Online Presence:
developing your presence
1 How to Use This Course Book

This handbook accompanies the taught sessions for the course. Each section contains a brief overview of a topic for your reference and then one or more exercises.

1.1 The Exercises

Exercises are arranged as follows:

- This is a workshop and there are no set exercises

1.2 Writing Conventions

A number of conventions are used to help you to be clear about what you need to do in each step of a task.

- In general, the word **press** indicates you need to press a key on the keyboard. **Click**, **choose** or **select** refer to using the mouse and clicking on items on the screen (unless you have your own favourite way of operating screen features).

- Names of keys on the keyboard, for example the Enter (or Return) key, are shown like this: Enter.

- Multiple key names linked by a + (for example, Ctrl+z) indicate that the first key should be held down while the remaining keys are pressed; all keys can then be released together.

- Words and commands typed in by the user are shown like this:

- Labels and titles on the screen are shown like this.

- Drop-down menu options are indicated by the name of the options separated by a vertical bar, for example **File|Print**. In this example you need to select the option **Print** from the **File** menu. To do this, click with the mouse button on the **File** menu name; move the cursor to **Print**; when **Print** is highlighted, click the mouse button again.

- A button to be clicked will look like this.

- The names of software packages are identified like this, and the names of files to be used like this.
1.3 Software/ sites Used

*WordPress, Social Media sites, other blogs and individual websites*

1.4 Files Used

User supplied

1.5 Revision Information

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1.6 Copyright

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2 Introduction

Welcome to the course Online Presence: developing your presence.

This booklet accompanies the course delivered by IT Services, IT Learning Programme. Although the topics are clearly explained so that you can work through them yourselves, you will find that it will help if you also attend the taught workshop session where you can get advice from the lecturers, demonstrators and even each other!

If at any time you are not clear about any aspect of the course, please make sure you ask your lecturer or demonstrator for some help. If you are away from the class, you can get help by email from your lecturer or from help@it.ox.ac.uk

2.1 What You Should Already Know

This session is a follow on to the building online presence workshop and will deal with some of the available social tools commonly used as well as explaining how to set up a personal page here at.

We will assume that you have some knowledge of social media and have perhaps used tools such as Facebook, LinkedIn or Twitter (though no knowledge of these specific tools is required to attend the course). A general awareness of the web as a source of personal presence is examined and used to underpin the concept of online presence.

The computer network in IT Services may differ slightly from that which you are used to in your College or Department; if you are confused by the differences, ask for help from the lecturer or demonstrators.

2.2 What You Will Learn

This course will help you create and online presence to promote your teaching and research. It is a single session, covering the core tools and employing a strategy to help you manage your presence, and provides tasks for hands-on practice.

In this session we will cover the following topics:

- Strategic planning of your online presence
- Building communities and networking online
- Using management tools to help with the delivery of information across your online presence
- How to assess your progress in developing your presence

2.3 Where Can I Get the Tools

Most of these tools are freely available online or in the Oxford network. Tools to make media to support your online presence are too numerous to list but the membership to the Digital Media User Group WebLearn site you will receive has comprehensive links to the main providers, as well as lots of supporting information to help you get started.

The course book has links to all the tools used in the workshop and the Online Presence WebLearn site will have extended support.
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4 How do you build a community

Building a successful online community that reflects and enhances your academic goals is the core reason to engage with online presence. Obvious points to make are that this will:

- Happen over a period of time
- Take an investment of time engaging with the presence
- Rely on a strong sense of objectives
- Need a strategy that is open to change and new possibilities
- Have a limit to its resources – match interaction to available content/time/effort
- Require you to be a giver: works best as a conversation not a broadcast

4.1 Groups

Groups are usually a feature of Social media tools such as FaceBook, LinkedIn and Academia.edu. They all have slightly different ways of offering essentially the same service – mutual interest membership. Some sites may even call groups something else but they will still perform the same functions. Identifying, forming, and using groups can be a central activity to defining your network.

4.1.1 Finding groups

Log into your account with the tool you are interested in then look around for a link to the group function. Below are a few examples to get you started:
LinkedIn

Figure 1: LinkedIn header with three group areas to explore

The group drop down list to the right in the image has a search box to its right so you can look for groups in your area of interest. Equally, if there are no results in your area of interest you can start your own group. Click on the **Create a group** link just below.

