructors', and Scholars' experiences and practices with emerging technologies in digital environments

(e.g., social networks, open scholarship, open courses/experiences)

To improve environments and practices

# Emerging Technologies

- May or may not be new technologies

- Evolving, "coming into being"

- Go through "hype cycles"

- Not yet fully understood

- Not yet fully researched

- Potentially disruptive (but potential is unfulfilled)

(Veletsianos, 2010)

# In this presentation

Explore the activities and practices that academics/scholars enact when they use social media and online networks for scholarship.

Focus on 3 issues:

(a) Open Practices.
(b) Personal-professional tensions.
(c) Identity.

# Scholars'/Educators' Participation in Online Social Networks

Moran et al. (2011) surveyed 1,921 faculty :

**45%** use Facebook for professional, non-classroom, purposes.

**11%** using on a daily basis to pursue professional goals.

Faculty Focus (2010) survey of 1,372 faculty <**35%** use Twitter.

# Audience contributions: How do you use social media & online networks in your own work?

Participation in online spaces is prevalent…

# But

The ways that emerging technologies and social media are used and experienced by researchers and educators are poorly understood and inadequately researched

# So, we have a lot of unanswered questions

- How and why do they use these tools?
- What are their motivations, challenges, outcomes?
- What does participation look like?
- Does use vary by academic rank?
- What is their experience like?
- What is the reality like? (c.f., Selwyn, potential vs. realities)

From digital/open scholarship…

to Networked Participatory Scholarship

"The practice of scholars' use of participatory technologies and online social networks to share, reflect upon, critique, improve, validate, and further their scholarship" (Veletsianos & Kimmons, 2012)
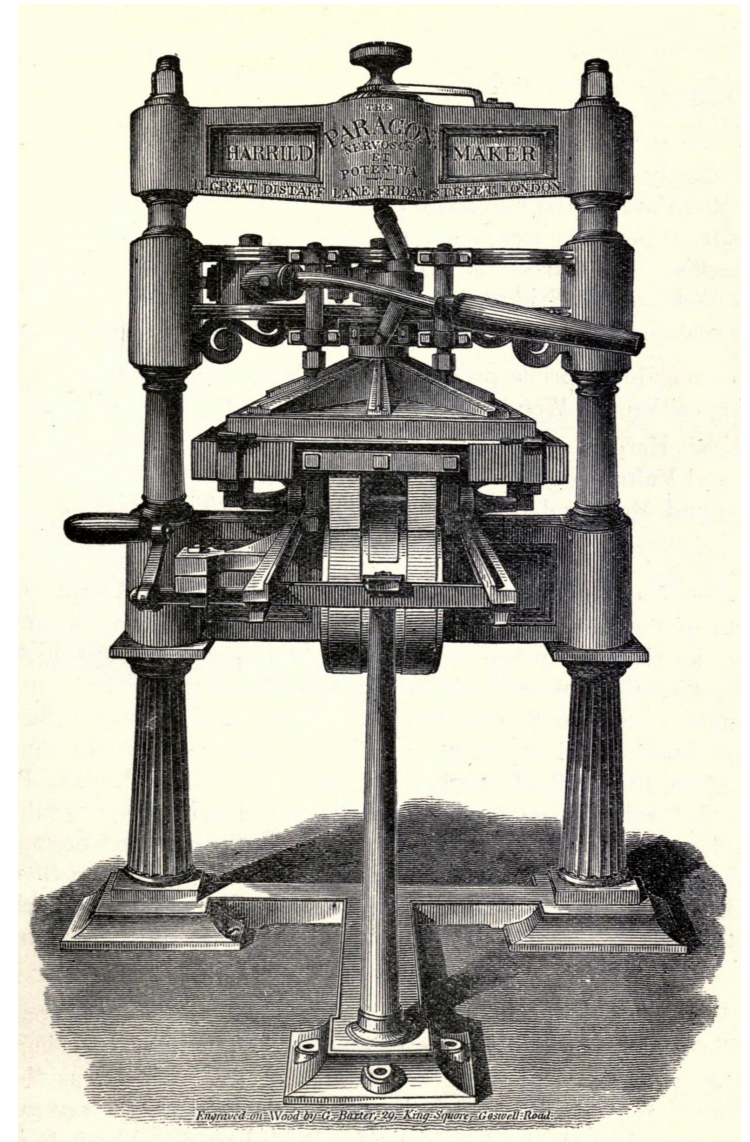
# Networked Participatory Scholarship

