

# Digital Skills Development: Effective digital profiles for researchers

Resource and Development eBook for  
researchers

Digital Skills Development – developing your  
online profile



DOCTORAL  
SCHOOL

## Contents – At a glance

Welcome to the **Digital Skills Development – developing your online profile** resource eBook. This guide provides links and resource to explore, practical tips and inspiration to get started, so let's explore.....

<b>Contents</b>	<b>Page</b>
<b>Welcome &amp; Introduction</b> Get the most from this guide, aims objectives and essential information	3
<b>The Vitae Researcher Development Framework (RDF)</b> How this links to the RDF and the skills explored in this eBook edition	4
<b>5 Minutes to develop your digital profile strategy</b> What to think about before you begin – have a plan and make the most of being digital	5
<b>Consider your academic currency?</b> Digital can help you to develop Impact, here are some tools to get started such as setting up an ORCID ID	7
<b>Digital Explored...</b>	
1. Why bother doing digital?	9
2. Digital as part of the everyday/Making time for digital	12
3. Maximising digital impact/footprint and personal brand	15
4. What to share and not to share	19
5. Managing risks and conflict and practising effective digital behaviours	22
6. Where to begin...What tools?	26
7. Additional resources	29
<b>Quick Guide to communicating using social media</b> Our step-by-step guide to getting started in producing online content – things to think about and things to do.	30
<b>Enhancing and validating your skills</b> Enhance your digital skills with further training and ways to validate your skills.	33
<b>Key dates and deadlines</b> Setting actions and planning ahead – make a note of key dates, deadlines and a 'to do' list.	34
<b>Meet the authors and contributors</b> Find out more about the authors and contributors to this guide	36

## Welcome & introduction

We are living in a digital era where the majority of people spend a vast amount of time on social media. So as academics it is important that we access this digital world and use it to our advantage. Social media is a key aspect of science communication as it allows us to access a large audience from a variety of different backgrounds. By posting and sharing our research on social media we have the potential to impact not just the academic community but also the general public. Your digital presence will help you to form collaborations with other academics, access a wider audience to disseminate your research and help you to enhance your career, so what are you waiting for!

This guide has been put together for academics and postgraduate students to help you into becoming a successful social media academic. This guide will help you to launch and develop your digital presence to both academic and lay digital audiences. This guide is split into seven sections designed to help you into becoming an effective social media academic:

1. Why bother doing digital?
2. Digital as part of the everyday/Making time for digital
3. Maximising digital impact/footprint and personal brand
4. What to share and not to share
5. Managing risks and conflict and practising effective digital behaviours
6. Where to begin...What tools?
7. Additional resources

The eBook is designed to direct you to useful information and resources to help you get started. The contents have been carefully curated by a team of academics, researcher developers and consultants. Regular prompts and exercises are provided to encourage you to test, try and think further about your digital development journey. Information about the contributors can be found at the back of the book.

Aims of this eBook:

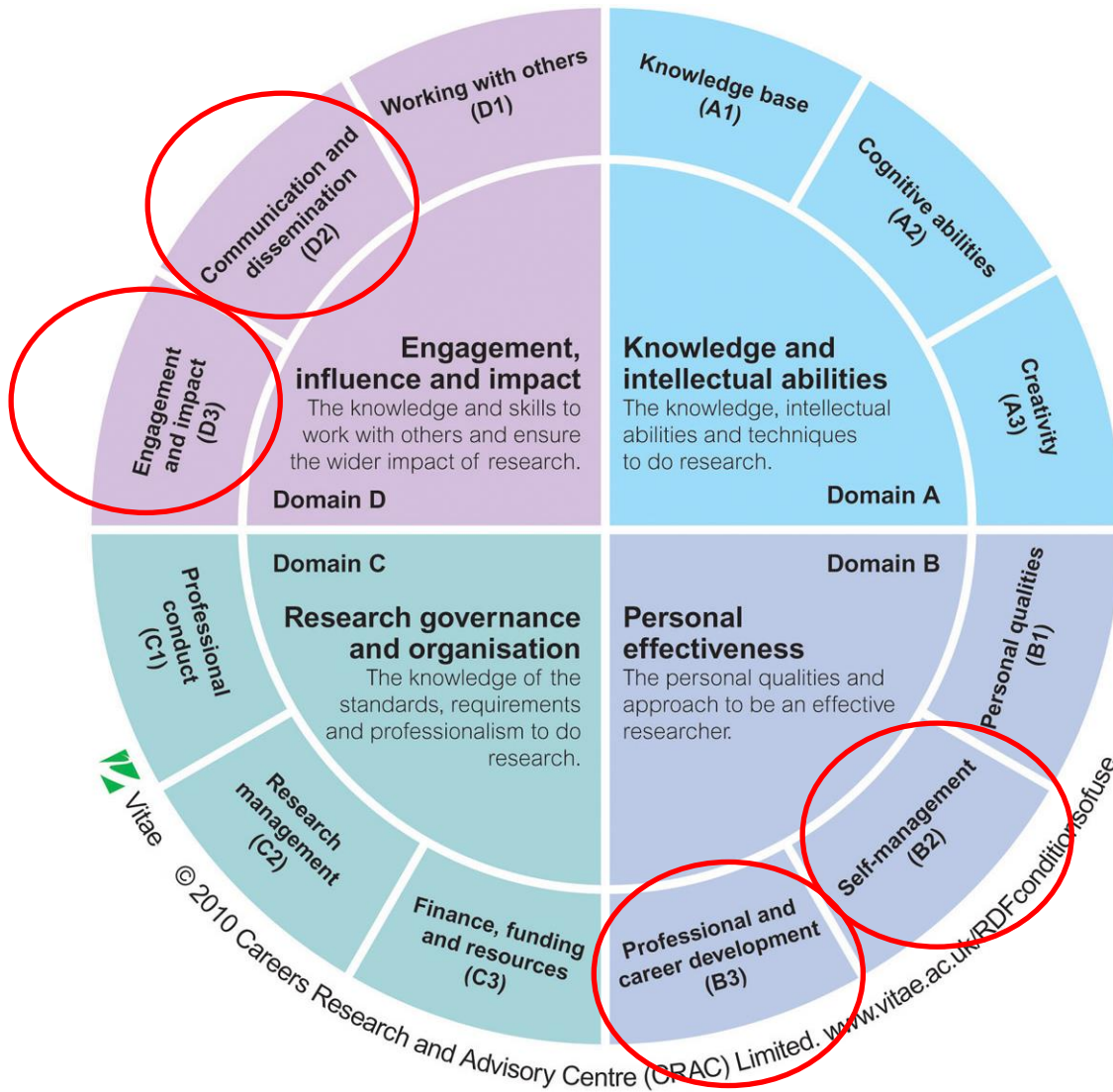
- Specifically focus on Digital Skills Development, useful links and tools
- Provide detailed information about the training and development resources available
- Designed to help plan your attendance and participation in appropriate training
- Used alongside Meetings and Development Plans to identify development opportunities
- Support decision making and work in areas of research impact and professional career development
- Encourages reflection and self-evaluation throughout the development process
- Sign-posts to useful resources, tools, tips and techniques
- Promotes goal setting, the development confidence and capability