Academia.edu

Figure 2: The academia search box is at the top of the page

Entering search criteria in the academia.edu box will bring up institutions, interests (which has similar functionality to groups), and people. Having named research interests links you automatically to all the other members who have registered the same interest. Academia also gives up papers as a search result so a search on categories like ‘flamenco’ or ‘Beowulf’ will give results in the form of people and academic papers, allowing a wide range of activity to be searched.
Online Presence: developing your presence

4.2 Mendeley

Mendeley is a tool for collecting, storing, and sharing a bibliography for a project (a thesis or a project journal for example). The fact that it is social media enhanced means that others can search user’s papers if permissions have been set to be open. There is also a group functionality with the ability to see the groups bibliography – often a short cut to accessing larger collections of interesting material. Joining groups and adding your own papers to that group’s list is one way to increase your discoverability.

Figure 2: Mendeley allows to search for papers, people and groups
4.3 Delicious

Delicious is a tool to share websites or more accurately, anything with an url. This site has become simplified since it’s takeover by Yahoo in 2011 but still offers an ability to follow and talk to other users and of course to promote links, or sets of links, that might contain your online presence to the wider world. There is one simple search bar at the top of the application:

![Figure 3: The simple Delicious tool bar](image)

4.4 Joining groups

Joining groups is usually as simple as signing up to them – by clicking a join button or similar. Once you have done this you will have access to, and be able to see, that group in your profile in the social media tool. You will be able to look at new content and contribute your own so that the other group members can view your material. Many of the groups are little more than forums allowing quick communication between self-selecting closed groups – but some are a little more complex such as the Academia.edu site – which allows you to post papers, journals and other larger texts as well as updates and links.

4.4.1 Contributing to groups

Ultimately many groups simplify down to being a discussion forum and the same considerations apply

- Read through the posts to avoid repetition
- Not the language and presence of an overriding tone if it can be detected
- Look at replies

4.5 Forums

Existing forums are excellent places to build your network. Prime considerations are learning the ethos of the forum (accepted behaviour on forums varies widely) and you need to be sure of etiquette and risk giving or receiving offence.

Key issues:

- Spend as much time (or more) answering other’s posts as making your own, especially if your posts tend to be broadcast.
- Try to post in a conversational way at least some of the time – ask questions, seek opinion etc.
4.6 Google+ circles

One of the key things Google+ does well is allowing you to group your contacts into ‘circles’ that are centred on an interest or activity. Contacts can be involved in more than one circle so you can organize your contacts based on work patterns you are involved. If you have three specific projects you are working on you can create three circles, name them with the project title and add contacts to the circles so it becomes an area for contact between that group.

![Google+ circles](image)

**Figure 4:** There are some default circles and the ability to create circles of contacts using the circle tool.

4.7 Where to communicate with your community

Where they are! Don’t expect people to migrate to new tools in their online presence because that’s where you are. Existing communities should be joined and contributed to in situ rather than any attempt to tempt them into moving somewhere you might find more convenient. They are as busy as you are so will resist and unnecessary changes to their practice.

4.8 What different types of community are you interested in

4.8.1 One user – multi audiences

This is the most common model for a single academic researchers and teachers talking to multiple audiences. Most individuals will not deploy multiple online identities to meet their needs so how do we target different audience with content from the same outlets that are used to talk to everyone?

Solutions tend to involve various ways of filtering information or who can receive the information.

Tools used include tagging, categories, groups, circles and your audience will likely include:

- General public
- Peers
- Funders
- Employers
- Prospective employers
Students

4.8.2 Multi user profiles - many audiences

Managing multiple profiles that are purpose-built for specific audiences

If you have very diverse interests that are not necessarily mutually beneficial or coherent, you might decide to create different profiles on the same tools to meet these different needs. Only do this if you are certain that the goals warrant such work and that you have time to maintain both profiles. You are nearly doubling the amount of work required to keep an online presence by effectively having two. You will certainly need to have strong organization skills to help manage workflows that change at different times and might require a heavy commitment at the same time.
5 How to measure impact

5.1 Google Analytics

Google Analytics is the most widely used website statistics service. It is currently in use on around 49.95% of the top 1,000,000 websites according to a market share analysis by Alexa Internet Inc. This free Google service assembles detailed statistics about website visitors and is primarily aimed at commercial users, but can be adapted for scholarly purposes, such as tracking visitors to an academic blog. It shows dashboard-type data for the casual user that can be accessed to greater depths within the report set. All data can be compared and segmented for analysis in a variety of infographics. Users can add up to 50 website profiles. Google Analytics will run only for sites that have traffic of fewer than 5 million pageviews per month; which corresponds to approximately 2 pageviews per second.

![Google Analytics Dashboard]

**Figure 5: A sample page of Google Analytics**
Google Analytics records how visitors were referred to the site, including search engines (and the search terms used), advertising, e-mail links and links within PDFs. Users can track which landing pages visitors arrive at the site at, and which pages they leave from through the Visitor Behaviour function. Page performance can be assessed through measuring user movement through the site and identifying key demographics by tracking, for example, geographical location, language, device and browser.