# The shared history of scholarship and technology

"universities have always intersected with the society in which they are domiciled and have, to a certain extent, changed with society, culminating in the contemporary ... university" (Siemens and Matheos, 2010, ¶ 9)

# My research on these issues

- Individual
- Collaborative
  - Royce Kimmons: http://www.kimmons.me
  - Kasey Ford
  - In the works: Andy Coverdale, Amy Collier, (You?)
- Largely qualitative
- Data
  - Interviews
  - focus groups
  - Naturalistic social media data (e.g., tweets → ethnographic data collection methods)
- Analytic methods
  - Grounded theory
  - Basic interpretive
  - Phenomenology

# 1. Open Practices

# Open Practices

- Faculty use social media to:
  - Explore scholarly ideas
  - Re-envision their identities as public intellectuals
  - Share knowledge
  - Debate & critique
  - Advice & reflect
  - Connect with other researchers
  - Reach multiple audiences

(Kjellberg, 2010; Kirkup, 2010; Martindale & Wiley, 2005; Mewburn & Thompson, 2013; Veletsianos, 2012)

What scholarly activities do individuals enact on social media?

# What scholarly activities do individuals enact on social media?

Announcements

Collaborative authoring

Draft papers

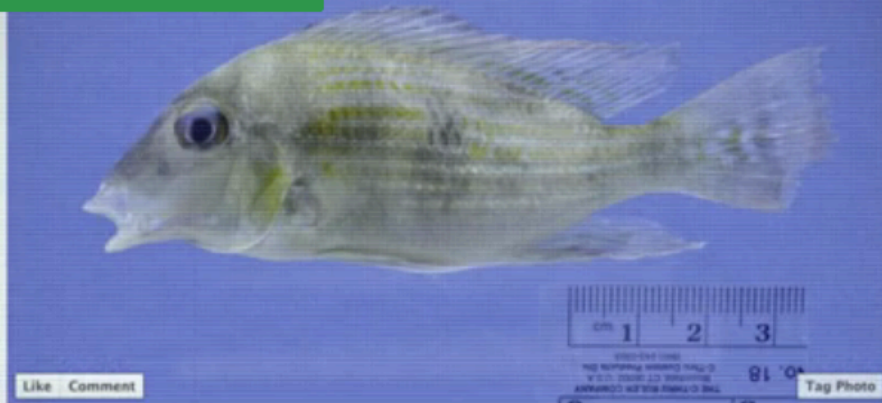Debates + commentary

Open textbooks

Open teaching

Syllabi + Activities

Public P&T materials

Live streaming
Live-Blogging

Crowdsourcing

Veletsianos (2013)

SEPTEMBER 2012: **DEGREES OF SEPARATION**

◄ ►

Like | Comment

Tag Photo

**Brian Sidlauskas**
Like · Comment · Share · February 8, 2011

Album: Fishes of the Cuyuni River, Guyana
· 31 of 114

**Hernan Lopez-Fernandez** Geophagus sp. "Guyana"
February 8, 2011 at 2:11pm · Like

Shared with: 👥 Public

**Rae Sidlauskas** is this the same as the one before?
amazing how much the colors change.
February 8, 2011 at 3:59pm · Like

📷 Tag This Photo
📍 Add Location

**Hernan Lopez-Fernandez** Yes, it is crazy. This one is
probably a juvenile, so it is much less colorful

Download
Report This Photo

**Devin B...**
can call...
"diagnos...

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reddit  IAmA   **comments**   related

⬆ 🔘 **IAmA high school science teacher. I'm sick of the misconceptions about teachers. Ask me anything...** (self.IAmA)
69  submitted 3 hours ago by bmusolfmoose
⬇     305 comments  share  save  hide  report

sorted by: top ▾

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[–] **mazeltov3** 15 points 1 hour ago
Isn't that the problem though? That because teaching is so undervalued that it generally is not an aspiration for those
who are exceptionally intelligent. I think that a goal of the education system should be to make teaching as valued as
doctors or lawyers or businessmen in an effort to increase the quality of those who go into the field. One thing that
some states are doing when it comes to high school teachers is preferring or requiring that incoming HS teachers have
degrees in the subject field they want to teach. I think this is a good start.
permalink  parent  report  reply