Should you have any queries about this resource, please contact Davina Whitnall:

[d.c.whitnall@salford.ac.uk](mailto:d.c.whitnall@salford.ac.uk)

## The Vitae Researcher Development Framework (RDF)

Salford's research development programme is aligned with the national Researcher Development Framework (RDF), which sets out the knowledge, behaviours and skills of successful researchers. The RDF is made up of four sections or Domains. Within each Domain is a sub-domain that provides further detail.



The areas of the RDF explored during this session have been highlighted.

**Tip:** If you would like to review your training and conduct a skills audit of your skills against the RDF – a word template or online format can be downloaded at:

<https://salford.onlinesurveys.ac.uk/rdf-researcher-skills-audit>

## 5 Minutes to develop your digital profile strategy

### What is a digital profile strategy?

Fully understanding why you want to develop your digital profile and what you hope to achieve through this is important to identify before you begin. It can save time and effort in the long run but also ensure you take the right approach for you personally and your research. If you are considering developing your digital profile to promote the reach of your research and raise your profile as an independent researcher, it's essential to think about impact. Impact can mean different things to different people and in different disciplines but it is the underlying 'change' and importance of your work. In developing your plan, thinking about the impact you want to demonstrate or how you wish to connect with others will help inform the best approach to take.

### Identifying Impact

Impact is defined as *'an effect on, change or benefit to the economy, society, culture, public policy or services, health, the environment or quality of life, beyond academia'*.

Consider the Impact of your research through these three broad questions:

- How does your research change the world, society, economy etc.?
- Who directly benefits from your research and why is it important to them?
- What makes your research different to similar projects, researchers or activities?

### The Value of Impact

The UK Government integrated impact into the Research Excellence Framework in 2014, this was an indication of how seriously it took the societal and economic impact of the research it funds. A single impact case study will always be worth significantly more than any single output, this can be up to five times more depending on the Unit of Assessment.

**Action:** find out the value of an impact case study and output in your Unit of Assessment at Salford: <https://tinyurl.com/UoS-Impact-Support>

**Action:** explore impact in more detail using Vitae resources: <https://www.vitae.ac.uk/doing-research/leadership-development-for-principal-investigators-pis/intellectual-leadership/demonstrating-research-impact>

**What's your digital goal?**

Consider what you want to do and why?

[Empty rounded rectangular box for writing a digital goal]

**What I need to think about.....**

**People to talk to.....**

**Things to do.....**

[Large rounded rectangular box for writing thoughts, people to talk to, and things to do]

## Consider your academic currency?

'Academic currency' is a broad definition for the 'things' that make you and your research appealing both in terms of employability, publication and funding. There are two basic steps that you can take to increase your currency, these are:

### 1. Develop Impact

The "Impact" item on your department's Research Excellence Framework submission can make a big difference in rankings, but it also reflects something more meaningful: how good you are at communicating the results of your research and teaching. This resource provides a brief guide to raising your public profile and developing your impact:

***The Impact Factor: How to Raise Your Public Profile*** (Provided by Jobs.ac.uk)  
<http://www.jobs.ac.uk/careers-advice/working-in-higher-education/2086/the-impact-factor-how-to-raise-your-public-profile>

### 2. Develop your profile - Register your ORCID ID

How can you raise your researcher profile? There are many approaches and opportunities to develop and enhance your profile. One of the most important things you can do is to make sure you have a profile. The second most important thing is to ensure you can be found and cited. Here are some strategies and tools to help you raise your profile with minimum effort.

ORCID (which stands for **O**pen **R**esearcher and **C**ontributor **ID**) is a unique digital identifier that distinguishes you from other researchers, integrates with lots of systems (e.g. research funding applications and publication submissions) and allows you to keep track of all of your research activities in one place. If you want to make sure you get the credit for all of the work you do, sign up for an ORCID (<https://orcid.org/>). It will only take a couple of minutes to get yours set up.

**Why use ORCID?** ORCID is a not-for-profit organisation, supported by contributions from research funders, publishers, universities and other organisations with an interest in improving scholarly communications. It's becoming an increasingly important part of the research landscape, with over 4 million ORCID IDs created so far. Many research funders and publishers now require ORCID IDs as part of their submission processes, so if you don't have one already you might find that you need one very soon.