Google Analytics works by embedding page tags, called Google Analytics Tracking Code, on each page of the user website. This piece of JavaScript code transmits information to a Google server. If cookies are enabled on the client browser, this code also stores anonymous information such as whether the visitor has been to the site before, the timestamp of the visit and where the visitor came from.

Many ad filtering programs, however, can block the Google Analytics Tracking Code leading to holes in data collection. Privacy networks can also disguise the user’s location, and not all users have JavaScript-enabled browsers. Whilst these limitations affect only a small number of visits, the largest effect on data accuracy is from web users deleting or blocking cookies. This can be discouraged by, for example, making visitors more comfortable with the site by posting a privacy policy.

5.2 Altmetrics

Increasingly, academics are using the web to store their everyday work. Online reference managers Zotero and Mendeley both claim to have over 40 million articles deposited in their libraries, substantially more than PubMed. A Scribd 2010 survey suggested that a third of scholars are on Twitter, and a growing number also cultivate academic blogs.

These new forms display and amplify scholarly impact. Articles moved from a dusty shelf to Mendeley, CiteULike or Zotero can now be easily discovered and cited. Conversations are taking place not just in corridors and common rooms but on blogs and social networks, where distance is no barrier to who can listen and join in. Datasets can now be tracked in their new homes in online repositories. These activities substantiate scholarly impact in a way that has far greater range than any possible before. We call the components of this trace altmetrics.

Altmetrics both clarify our picture of impact, and expand our knowledge of how impact is being made. This is important because expressions of scholarship are diversifying. Increasingly joining the ranks of articles are:

- Shared “raw science” in forms such as datasets, codes, and experimental blueprints
• Semantic publishing or “nanopublication,” in which the scholarly piece is not an article but an argument or passage

• Self-publishing through blogging, microblogging, and annotating or commenting on extant work.

For this diverse environment altmetrics make up an appropriately diverse toolkit; a kit that is essential in measuring the impact of these new forms, beyond the scope of traditional methods. This diversity can also help measure the collective impact of an entire research group or institution.

Altmetrics are fast and accessible. They use public APIs to gather data in a matter of days or weeks. This data, as well as the scripts and algorithms that collect and interpret it, is fully open. Altmetrics go further than counting to call attention to semantic content such as usernames, timestamps and tags. Altmetrics are more than citations or webometrics, which, though related to altmetrics, are relatively slow, unstructured, and closed.
6 Open Publishing

6.1 What is Open Publishing?

This is publishing your content without going through formal routes such as journals and other institutionalised forms of distribution. Open Publishing also requires copyright considerations to make your content available for people to use in their own ways. The idea behind this is that your content will be discovered and accessed by many more people than if you just released it in the traditional routes of a monograph etc. Traditional pressure upon Faculties and Departments pushes them to accumulate publications in Tier-One journals, and similar prestigious repositories of knowledge. The much more recent drive towards Open Publishing is an alternative pressure, spearheaded by both Government directives and an increasingly democratic attitude towards knowledge both within and without Universities.

6.2 How?

6.2.1 Publish in open-access journals.

These open journals are more easily discovered, including through Google searches, making it easier for others to access and share your work. The “read” count for work published in this way tends to be far higher, simply because of this enhanced discoverability. Below, for example, are figures (accurate of 23/05/12) for a number of articles published by J. Dunlap and P.R. Lowenthal in open-access journals. [1] As shown, over time, the “read” count reaches the thousands:

<table>
<thead>
<tr>
<th>Open Access Article</th>
<th>&quot;Read&quot; Counts*</th>
</tr>
</thead>
</table>
When publishing to open-access journals, however, submission should be treated with caution. It is advisable to focus on journals with high readership, a good level of respect, and the facility for allowing you to track the number of times people read your article. Find journals such as this that are appropriate to your field by asking colleagues, professional associates and the library staff of your Faculty.

6.2.2 Share your papers online.

An increasing number of academic social networks and online reference managers allow their members to share their work with a defined audience. Some of the more widely used sites at the moment are:

- Academia
- CiteULike
- ERIC
- Mendeley
- Research Gate
- Selected Works
- Zotero

Some of these sites, such as CiteULike have more of a focus on reference management, whilst others such as Academia emphasise social networking. All of these sites, however, provide a platform for a faculty or individual academic to set up a profile, which can be linked back to their professional website, to share details of papers that have been published or presented at conference.

It is best to join as many of these sites as possible. The best strategy is to keep all of the profiles current, updating them whenever you present or publish something new. Each site also offers useful features and tools, such as the notifications that Academia can be set to send to you each time someone searches for you or your work.