[–] **guynumberthree** 5 points 1 hour ago
It's a good start, but what's really needed is higher pay. I know I sure as hell wouldn't settle for a teacher's salary,
and neither will most people coming out of good colleges with decent class ranks. Unfortunately, the costs in our
education system are already out of control (we spend more per student than many better systems). I have no idea
how to fix that.
permalink  parent  report  reply

[–] **kaydub88** 3 points 53 minutes ago
Get rid of tenure, fire the worthless teachers, divide the worthless teachers salaries up and give it to the teachers that
deserve it.

Also, stop trying to get EVERYONE to go to college and graduate highschool. Not everybody is supposed to go to
college or graduate highschool. All that's happening is the curriculum is being dumbed down and our great students
are being dumbed down with it.

Until we get rid of tenure for K-12 education and NCLB there won't be any fix to education.
permalink  parent  report  reply

search reddit

this post was submitted on 15 Jun 2011
**69** points (71% like it)
114 up votes 45 down votes
shortlink: redd.it/i0gvi

**IAmA**

- frontpage  329,341 readers

**Verification System**

If users are skeptical about your IAMA, you might
be asked for verification by the mods.

Optionally, if you would like to be verified, submit
your proof to moderator mail to be processed.

Verification will only be completed for posts the
moderators feel need it or would benefit from it. It
is not required for all posts.

System classification are as follows:

- 🟢 = Confirmed True
- 🔴 = Suspected Fake
- ⚫ = Default Unsure
- ~~Strikethrough~~ = Confirmed Fake

Post what you are, have people ask you about
yourself. Obvious nonsense and anything but self
posts will be deleted.

**Asking for money for yourself will get you
banned.**

IAmA=I Am A

These acts/activities question academic traditions & the status quo

And circumvent systems...

PirateUniversity.org

ThePaperBay.com

Reddit.com/r/Scholar

"an act of civil disobedience toward the publishing enterprise" Kroll, 2011

# On open practices and "sharing"

What do we share?

- Vulnerabilities (e.g., areas of personal growth)
- Struggles (e.g., a divorce)
- Passions (e.g., soccer, knitting)
- Mundane details of our life
- "Hang out" … "Mess around" … (c.f., Ito et al, 2013)