***Five ways to raise your research profile*** (Provided by The University of Birmingham)  
<https://intranet.birmingham.ac.uk/as/libraryservices/library/research/5-ways-improve-research-impact.aspx>



**ORCID at Salford**

ORCID iDs are a great way of ensuring that your research can be easily tracked back to you as an individual, and provide you with an important online presence. Additionally, they are becoming more important to external bodies, and are likely to be required for REF in the future. We now have an ORCID plugin linked to USIR, meaning you can sign up for an iD directly through the repository. Alternatively, if you already have an ORCID iD, please use this plugin to link your iD to USIR. We are aware that some staff have previously manually included their iD on their USIR details. However, the plugin provides far better functionality, allowing the systems to import and export your publications with minimal effort from you! It also allows us to see which staff have an ORCID iD. If you need any further information, please check out the advice on our ORCID pages:

<https://www.salford.ac.uk/library/research/get-an-orcid>

My set up/ update ORCID to do list:



## 1. Why bother doing digital?

This section aims to help you better understand why it is important to establish a digital presence as an academic. It provides various resources on the advantages of social media to academics and postgraduate students and how social media can be used as a teaching resource.

Discusses why academics need a digital persona in the current digital era we are living in.

<https://www.insidehighered.com/digital-learning/views/2017/09/27/academics-need-develop-digital-presence-support-their-work>

Discusses why academics should use social media and the benefits of being an academic on social media.

<https://liverpooluniversitypress.co.uk/pages/why-should-academics-use-social-media>

Explains what being a digital academic means and how being a digital academic can create collaborations.

<https://orcid.org/blog/2016/07/18/being-digital-academic>

How social media can be used in teaching and learning, also includes some quick resources which explain how different social media platforms can be used for teaching.

<https://www2.le.ac.uk/offices/lli/developing-learning-and-teaching/enhance/enhance-participation/social-media-in-teaching-and-learning>

This suggests ideas for using social media with students.

[https://www.celt.mmu.ac.uk/teaching/social\\_media.php?section=using](https://www.celt.mmu.ac.uk/teaching/social_media.php?section=using)

This article discusses why serious academics should be using social media and it's benefits.

<https://www.forbes.com/sites/emilywillingham/2016/08/06/serious-academics-should-use-social-media/#37ca70464fb1>

An interesting blog for postgraduate students on the value of using social media as a PhD student.

<https://thesiswhisperer.com/2010/08/31/social-media-and-your-phd/>

Here you will find 4 ways using social media benefits academics.

<https://medium.com/international-affairs-blog/academic-4-ways-that-social-media-can-benefit-academic-research-d06f53cdaf2c>

This discusses the benefits of engaging in social media as an academic.

<http://www.picklejarcommunications.com/2015/10/07/how-and-why-academics-should-engage-with-social-media/>

Academia can be quite isolating and social media can be used as a tool to improve mental health amongst researchers. This journal article discusses how using social media can help academics with research-isolation.

<https://academic.oup.com/aesa/article/110/5/449/4103473>

Why is digital important to me?

Who can I identify with that does digital well? Consider those both within and outside of your field of research.

What do I want from having a digital presence?

**Digital to do.....**

**What I need to think about.....**

**People to talk to.....**

**Things to do.....**

## 2. Digital as part of the everyday/Making time for digital

This section aims to help you create your own social media strategy which will allow you to get the most out of becoming a digital academic. It also provides you with a guide of how to manage your time on social media and make it part of your everyday routine. It is important to stay active on social media in order to reap the benefits a digital presence will give you. Creating a digital strategy and including social media in your schedule will help you achieve this.

This article provides you with tips on how to create your own social media strategy and what to consider when planning out your strategy.

<https://www.fasttrackimpact.com/single-post/2015/10/27/Create-a-social-media-strategy-for-your-research-that-delivers-real-impact>

This provides you with guidance on how to create a social media strategy specifically for research and how creating a social media research strategy can help increase your digital impact.

<http://www.mayaproject.org/blog/2015/10/27/create-a-social-media-strategy-for-your-research-that-delivers-impact>

A podcast on how to make time for social media even with a busy schedule. The podcast is directed at business but the tips it provides can be applied to academia.

<http://www.pammarketingnut.com/2017/10/make-time-for-social-media-with-these-4-tips-even-if-your-schedule-is-packed/>

This provides you with 12 tips on how to manage multiple social media accounts. Having multiple accounts will help to increase the impact you have online.

<https://blog.bufferapp.com/how-to-manage-multiple-social-media-accounts>

There are peak times on social media, so posting during these times will help to increase your effectiveness online. This article lists the best times to post on social media to achieve higher impact.

<https://blog.hubspot.com/marketing/best-times-post-pin-tweet-social-media-infographic>

This article explains how to use social media to effectively promote research and gives you tips on choosing the right platform for your needs (which you will have identified by planning out a social media strategy).

<https://www.enago.com/academy/using-social-media-to-effectively-promote-your-research/>

This will help you to make the most out of your digital presence. It lists 10 ways to get your research noticed on social media.

<https://www.timeshighereducation.com/blog/10-ways-use-social-media-get-your-research-noticed>

This is a toolkit for using social media, it includes a social media strategy section and explains how you can increase your impact online.

[https://www.sheffield.ac.uk/rs/impact/social\\_media](https://www.sheffield.ac.uk/rs/impact/social_media)

Here is a guide to effective social media usage for authors. It will help you to maximise your time and effectiveness online with minimal effort.

[http://www.emeraldgrouppublishing.com/promo/pdf/social\\_media\\_guide.pdf](http://www.emeraldgrouppublishing.com/promo/pdf/social_media_guide.pdf)

This resource provides you with 15 tips to building a better social media presence quickly and efficiently. <https://sproutsocial.com/insights/building-social-media-presence/>

When will I use social media? (Consider how often, frequency, devices I will use etc.)