Document repositories that are not specific to academia can also be useful in surfacing your work online. Scribd.com, for example, can be used as another way of making manuscripts available online. You might also check with your Faculty library to find out what they are doing to increase scholarly exposure.
6.2.3 Share presentations online.

As well as posting your presentations to your website post them on presentation repository sites like SlideShare and Slideboom. These sites are used to search for presentations on specific topics. They are also tagged for Google searches and offer the following benefits:

- They show the total number of views.
- They increase the possibility of others to finding your work and also allow them to share and reuse it.
- They provide a central venue for presentation searches.
- Their large user base ensures that they generate higher search engine rankings.
- They provide an easy URL to point to your presentations by which, rather than directing users to one presentation, you indicate your library of work to them.

Using sites like SlideShare also widens your online presence, creating a further channel for people to find you and your work. Though traditional SEO (Search Engine Optimisation) focuses on drawing users to one specific website, a more effective strategy is to drive users to your scholarly content, whether that content is located on your professional website or on a third-party platform.

6.2.4 Share your teaching materials and contribute open educational resources online.

Sharing teaching materials beyond your educational institution demonstrates scholarly expertise at the same time as releasing valuable resources with the wider subject community. The quality, quantity, and variety of content you make available online helps develop online presence and establish scholarly credibility. As well as publishing on your website you can use sites such as MERLOT that categorise teaching materials by discipline, grade level and type. You can use YouTube to circulate videos and visual materials, or release them through iTunesU or as Oxford podcasts at http://podcasts.ox.ac.uk/open. This latter platform can also be used to release audio files, such as lectures.
6.2.5 Share material directly through blogging and social media

Scholars and institutions often produce work of value not only to the university but also to the wider subject community. Research in progress, or projects not yet developed to formal publication quality, can still be shared in other ways. Work such as creative writing, data analysis, literature reviews, pilot study reports, program evaluations, teaching materials and white papers can be shared online through social media or through your professional or personal blog. Increasingly academics are also making the decision to publish ‘blog-only’ articles. Whilst relatively radical, this approach can help to establish a direct conversation about your work through your blog, and is a tangible way of demonstrating outreach and impact on the wider subject community. This is most effective through a blog that already has an established readership, such as Elizabeth Eva Leach’s personal blog <eeleach.wordpress.com/blog>. Her publication of two blog-only articles builds on her purpose of providing easy access to abstracts and descriptions of her work.

Social media platforms are also a great way to build your academic network, engage with your subject community, and communicate with wider publics. Remember that social media is a conversation – it’s not just about pushing information out, it is a two-way process that develops and maintains relationships, has etiquette, and if used correctly can enhance your academic career profoundly.
7 Case studies

*The future is already here – it’s just not very evenly distributed.*

William Gibson

In this section we describe three uses of the Internet that we believe point the way towards the future of online presence. Today we might characterize online presence as telling people about our work and engaging in some dialogue. In the examples below there is less of a separation between outreach, research, teaching and learning. It is all just happening online together at the same time. If this becomes the norm then our online presence will be measured by our contributions to different communities, as judged by these communities, and then others who consume the outcome of the communities work e.g. a journal article. There may also be no reason to expect that our peers will be employed as academics.

7.1 Citizen science

![The Zooniverse user interface](image)

*Figure 8: The Zooniverse user interface*

The Zooniverse team has created a very elegant way to create citizen science projects. The website allows researchers to present large data sets to small armies of people who are willing to learn how to complete moderately simple and repetitive tasks. The data tends to be image sets where there is the need for a human to search for specific shapes and colors. The current data sets include ancient Greek manuscripts, images of far off galaxies and slides of human cells.
Obviously the research group that owns a project in Zooniverse benefits from some potentially arduous work being completed for free. This approach to citizen science also seems to be a great way to get involved in current research and learn something new about a specific topic. The people who undertake the tasks also get a chance to network with other people who are interested in the project and the scientist if they have time to take part. One amusing way to encourage people to work hard is to give people points for their contributions and then put them onto a leader board. Gamification is a term that broadly defines this technique to design digital technologies to encourage ‘real-world’ action.

7.2 Polymath project

What happens when you open up your research question to anyone with an Internet connection? That is one way of phrasing what Sir Tim Gowers decided to ask when he started the Polymath projects [1]. The idea is simple enough: define a problem and use blogs and wikis to help people get involved. What could be game changing though is the emphasis on encouraging people to submit small ideas continuously and let the overarching solution evolve from many different contributions. Professor Gower is well-known in academic spheres for having taken a strong stance against traditional publishers, notably Elsevier [2]. If successful his approach would certainly change what it means to publishing. The image to the left shows the first Polymath project journal article that will be submitted for formal peer-review. The main thing to notice is the author – D.H. J.
Polymath is a reference to all the people who contributed to the solution using the project forum.