→ Unrelated to the profession, but…
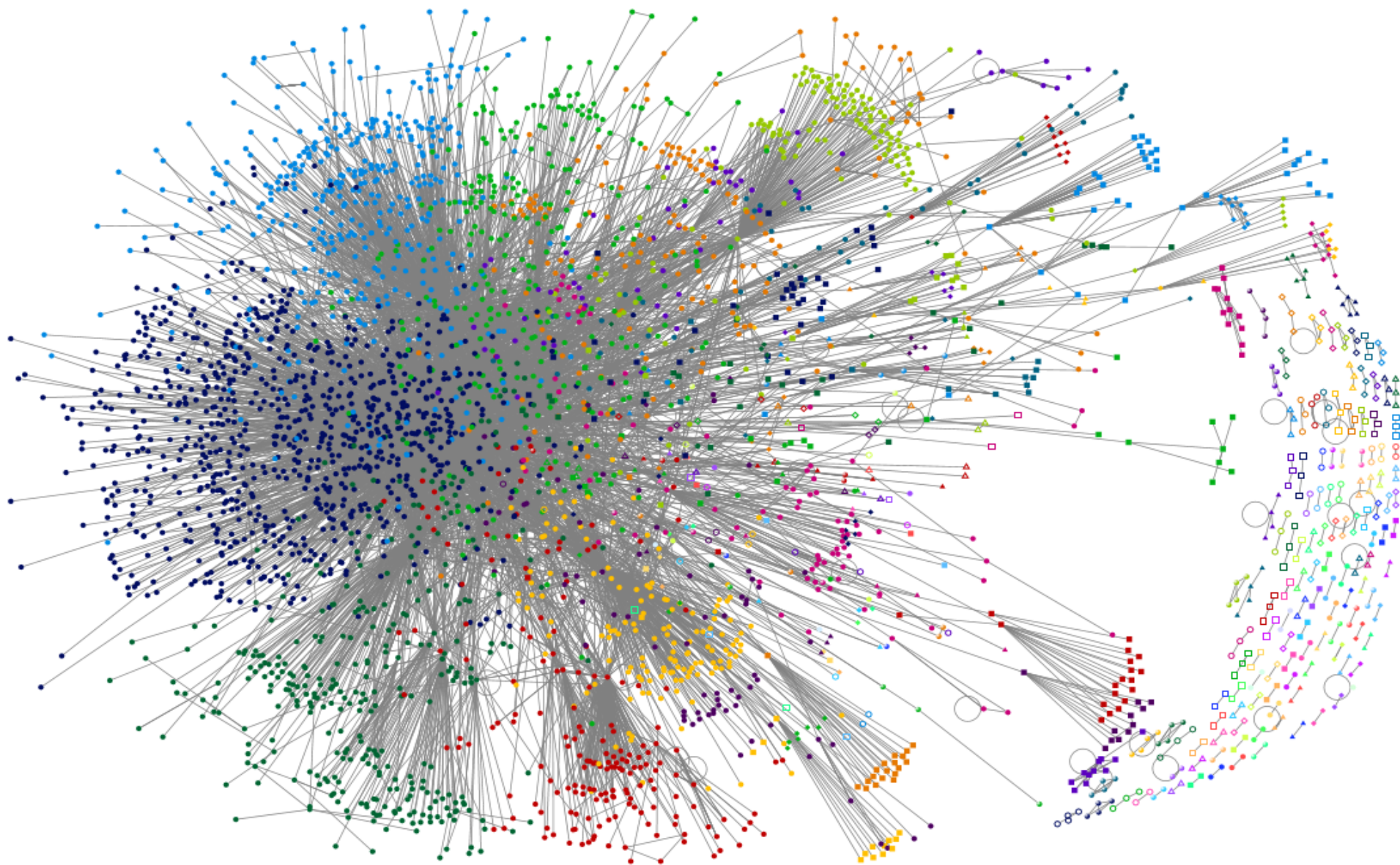**What is the value of these activities?**

# Spaces of isolation?

# Or "places of gathering" and "networks of care and bonding"



Veletsianos (2013)

#PhDChat

# 2. Personal-Professional Tensions

Audience contributions: Have you experienced any tensions in your networked participation? If so, what are some issues that you have faced?

# Personal-professional tensions

Web 2.0 sites largely used for personal rather than educational reasons (Luckin et al., 2009; Selwyn, 2009).

Researchers of Tomorrow project (2010): young researchers (doctoral students born between 1982 and 1994) are not utilizing social networking technologies for scholarship

Is this surprising?

# Personal-professional tensions

"My position [as a professor] is building a community of teachers that I talk to ... where you can share, and so [participation in these spaces] makes total sense."

Veletsianos & Kimmons (2013)

# Personal-professional tensions

"My position [as a professor] is building a community of teachers that I talk to ... where you can share, and so [participation in these spaces] makes total sense."

"I made it [Facebook] this hybrid space ... and sometimes it's really annoying. … I keep thinking I should be writing or looking at data, and I'm doing this! … I think that I created the conundrum that I live in now."

# Personal-professional tensions

"My position [as a professor] is building a community of teachers that I talk to ... where you can share, and so [participation in these spaces] makes total sense."

"I made it [Facebook] this hybrid space ... and sometimes it's really annoying. ... I keep thinking I should be writing or looking at data, and I'm doing this! ... I think that I created the conundrum that I live in now."