How will you sustain your usage? What is the plan for this?

**Digital to do.....**

**What I need to think about.....**

**People to talk to.....**

**Things to do.....**

### 3. Maximising digital impact/footprint and personal brand

Now that you have created a presence on social media and added it to your schedule you will now want to get the most out of being a digital academic. To do that it is important to understand how to maximise your digital impact and this section will help you to do that. Here you will find various links to resources that will help you to get the most out of social media. It also helps you to establish a personal brand and increase your impact on social media. By doing this you will not only enrich your digital presence but you will enhance your academic career.

Here you will find 15 ways to build your personal brand.

<https://www.forbes.com/sites/forbesagencycouncil/2017/05/01/what-does-your-online-presence-say-about-you-15-ways-to-build-your-personal-brand/#6cd78f0f297c>

A useful blog explaining how to create and maintain your web presence.

<https://www.chronicle.com/blogs/profhacker/creating-your-web-presence-a-primer-for-academics/30458>

This explains how to increase your impact with social media and the most effective ways to get noticed.

<https://www.theguardian.com/higher-education-network/2016/feb/24/how-to-become-an-academic-social-media-star>

This video explains what a digital footprint is and what it contains.

[https://www.youtube.com/watch?v=4P\\_gj3oRn8s&feature=youtu.be](https://www.youtube.com/watch?v=4P_gj3oRn8s&feature=youtu.be)

Here you will find 5 tips for aspiring social media academics.

<https://connection.sagepub.com/blog/sage-connection/2016/08/24/5-tips-for-aspiring-social-media-savvy-academics/>

This website contains lots of useful information about becoming a digital academic. It is a social media for research website from Newcastle University and is a must read for aspiring social media academics.

<http://libguides.ncl.ac.uk/socialmedia/socialmedia>

Another useful website from NUI Galway which gives researchers information on the use of social media to aid the research process.

<http://libguides.library.nuigalway.ie/c.php?g=569481&p=3924502>

This tells you how to get more out of social media as a researcher.

<https://hbr.org/2016/06/how-academics-and-researchers-can-get-more-out-of-social-media>

This explains how to use social media as an academic, it includes information on boosting your profile.

<https://www.qsrinternational.com/nvivo/nvivo-community/the-nvivo-blog/using-social-media-as-an-academic-ways-to-create>

Here you will find information on how the use of social media can maximise the impact of your research.

[http://medcommsnetworking.com/presentations/halford\\_010317.pdf](http://medcommsnetworking.com/presentations/halford_010317.pdf)

Here is a journal article for postgraduate students. It explores PhD student's use of digital technologies.

<https://www.tandfonline.com/doi/pdf/10.1080/00131911.2017.1291492?needAccess=true>

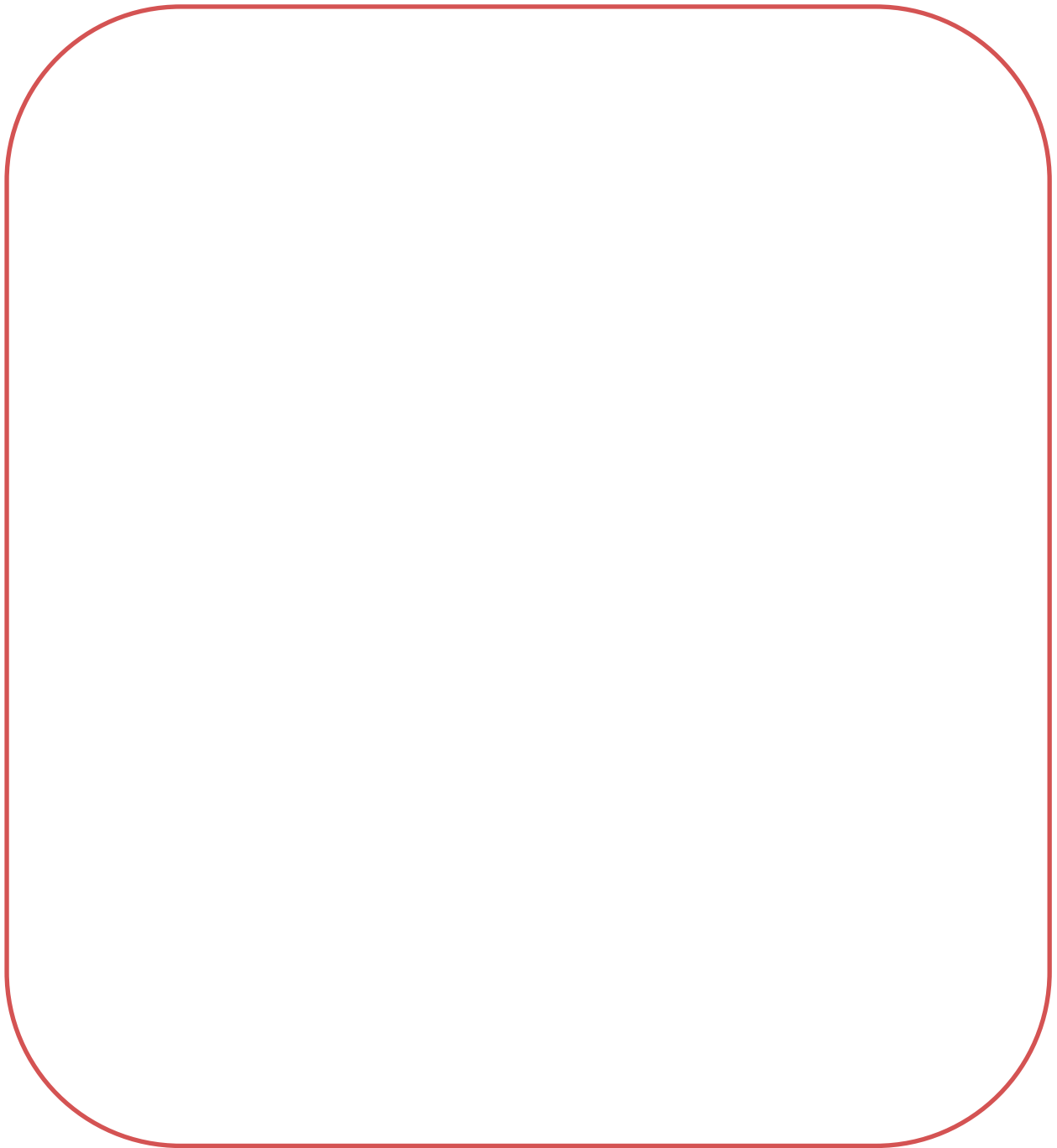
A blog on how social media can be a useful tool for postgraduate research students.