Figure 11: Statistical information for the Polymath blog

As in open source software people get involved in Polymath projects for a wide range of reasons. The image above shows a graphic taken from Cranshaw and Kittur paper’s paper *The Polymath Project: Lessons from a Successful Online Collaboration in Mathematics*. [3] In it they describe a wide range of fascinating dynamics, showing the importance of contributions by Gower and a fellow field medalist Tao, but also how many other people contributed as time went on. The general forums threads about the polymath project show that many people feel inspired to simple watch cutting edge mathematics emerging before their eyes.

Michael Nielson has done a great job of bringing together a rich set of resources about all things Polymath - the interested reader is encouraged to visit his wiki [4].

References:

Virtual Learning Systems (VLEs) or Learning Management Systems (LMSs) have been around for at least 10 years. They bring together commonly available web tools (forums, chat, wikis, filestores etc) into a consistent user interface and account management system. Generally speaking the information and people are organised around the idea of a class or cohort. At Oxford we have WebLearn (Sakai software) and some groups use Moodle. But what happens when you open up access to a course to anyone with an Internet connection? This is the question being asked by a number of different commercial companies and researchers. MOOCs are so new we do not know the answers yet (they really only became well known in 2011) but it is clear to see that MOOCs could have a very significant impact on what it means to teach, and perhaps to a lesser extent, to do research.

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<th>How IT's Raised</th>
<th>What You Get</th>
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<td>Average score of 75% or higher in quizzes</td>
<td>Statement of Accomplishment</td>
</tr>
<tr>
<td>Quiz Mastery Badge</td>
<td>Top 1% of all student scores in quizzes</td>
<td>Inclusion in the Quiz Mastery Hall of Fame</td>
</tr>
<tr>
<td>Forum Achievement Badge</td>
<td>Average score of 75% or higher on forum evaluation scores, or &quot;vote-up&quot;, and 3 points per week</td>
<td>Statement of Accomplishments</td>
</tr>
<tr>
<td>Forum Mastery Badge</td>
<td>Top 1% of all forum evaluation scores</td>
<td>Invitation to exclusive live Q &amp; A session with panel of experts</td>
</tr>
<tr>
<td>Project Achievement Badge</td>
<td>Average score of 75% or higher on peer assessment score</td>
<td>Statement of Accomplishments</td>
</tr>
</tbody>
</table>
| Project Mastery Badge | Top 1% of all student scores on project | Invitation to collaborate with instructor on a revised FAQ

**Figure 12: information page for the Coursera MOOC**

Firstly it is not unusual for a course to attract 100,000 students. This is potentially 100,000 people watching videos of an academic’s lectures. In the Coursera MOOC most courses are structured around videos, tests and assessments. The use of forums is quite wild and all kinds of fascinating behaviours are on display. Students quickly form online groups outside of the Coursera platform using tools like Facebook and Linked-in, or may even arrange to meet people face-to-face using Meetup. Perhaps more interestingly some MOOCs are trying to make use of achievement badges and this is where learning can quickly tip into real-world research. A project achievement badge requires students to design and carry out their own projects and then peer-review other people’s efforts. The projects that score the highest get a mastery badge. This then opens up the idea that tutors could use MOOCs as a way to select the best students for their course, or to do research with e.g. co-write a book chapter.
8 Strategies of engagement

If you plan to use online tools to regularly engage with your audiences and communities it can be a good idea to think about developing a strategy for doing so. This will help you to organise your time and resources effectively and also to measure the impact of your endeavours. Your online presence can be used to create communication relationships with people across the globe. It may be helpful to think about making your strategy by focusing on how digital media can be used to promote you, promote your work, promote your expertise, and enhance engagement with networks, communities and audiences.

Below are a set of questions to help you in developing engagement strategy:

1. What do I want to achieve?
2. Who do I want to engage with?
3. What tools best fit what I want to do?
4. What do I want to share?
5. How much time do I have?
6. What next?
7. How am I doing?

8.1 What do I want to achieve?

It is a good idea to first think about your general goals and then use these to devise specific objectives. Some examples of good general objectives are:

- Disseminate news
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- Build awareness of you and your work
- Get feedback/ideas on your work
- Become part of an existing community
- Build a community
- Have a conversation about a particular topic

In order to make these goals accountable, however, it is good to convert them into measurable metrics. For example you might aim to:

- Write 500 words on my research every week and share it.
- Increase number of hits to my personal website by...
- Increase my citations by...
- Increase downloads of my papers/slides etc. by...
- Increase invitations to speak at a conference by...
- Discover two new articles to read a week
For all of the above you should think about realistic figures as your goals. You may also have goals that cannot be numerically quantified. For example:

- Foster culture/communication/learning through increasing conversations about...
- Feel more part of the subject community.