"All the [expletive] is not really worth it. ... I think that it's okay for students to not know everything about their professor. ... [These practices] add to the complexity of those who struggle with the home-work balance and the ... technology pull. ... I don't have time for you. "

# 3. Identity

# Digital Identity

Stewart (2012) sees a number of key selves in social media:

- the performative, public self;
- the quantified or articulated self;
- the participatory self
- the asynchronous self;
- the polysocial or augmented reality self;
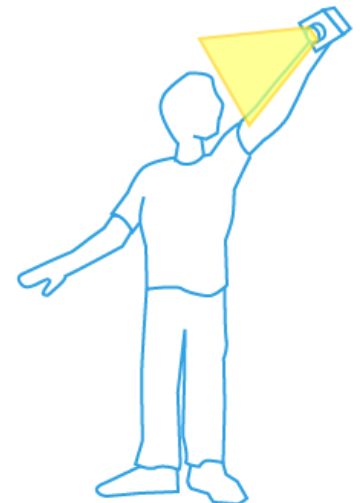- the neo-liberal or branded self.

http://theory.cribchronicles.com/2012/05/06/digital-identities-six-key-selves/

# Digital Identity

**We create it**
→ Intentional web presence
  Lowenthal & Dunlap (2012)

**It is created and/or structured for us**
  →Acceptable Identity Fragments (Kimmons & Veletsianos, under review)

# On Environments & Determinism

"We shape our buildings, and afterwards our buildings shape us." (Churchill, 1943)

"We shape our tools and thereafter our tools shape us" (McLuhan, 1994).

Emerging technologies shape and are being shaped by … practice (Veletsianos, 2010).

# When our identity is (partly) structured for us….

We need to be mindful that:

- Technology is not neutral

(especially because frequently repurpose technologies developed for non-educational purposes that may have different value/belief systems)

# Identity

A constellation of interconnected acceptable identity fragments

Each fragment is
- Intentional
- Authentic
- Transitional
- Incomplete
- Socially-constructed
- Socially-responsive

(Kimmons & Veletsianos, under review)
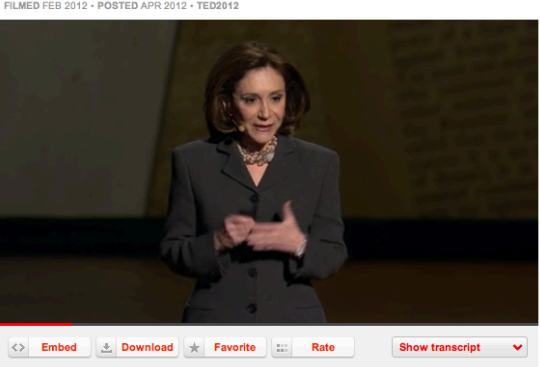
# Identity

Educator participation in SNS is

- Neither fully representative of authentic identity

- Nor dramaturgical

(Kimmons & Veletsianos, under review)

# In closing…

The open web is a monstrous place

Sherry Turkle: Connected, but alone?

The open web is a wondrous place

# Issues to consider:

- Teach sharing as a practice/literacy?
- PhD Student preparation? → Teach Networked Participatory Scholarship, or some other form of "digital scholarship" practices
- Examine the impact of open practices
- Examine assumptions: Who has access & who participated
- Information management & scholarly processes
- Cultivating a scholarly identity online?
- Evaluating impact of these practice, recognizing their value/implications

Tonight at 9pm EST Bonnie Stewart is leading "Building a Networked Identity" for #wweopen13 –

Join at: http://www.tinyurl.com/pten8yw

# Thank you!

This presentation is available on
www.slideshare.com/veletsianos


www.veletsianos.com
@veletsianos on Twitter
veletsianos@gmail.com

# Related work
## Available at http://www.veletsianos/publications

Kimmons, R., and Veletsianos, G. (under review). Teacher professionalization in the age of social networking sites.

Kimmons, R., and Veletsianos, G. (under review). The fragmented educator 2.0: Social networking sites, acceptable identity fragments, and the identity constellation.

Veletsianos, G. (2013). Open Practices and Identity: Evidence from Researchers and Educators' Social Media Participation. *British Journal of Educational Technology*, 44(3), 639-651.

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Veletsianos, G. (2012). Higher Education Scholars' Participation and Practices on Twitter. Journal of Computer Assisted Learning, 28(4), 336-349.

Veletsianos, G. & Kimmons, R. (2012). Networked Participatory Scholarship: Emergent Techno-Cultural Pressures Toward Open and Digital Scholarship in Online Networks. Computers & Education, 58(2), 766-774.

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