<https://uofgpgrblog.com/pgrblog/social-media-for-pgrs-boosting-your-academic-visibility>

Here is a list of common questions and responses asked by researchers in regards to the use of social media.

<http://salmapatel.co.uk/training/social-media-training-for-researchers>

**The specific questions I have are:**





Summarise your personal brand in a few sentences?

What activities and platforms can be used to support and develop this brand?

**Digital to do.....**

**What I need to think about.....**

**People to talk to.....**

**Things to do.....**

## 4. What to share and not to share

The question of what to share and not to share on social media arises across all disciplines, especially when it comes to sharing research data. This section provides you with advice on sharing data as an academic. It is important that we consider not only our own concerns about making our findings freely available but that we consider any ethical implications that may arise from sharing data online. This section will also help you to separate your academic and personal social media presence so that you not only protect yourself but your integrity as an academic.

This explains what self-plagiarism is and how to avoid it.

<http://www.ithenticate.com/plagiarism-detection-blog/bid/65061/What-Is-Self-Plagiarism-and-How-to-Avoid-It#.W4-F5BgrKUK>

Article discussing if social media creates a plagiarism problem includes link to plagtracker software which checks social media posts for plagiarism.

<https://www.convinceandconvert.com/content-marketing/is-social-media-creating-a-plagiarism-problem-infographic/>

Explains how to protect your privacy on social media.

<https://ischool.syr.edu/infospace/2018/05/02/how-to-protect-your-privacy-on-social-media/>

Guidance on how to safely use social media.

<https://www.theguardian.com/law/2016/aug/12/social-media-law-an-essential-guide>

University of Salford's intellectual property policy, a must read for social media academics.

[https://www.salford.ac.uk/\\_data/assets/pdf\\_file/0005/875219/IntellectualPropertyPolicy.pdf](https://www.salford.ac.uk/_data/assets/pdf_file/0005/875219/IntellectualPropertyPolicy.pdf)

Explains the copyright issues faced by academics in the digital age.

<https://www.aaup.org/article/copyright-academics-digital-age#.W4-RLxgrKUK>

The sharing guidelines for Wiley journal articles. This can be applied to all journals so should be followed by all social media academics.

<https://www.wiley.com/legacy/wileyblackwell/images/Sharing-guidelines-for-Wiley-journal-articles.pdf>

Provides 5 tips on sharing your research on social media.

<https://carleton.ca/communityfirst/2017/5-tips-sharing-research-social-media/>

Article about a study done on data sharing practices in research.

<https://scholarlykitchen.sspnet.org/2014/11/11/to-share-or-not-to-share-that-is-the-research-data-question/>

This explains the pros and cons of sharing your data online.

<http://researchdata.ox.ac.uk/home/sharing-your-data/to-share-or-not-to-share/>

What can I share safely and comfortably? (Consider both your research and personal information)

Do I have any concerns about sharing or questions that I need answered?

If you would like to find out more about data protection, check out the Little Bee Book:  
<https://www-01.ibm.com/common/ssi/cgi-bin/ssialias?htmlfid=TSM03046GBEN>

**Digital to do.....**

**What I need to think about.....**

**People to talk to.....**

**Things to do.....**

## 5. Managing risks and conflict

Establishing a digital presence is a must of academics in the digital era we are currently living in but it is not without its risks. You and your work are open to criticism from other social media users and in some extreme cases people have been harassed on social media. But don't let this put you off! This section will help you to manage these risks and provides you with advice on how to seek help should you ever be subject to harassment online. Here is a link to the University of Salford's reputation management on social media:  
<https://www.salford.ac.uk/social-media-guidelines>

This provides you with useful tips on how to deal with online criticism and trolls as an academic.

<https://conditionallyaccepted.com/2014/10/07/trolls/>

Here you will find advice on how to deal with online criticism should you be faced with it.  
<https://www.themdu.com/guidance-and-advice/guides/dealing-with-online-criticism>

How to handle social media harassment online. This article is directed at women but it has strategies for dealing with it that can be applied to any form of harassment.

<https://www.insidehighered.com/views/2018/05/29/dealing-social-media-harassment-opinion>

This explains both the opportunities and risks associated with the use of social media in academia.

<https://medium.com/open-knowledge-in-he/authenticity-and-vulnerability-opportunities-and-challenges-of-social-media-use-in-academia-9f5e839b04ea>

This link lists the dos and don'ts of social media for teachers. But as academics it is important to remember that you will be visible to your undergraduate students so these guidelines are an important read.

<https://www.weareteachers.com/dos-donts-social-media-for-teachers/>

The University of Salford's guidelines to staying safe online.

<https://www.salford.ac.uk/geo/learningtechnologies/socialmedia>

Consider when a conflict may occur? How will you manage this?