These targets can be measured by looking at changes to the content of your site as it develops.

8.2 Who do you want to engage with?
List existing communities and people whom which you want to engage or reach, then:

- Listen to what they have to say whether on established sites, or offline.
- In these conversations look for keywords, as well as important advocates and influencers who will share your work with many others and give it credibility.

When engaging with an established community it is easiest to begin as a spectator by joining a relevant site and reading discussions and posts in order to learn about etiquette and topic types. An easy way to begin interacting is to add your own value to the discussions that others have started, or add to comments with ideas of your own.

8.3 What tools best fit what I want to do?
It may be helpful to start by making an overview of the types of tools available to you so that you can identify the paths appropriate to you and your work, and reach the communities and people you want to engage with. The platforms that you might use are:

- Blogging e.g. wordpress
- Micro-blogging e.g. Twitter
- Photosharing sites e.g. Picasa, instagram, flickr, pinterest
- Social networking sites e.g. Facebook, LinkedIn,
- Chat rooms
- Message board
- Podcasts and audiosharing e.g. itunes, soundcloud
- Video sharing e.g. YouTube, vimeo
- Document sharing sites e.g slideshare, scribd,

Before beginning it may also be worth finding out who the Internet thinks you are right now by googling yourself to get a general impression. Don’t forget to search image results too to see how images of your appear in results – as well as what other images appear too!

Set up your profile in one or two online spaces, such as a personal web page, a blog, LinkedIn, a blog or Twitter. This profile can take several forms, and you should decide which kind is most suitable to you before beginning:

- Personal-professional: for an individual
Online Presence: developing your presence

- Individual/collective-organisational: for a member actively representing an institution
- Totally organisational: an official page of an organisation
- The character account: invent a character to represent your audience and communicate through them, for example, the Wadham Alumnus Facebook page

Remember that, if necessary, you can have more than one profile/persona to suit your needs. It is important that your profiles are consistent so it could be wise to have more than one if your needs are diverse.

8.4 What can I share?

Content is king. It doesn’t matter what type of tool you are using to deliver it, if the content isn’t engaging, the people and the communities you hope to reach will not be engaged wither. Think about types of content you could develop that you would be happy sharing, that is relevant and timely. This may involve making your existing work suitable for online formats, and you should consider the ways that writing for the web may differ from other kinds of discourse, (e.g.making your writing punchier and shorter).

- Choose your themes and topics to build your content around;
- Select the media types that you will use to present your work e.g. text, infographics ; images; videos; podcasts; ebooks; presentations or news updates.
- If you are not able or comfortable about sharing your research online, think about sharing your experiences in doing it and posting abstracts of published papers with links to where readers can download the full article.
Online Presence: developing your presence

- Comment on and share the content of others.
- Think about mapping your content to current affairs or existing publicity for other things in order to increase its discoverability.

8.5 How much time do I have?

The best way to do this is to begin by enhancing your existing relationships with users, other sites and between your own content, and not to forget your core site.

- Keep your profiles up to date. Consider have one profile you maintain regularly (e.g. LinkedIn / Academia.edu) and link to this profile from other sites and tools.
- Post regularly (but do not overload)
- If you only have a little time you can spare, make sure it is spread out regularly. For example, tweet for 10 minutes a day, rather than an hour on Friday afternoon; post one short blog post a week rather than a lengthy one once a month.
- Post at key times (e.g. between 10.00am and 3.00pm Monday – Thursday)
- If you are using a number of different social media tools, consider using a social media aggregator to post to log into all your accounts at once and have an overview of them all. You can even post to multiple accounts at the same time. Hootsuite and Tweetdeck are the two most popular free tools.

8.6 What next?

1. Are there other types of content that would enhance your online presence? Can you post content on multiple sites to increase your discoverability and reach? Research appropriate sites for your content types, for example, Picasa, instagram, flickr and pinteret for images; YouTube and vimeo for video; iTunes and soundcloud for audio; slideshare, scribd for documents.
2. Create further profiles in order to share your work. These may include using social media; social networks; microblogs such as tumblr and posterous; social bookmarking such as reddit, stumbleupon, delicious and digg
3. Make sure that you also link any new content to your other online presences to make it more easily discovered.

You may want to think about diversifying the type of content that you are producing in order to widen the range of sites that you can use.

8.7 How am I doing?

Self-evaluation is important. Keeping both long and short-term objectives in mind keeps the effectiveness of your online presence in the foreground. Focus on metrics that relate to your objectives (see step 1) and consider keeping an Impact File of your success.
Our Strategy Advice in a Nutshell:

Start small. Focus on your objectives. Then grow.