Consider working through any potential risks by carrying out a form of risk assessment. A SWOT analysis can help you to focus specifically on this:

Strengths	Weaknesses
Opportunities	Threats

**Digital to do.....**

**What I need to think about.....**

**People to talk to.....**

**Things to do.....**



## Practicing effective digital behaviours

You may be asking yourself now, is there any way I can avoid these risks and conflicts? Yes there is! Below you will find resources which help you to practise effective digital behaviours and conduct yourself appropriately online. This will help you to avoid risks and conflicts and help you to use social media appropriately.

This is actually a guide for parents but the seven tips that it lists for good social media behaviour should be followed by everyone with an online presence.

<https://www.fosi.org/good-digital-parenting/why-social-media-behavior-matters/>

Explains the ethics and etiquette in social media usage and how to conduct yourself appropriately online.

<https://www.compukol.com/social-media-ethics-and-etiquette/>

Lists 9 social media guidelines for academics which will help you to develop good social media behaviours.

<https://www.york.ac.uk/staff/research/governance/research-policies/social-media/>

Article discussing how academic trolls are viewed from an onlooker's perspective. Explains that trolling is never good even if you are an academic.

<https://www.theguardian.com/higher-education-network/2018/jan/12/trolling-on-social-media-is-never-a-good-look-that-applies-to-academics-too>

How to avoid making a blunder on social media.

<https://tophat.com/blog/social-media-academics-avoiding-blunders/>

Digital identity health check for academics. Explains how to conduct a digital health check to make sure you are making the right impact online.

<https://www.jobs.ac.uk/media/pdf/careers/resources/digital-identity-health-check-for-academics.pdf>

Explains how to maintain your personal reputation in a digital world.

[http://philbradley.typepad.com/phil\\_bradleys\\_weblog/2012/11/personal-reputation-in-a-social-media-world.html?utm\\_source=twitterfeed&utm\\_medium=twitter](http://philbradley.typepad.com/phil_bradleys_weblog/2012/11/personal-reputation-in-a-social-media-world.html?utm_source=twitterfeed&utm_medium=twitter)

The University of Salford's social media guidelines on using social media appropriately.

<https://www.salford.ac.uk/social-media-guidelines>

## 6. Where to begin...What tools?

Here you will find a list of the various social media platforms you can access and use to become a digital academic. In order to be effective online you should use both academic social media platforms (e.g. researchgate, LinkedIn etc.) and non-academic social media platforms (e.g. twitter, blogs, Instagram etc.). Included in the list are examples of the best academic accounts for that platform and why academics use that specific platform.

### ACADEMIC SOCIAL MEDIA PLATFORMS

#### Academia.edu

Do I really need an academia.edu account?

<https://www.blogs.hss.ed.ac.uk/pubs-and-publications/2016/05/24/academia-edu/>

Although this is a good academic social media platform the majority of academics prefer to use ResearchGate. Academics.edu tends to be used by academics to search for papers/authors so it is still a useful tool to use to enable people to access your published work.

#### ResearchGate

How to get started on ResearchGate and set up a profile

<https://explore.researchgate.net/display/support/Getting+started>

Discussion on ResearchGate forum on how and why people use it

[https://www.researchgate.net/post/Why\\_do\\_you\\_use\\_ResearchGate\\_and\\_what\\_do\\_you\\_use\\_it\\_for\\_hope\\_to\\_get\\_in\\_return](https://www.researchgate.net/post/Why_do_you_use_ResearchGate_and_what_do_you_use_it_for_hope_to_get_in_return)

#### ORCID

What is ORCID and why is it important

<https://www.jisc.ac.uk/blog/what-is-orcid-and-why-is-it-important-03-oct-2013>

10 reasons to get an ORCID ID

<https://www.elsevier.com/connect/authors-update/ten-reasons-to-get-and-use-an-orcid-id>

#### LinkedIn

Why academics should be on LinkedIn and how to do it. Also includes a PowerPoint presentation on enhancing online presence with LinkedIn

<https://paulgordonbrown.com/2016/01/04/why-academics-should-be-on-linkedin-and-how-to-do-it/>

Top 25 academic profiles on LinkedIn

<https://www.linkedin.com/title/academic>

### NON-ACADEMIC SOCIAL MEDIA PLATFORMS

#### Facebook (or not!)

Blog post on why academics should use Facebook

<http://getalifephd.blogspot.com/2010/06/should-untentured-professors-facebook.html>

The Online Academic - a blog which gives tips for using Facebook and twitter as an academic

<https://onlineacademic.wordpress.com/>

#### Multi/single author blog

Lists 9 good academic blogs and includes links to sample blog posts

<https://www.exordo.com/blog/the-best-academic-blogs/>

Examples of good research blogs

<https://www.theguardian.com/higher-education-network/higher-education-network-blog/2012/oct/10/higher-education-blog-directory-research>

### Twitter

A list of Twitter tips for academic

<https://www.bestcollegesonline.com/blog/100-serious-twitter-tips-for-academics-2/>

List and links to the most influential academics on Twitter

<https://www.accredited-online-college.org/30-most-influential-college-professors-on-twitter/>

### Instagram

Academic hashtags to use on Instagram in order to make more of an impact

<https://theprofessorisout.com/academic-hashtags-instagram/>

Article on why scientists use instagram

<http://www.fromthelabbench.com/from-the-lab-bench-science-blog/2018/3/25/why-we-scientists-do-instagram>

How to use Instagram for communicating your research

<http://www.researchtoaction.org/2013/10/using-instagram-for-research-communication/>

### Video and podcast editing software

Best podcast software and tools and examples of podcasts

<https://www.razorsocial.com/best-podcast-software-and-tools/>

Podcasts posted by Oxford University. Good examples of how to create academic podcasts

<https://podcasts.ox.ac.uk/>

### Youtube/Vlogging

PhD Vloggers follows their daily lives as PhD students

<https://www.jobs.ac.uk/careers-advice/resources/vlogs>

Academic vloggers tend to use youtube as a platform for educating people about their research area not their daily lives like postgraduate students do. Here is a list of the best academic youtube channels

<https://www.geekwrapped.com/posts/youtube-science-rockstars-shows>

How to start vlogging tips and tricks

<https://www.vlognation.com/how-to-start-a-vlog/>

### Facebook Live

What is Facebook Live?

<https://live.fb.com/about/>

How the University of Glasgow use Facebook Live and how to get the most out of it

<https://www.uofgsocialmedia.com/home/research-facebook-lives>

### Google Hangouts

How Teachers can use Google Hangouts but can be applied to a University setting

<https://www.weareteachers.com/7-ways-to-use-google-hangouts-in-the-classroom/>

Breakdown of all the elements of Google Hangouts and how to use it

<https://www.york.ac.uk/it-services/services/hangouts/>

**Digital to do.....**

**What I need to think about.....**

**People to talk to.....**

**Things to do.....**

## 7. Additional resources

Here are some additional resources for you to have a look at.

Fancy a challenge in your new role as a social media academic? Then why don't you try this research impact and visibility 7 day challenge. It challenges you to set up different accounts each day and learn about open access, press publication etc.

<http://guides.library.ttu.edu/c.php?g=543405&p=3914109>

The A-Z of social media for academics. This provides you with a definitive guide to the social media tools available to academics and how you can use them.

<https://www.timeshighereducation.com/a-z-social-media>

Academic social networking sites - a rough guide for researchers. This a PowerPoint presentation given to early career researchers. It gives you a rough guide to accessing social media as an academic.

<https://www.slideshare.net/DannyKingsley/academic-social-network-sites-a-rough-guide-for-researchers>

The digital academic handbook. A must read for aspiring social media academics and those you want to get more out of their social media profiles.

<https://www.jobs.ac.uk/media/pdf/careers/resources/the-digital-academic.pdf>

This is an excellent book titled Social media for academics. It gives you everything you need to know about becoming a social media academic and it's available at the Clifford Whitworth library.

[https://sal-primo-production.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=44SAL\\_ALMA\\_DS2162308980001611&context=L&vid=SAL\\_MAI\\_N&lang=en\\_US&search\\_scope=LSCOP\\_SAL&adaptor=Local%20Search%20Engine&tab=alI&query=any,contains,social%20media%20for%20academics&sortby=rank](https://sal-primo-production.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=44SAL_ALMA_DS2162308980001611&context=L&vid=SAL_MAI_N&lang=en_US&search_scope=LSCOP_SAL&adaptor=Local%20Search%20Engine&tab=alI&query=any,contains,social%20media%20for%20academics&sortby=rank)

## Quick guide to communicating using social media

### Think headline!

The best pieces of writing have a 'headline feel' this is how they catch the imagination and explicitly say what the research or your key message is about. Here are some examples:

#### ***Know your audience....***

Who is reading, watching or consuming the information you are sharing? Are you communicating to an expert or non-expert audience? Are interactions with academics or members of the public or both?

#### ***I don't know my audience yet...***

Mix simplicity with the complex detail – linking the two and why they are important. This is the level you want to achieve for an academic or research area specific conference.

#### ***Developing communications suitable for a lay audience.....***

Simple and straight forward – no complicated language or jargon and address the question of 'why it is important to them?'

### Exercise to try

Imagine you are a journalist and you are developing headline for a newspaper article or online news about your work.



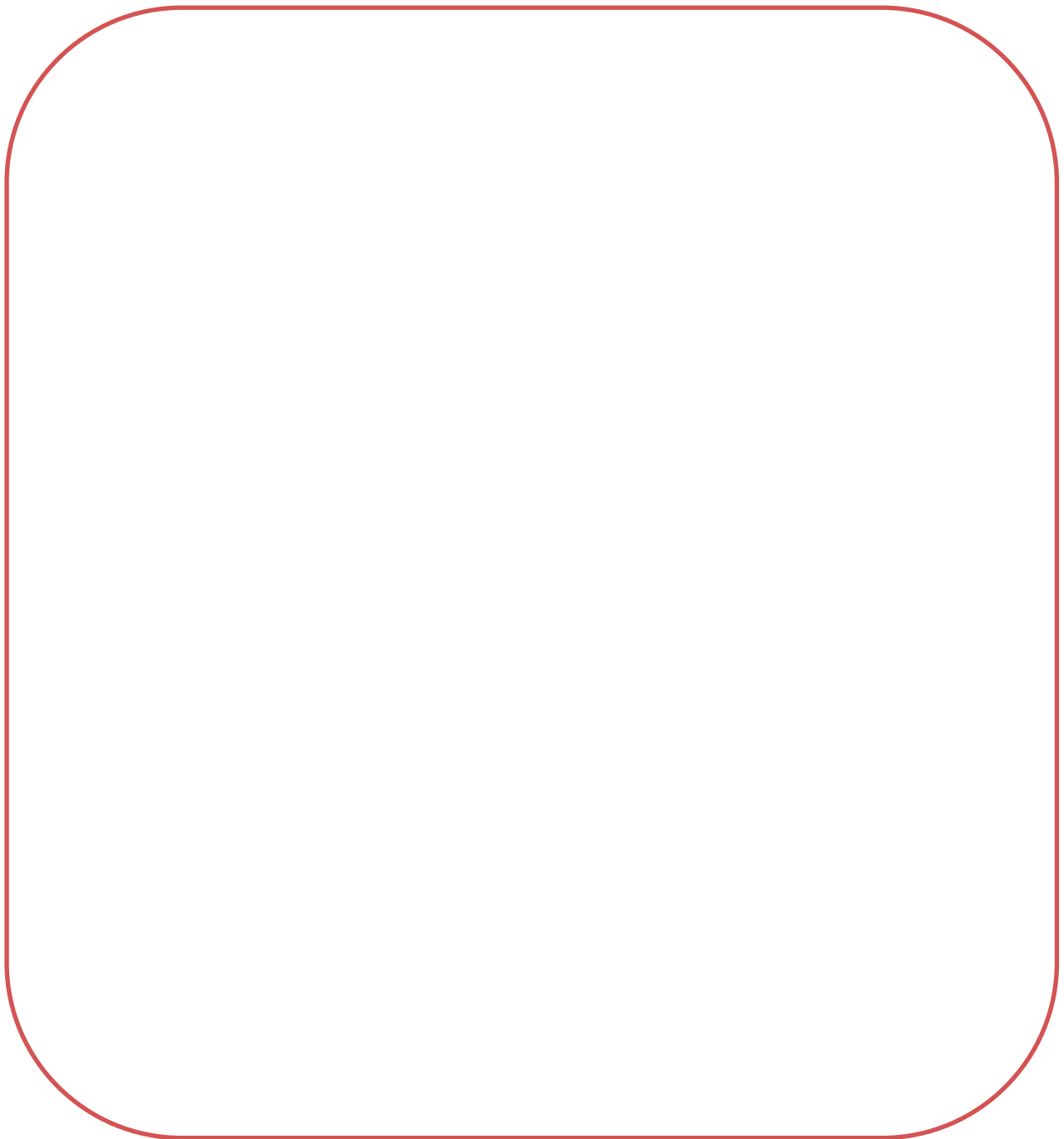
**Tell a story: what's your story and why should anyone be interested?**