8.7.1 Keeping a record

... Of what you said (on blogs/twitter etc) - a tool for reflection and learning...slant being, by attending to your presence you will learn about yourself...in other words, keep an archive of your twitter feed for example.

This is not an archive (or not only an archive). It’s a personal journal that reflects your subjective (backed by objective data!) view of the success of the overall goals of the online presence. It is a way of focussing on the bigger picture and not getting distracted by local weather. It does not have to be verbose and should simply help you to reach your goal in the most expedient manner.
9 Other Resources

Courses offering training in word-processing and related topics are described below. In all cases, please refer to the IT SERVICES IT Courses web page (http://www.it.ox.ac.uk/courses/) for further details.

9.1 DMUG (digital media user group)
Contact DMUG on dmug@it.ox.ac.uk

9.2 Podcasting service
Contact the IT Services Podcast service on podcasts@it.ox.ac.uk

9.3 Computer8
We encourage everyone to work at their own pace. This may mean that you don’t manage to finish all of the exercises for this session. If this is the case, and you would like to complete the exercises while someone is on hand to help you, come along to one of the Computer8 sessions that run during term time. More details are available from www.it.ox.ac.uk/courses/

9.4 IT SERVICES Help Centre
The IT Services Help centre is open from 8:30 am to 8:30 pm, Monday to Friday. You can use the facilities to work through the exercises in this booklet, or use any of the applications that are available.

The Help Centre is also a good place to get advice about any aspect of using computer software or hardware. You can contact the Help Centre on (2)73200 or by email on help@it.ox.ac.uk

9.5 Downloadable Course Materials
These course materials are available through the ITLP Portfolio, at http://portfolio.it.ox.ac.uk.

Each course pack includes the course handbook in pdf form and a zip folder of the exercise files that you need to complete the exercises. Archive versions of the course book may also be useful if you use an earlier version of the software.

The ITLP Portfolio helps you find articles, videos, resources and weblinks for further IT study. For some resources, you will be asked for your Oxford (SSO) username and password.
The future is already here — it’s just not very evenly distributed.

William Gibson

What happens when you invite anyone with an Internet connection to your course?

The network can’t be tamed
Why do people learn?

<table>
<thead>
<tr>
<th>What You Do</th>
<th>How It Works</th>
<th>Why It Works</th>
</tr>
</thead>
<tbody>
<tr>
<td>Game</td>
<td>Top 1% of students score &gt; 95%</td>
<td>Behavioral change</td>
</tr>
<tr>
<td>Gamified Memory</td>
<td>Top 1% of students score &gt; 95%</td>
<td>Behavioral change</td>
</tr>
<tr>
<td>Project Achievement</td>
<td>Average score of 75% or higher on a final evaluation</td>
<td>Statement of accomplishment</td>
</tr>
<tr>
<td>Project Mootness</td>
<td>Top 1% of students achieve a score &gt; 95%</td>
<td>Statement of accomplishment</td>
</tr>
<tr>
<td>Project Rhetoric</td>
<td>Average score of 75% or higher on a final assignment</td>
<td>Statement of accomplishment</td>
</tr>
<tr>
<td>Project Written</td>
<td>Top 1% of students score &gt; 95%</td>
<td>Invitation to collaborate with a mentor on a research project</td>
</tr>
</tbody>
</table>

What happens when you invite anyone with an Internet connection into your research?

Demonstration - SETI
Encourage the network

Gamification

Polymath projects

William Timothy Gowers

[Image of William Timothy Gowers]

Laurence Kenyon

[Image of Laurence Kenyon]

[Image of various people's faces]
Clever appropriation of a wide range of freely available tools

The network does need guiding

Traditional extrinsic reward – a peer-reviewed published paper
References

MOOCs

Zooniverse

Polymath
User-Generated-Content to support public-engagement, education and knowledge exchange

- **The Oxford Community Collection Model**
  - The Great War Archive, Woruldhord, Europeana 1914-1918, Europeana 1989, Merton @750
- **Citizens** (Zooniverse, Transcribe Bentham, nQuire-it)
- Experts setting-up wikis and blogs for users to contribute to
- RunCoCo “value”
  “impact”
Someone had added this to Pinterest.

Online Presence:

Websites

All images are deemed to be in the public domain. Where there is any doubt fair use is claimed for scholarship purposes.

Online Presence:

Photo-sharing sites

All images are deemed to be in the public domain. Where there is any doubt fair use is claimed for scholarship purposes.


"The main benefit for a project is when its photo is used in a wiki article. Photos are unpaid ambassadors who bring back wiki articles. A poor photo with a CC license gets more use than 1000s of good (but copyright protected) photos. For example 4 visits a day to the museum website from an obscure wiki article using a terrible photo."

Roger Bamkin, wikipedia administrator, co-creator of “Qpedia”.