- Why should the public know about your research?
- How will help them?
- Why should your research be funded – what are the benefits?

These are some for the questions you will need to answer to make your writing appealing online, particularly to non-expert audiences.

**Exercise to try**

Summarise in one sentence (no more than 15 words) why?



## **Tell a story: take your reader on a journey (start, middle and end)**

There are some important things to consider in writing about your research or writing for future employability and career development – the journey! This isn't any journey but your journey; what makes it unique, appealing and engaging?

Here are some important considerations:

- Start with the most important information first – most readers will halt interest after two sentences
- No jargon, multifunctional words such as novel, system, protein unless they are explained in full and progress your story. If not – leave them out!
- Do you appeal to the 'human element' – consider the why and have tried to consider your work from the audience's perspective?
- How do you end it – what's next, reflect back to how you have answered the why question.

***Reflect on your work so far:***





## Enhancing and validating skills

There are a number of ways you can enhance your digital skills through practice and following the links and advice in this booklet but you may also want to have these skills validated in a more formal format. This section is dedicated to exploring the range of free online tools and courses to help you to evidence your digital skills competency as well as support your professional profile development.

Two main resources are explored: iDEA to help you receive recognition for your digital skills; and VINA developed by the European Learning Network to help you to evidence your skills in a format that is portable and transferable outside of the UK and Higher Education.

### WHAT'S THE BIG IDEA?

iDEA is a programme that helps you develop digital, enterprise and employability skills for free. Through our series of online challenges and events, you can win career-enhancing badges, unlock new opportunities and, ultimately, gain industry recognised awards that help you stand out from the crowd. iDEA is for anyone who wants to develop their skills and takes users from the very basics through to advanced software design and development. Discover skills you never knew you had and hone the ones you've already got by taking our online challenges. The challenges are split into core categories, each with its own series of badges to be won - **citizen**, **worker**, **maker**, **entrepreneur** and **gamer**.

When you've taken enough badges in each of the categories, you will be able to earn an **Award** - a recognised symbol of your hard work, determination and skill. At beginner level, you can achieve the Bronze Award; and when you have mastered the basics, you can work towards the Silver Award, which is set at intermediate level. iDEA aspires to be the digital and enterprise equivalent of The Duke of Edinburgh Award.

Most researchers will be citizens or workers but as your research develops you may need to become a maker to conduct deeper research data analysis (coding existing programmes or developing new ones), an entrepreneur to develop ways to disseminate and your key audiences interact with your research or expose and commercialise a particular research niche. If you are interested in the public engagement of research, impact and dissemination to the public; you may be interested in becoming a gamer to gamify and help non-specialist or the public interact with your research and key messages.

To find out more go to: <https://idea.org.uk/>

### 'V' FOR VALIDATION

VINA stands for Validating Informal and Non-formal acquired skills and it is a European funded project about skills validation in Adult Education. The main goal of VINA project is to provide Individuals and Institutions easy access to open-source database of a wide range of validation tools, information and projects focused on informal and non-formal learning. Through international partnership we aim to exchange good practices and support people in Europe with a simple to use instrument, which opens opportunities to make their skills visible and clearly validated.

The VINA resource is free and is of particular interest to those exploring research careers outside of the UK or beyond higher education. For further information and to access the tools, please go to: <https://www.vinaproject.eu/>



## Actions & Next Steps

Please use this space to consider what you are doing next and explore your ideas in more detail.

## Meet the authors and contributors

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Gary is a Lecturer in Festival and Event Management at Edinburgh Napier University and also a freelance creative producer / science communicator / festivals consultant / communication and digital skills trainer. He provides bespoke training courses for a number of diverse clients on subjects such as presenting skills; effective networking; communicating complex research to lay audiences; science communication; and social media.  
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### With thanks to:

University of Salford Library

The University of Salford Doctoral School

This eBook has been produced for The University of Salford, Research & Knowledge Exchange to support researcher development. All enquiries to [researchdevelopment@salford.ac.uk](mailto:researchdevelopment@salford.ac.uk)

ISBN: 978-1-912337-15-6

Published by:  
The University of Salford  
Salford  
Greater Manchester  
M5 4WT  
United Kingdom

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