Open up to Wikimedia Commons
E.g. Marilyn Monroe with the US Marine Corps: 1,390 "likes" 30+ "comments" 432+ "shares"

The response can be facile or funny and can sometimes be incredibly informative.

"Our Facebook figures have gone up a huge amount over the last year. This was because I realised that on Facebook, it's all about choosing single images. Images get shared more than anything else on Facebook, and picking them is like picking tracks from albums to be singles. Unless an image is a potential hit single, it won't attract shares, and therefore won't get liked, and therefore the page won't attract as many new fans."

Chris Wild, The Retronaut

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Positives

- Image hosting
- Registration/Access Control
- Cost
- Browse/Search
- Tagging
- Geotagging
- EXIF Data
- Categorisation
- Personalisation
- Commenting
- Bulk upload

Negatives

- No software control
- No digital preservation
- Some human effort required
- Difficult to enforce standards
Flickr as a method of social participation

| STAGE 5 | Individuals Engage with Each Other Socially | contact another user directly or join a group discussion or project |
| STAGE 4 | Individual Interactions are Networked for Social Use | click through to learn more about a particular photographer or commenter |
| STAGE 3 | Individual Interactions are Networked in Aggregate | see all the comments, tags, notes, & favorites for a given image |
| STAGE 2 | Individual Interacts with Content | favorite, tag, or comment on photos |
| STAGE 1 | Individual Consumes Content | look at photos |

Nina Simon The Participatory Museum

What do you need?

OXFORD COMMUNITY COLLECTION MODEL

Online Presence:

Where to start crowdsourcing?

http://runcoco.oucs.ox.ac.uk/
How easily can treasure, buried in the ground, gold hidden, however skilfully, escape any man!

Project Woruldhord
http://projects.oucs.ox.ac.uk/woruldhord/
Online Presence:

The Zooniverse

The Zooniverse provides a highly flexible framework to support and host citizen science projects, as well as a committed and enthusiastic band of volunteers. With these resources, we are able to launch a multi-order variety of projects that could ever exist alone.

Researchers

The Zooniverse is a platform for citizen science, where volunteers can contribute to real scientific research and gain a deeper understanding of the world around them.

1,234,857 participants worldwide

www.zooniverse.org/
Online Presence:

**Experts setting-up wikis and blogs for users to contribute to**

- Encyclopedia of Life (EOL)
- Mental Health Law Online (formerly WikiMentalHealth)
- Personality Rights Database
- Science of Ghosts blog
Online Presence: Science of Ghosts blog

http://scienceofghosts.wordpress.com/

After effects

Sustainability strategies:
• Aim for two-way engagement
• Be part of your community
• Challenge your assumptions

Strategies for achieving each of these are described, along with real examples drawn from the projects with which we worked.

Run a Community Collection online with RunCoCo

http://runcoco.oucs.ox.ac.uk
Where do I start?

1. What do you want to do?

Know your objectives

- I want to raise the profile of my research
- I want to know more about what’s going on in my field
- I want to get feedback on my ideas
- I want to be part of a community
- I want to build a community
- I want to get a job / funding
1. What do you want to do?
   Know your objectives and make them measurable.
   - Increase web traffic by...
   - Increase citations by...
   - Increase downloads by...
   - Increase connections by...
   - Increase invitations by...

2. Who do I want to engage with?
   Choose your audience. Discover your community.
   1. Monitor your community
   2. Look for keywords, advokates, and influencers
   3. Craft your content to your audience and make it shareable.

3. What do I want to share?
   Content is King
   1. Choose themes and topics
   2. Select media types
   3. Re-post and comment on others content
   4. Make it shareable.
   5. Create a content calendar
   6. Map content to existing publicity
4. What tools best fit what I want to do?

- Oxford podcasts
- Mendeley
- Twitter
- Jorum
- Facebook
- Scoop.it
- Slidehare
- YouTube
- Academia.edu
- WebLearn
- LinkedIn
- Twitter
- Storify

Start small then grow
Building a profile

Personal-Professional

Individual/Collective-Organisational
4. How much time do I have?

1. Build traction
2. Keep your profile up-to-date.
3. Post regularly (but do not overload).
4. Spread your time evenly.
5. Post at key times (e.g. between 10-3pm).
6. If using social media consider using an aggregator.
6. Where next?
Reach a wider audience

- Expand content types.
- Expand platforms.
- Cross link.

7. How am I doing?
Measure your impact

1. Revisit your objectives
2. Collect analytics
   1. Google Analytics
   2. Site counter
   3. Hootsuite reports
   4. TwentyFeet.com
3. Request download stats
4. Self-evaluation

In a nutshell
Start Small. Focus on your Objectives. Then Grow.