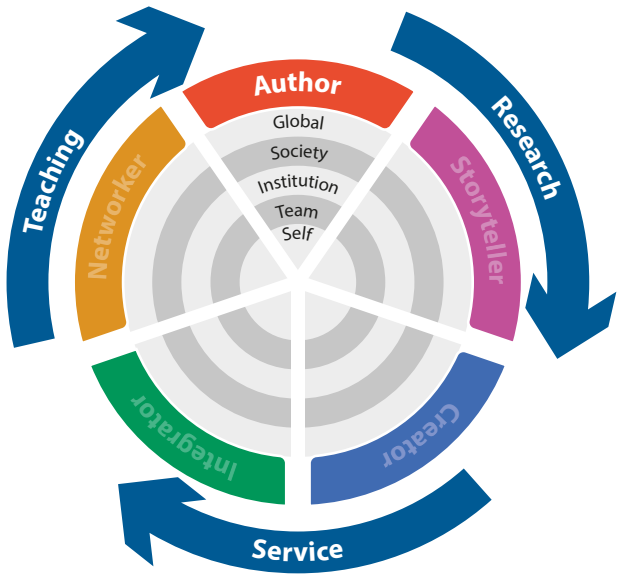
2
The Digital Scholar as Author: Choices in disseminating scholarly work

Sonja Strydom

In this chapter we focus on

- ✓ An overview of the changing educational arena of scholarly authorship.
- ✓ The different paths digital scholars can consider to disseminate knowledge.
- ✓ The evolution from paper-based practices to open access digital platforms.
- ✓ A basic theoretical understanding of choices made by digital scholars.
- ✓ Approaches that could be considered in raising awareness of our scholarly beliefs.

Keywords: Authorship; digital scholar; academic identity; social media; open access publishing.



2.1 Introduction

Authors write and create with a particular audience in mind. In the case of higher education research, the focus is usually on the academic and professional support community. Feedback on our scholarly opinions is traditionally rooted in conference feedback, peer reviews or critical friends. Such views call for us to engage critically with our own voice and how it potentially impacts the broader community – either at a micro level (ourselves, team, institutionally), mesa level (society), or macro level (globally).

The advances in digital technologies provide more opportunity for the assimilation of various research communities than ever before. These continuously evolving platforms pave the way for "new knowledge ecologies" and "three ages of the journal" as scholars realign themselves from text to digital and multimedia interaction (Peters et al., 2016, p. 1402). However, these approaches chosen by an increasing number of scholars require essential reconsiderations of the use of 'digital text' in an open access world of academe. As can be expected, these disruptions have profound impact on the conventional practices associated with journal-based knowledge, the traditional formats of altmetric and the current peer-review systems globally in place (Peters et al., 2016).

This chapter suggests a critical rethink of conventional scholarly practices to include various forms of digital scholarship. Essentially, the majority of academic scholars are already embroiled in some level of 'digital' through means of our teaching and learning (T&L) practices. For example, during the lecture via the use of PowerPoint or the institution's online learning management system, at a social level in terms of social media and other associated approaches and tools, or then the submission of scholarly papers via digital systems. Despite these common practices, an alternative engagement with digital scholarship could provide opportunity to critically rethink the format of how knowledge could be disseminated, how scientific knowledge will be translated to a broader audience and how to engage with such an audience.

Digital scholarship does not necessarily require someone to be an academic, yet it also does not suggest that anyone who use digital platforms for knowledge dissemination are digital scholars. This chapter argues that a digital scholar is viewed as someone who "employs digital, networked and open approaches to demonstrate specialism in a field" (Weller, 2018, p. 8). It is with this explanation in mind that the next section explores the role of academic authorship, and how it aligns with our digital identities.

Providing us with some essential theoretical underpinnings, this chapter aims to provide the reader with a meta-level understanding of why we have certain preferences in our teaching and learning, research and community involvement practices and the manner in which we choose to disseminate our scholarly work.

2.2 Academic authorship and its relation to the disciplinary field and online

Scholarly authorship represents the core business of higher education – namely the creation and dissemination of knowledge. Academics as authors are expected to continually "read, analyse, assess and compare written texts, such as reports, academic papers and books, undergraduate assignments, postgraduate dissertations and doctorates. They also produce written teaching materials and textbooks for student consumption along with research reports, monographs, articles and textbooks for publication" (French, 2019, p. 3). These practices remain critical in the daily operations of academic scholars but are becoming increasingly complex with the rise of digital technologies in education.

The rapid development of digital technologies in all spheres of life has a significant impact on the manner in which scholars can communicate with each other and a broader community (Zou & Hyland, 2019). Authorship within the digitised world has evolved from the conventional printed version of research papers to digital publishing, online-only publications (peer-reviewed), academic social media platforms and other non-conventional methods of sharing our scholarly voice by means of video and/or audio recordings and academic blogs.

Consequently, academic authorship is becoming increasingly multifaceted and is often characterised by authors competing to be noticed for their scholarly work (Laakso, Lindman, Shen, Nyman, & Björk, 2017). These trends are not unexpected since there are currently more than 28 000 active journals alone that publish more than 2.5 million academic papers annually. It is this 'overcrowding' and increasing complexities that inspire many researchers to call for alternative ways in which digital technologies could assist (through, for example, open peer review and open access) in the challenges associated with sharing the scholarly voice (Laakso et al., 2017).

2.1.1 The impact of field, capital and habitus on digital scholarship

In order to fully understand the different reasons and approaches scholars consider when sharing their scientific work, it is important to recognise the influence of the different disciplinary fields, what is valued within such field and also the dispositions of authors.

The relational field approach can explain many of our authorial deliberations. Bourdieu argues that the social world comprises various independent fields. These autonomous fields are depicted by their own systems and rationality and may be influenced by the changing nature of other fields they are associated with (Shammas & Sandberg, 2015). For example, if an author specialises in the field of higher education, trends and influences in the field of educational technology could potentially influence the former. These different intersecting fields emerge as 'sub-spaces' that emphasise particular activities and are governed by their own rules and agreements (Hilgers & Mangez, 2015).

Within these disciplinary fields, agents and structures (e.g., scholars and institutions) are continuously in competition in terms of access to resources and position that provide them with the necessary 'currency' to dictate and influence the fields they operate in (Shammas & Sandberg, 2015). Consequently, these various role players in the different fields (e.g., individuals, groups or institutions) strive continuously to increase their standing. The actions and choices of these role players are influenced by the underlying structuring principles of their respective fields (Maton, 2005).

For example, in the case of higher education, research and its impact will provide scholars with particular status and standing in the fields they operate in. As the different fields evolve in autonomy, the likelihood increases that they generate scholars who are known for particular competence and expertise (Hilgers & Mangez, 2015). It becomes a space wherein scholars and the different groups they represent are positioned (Vandenberghe, 2017).

As mentioned earlier, we as scholars could be associated with more than one field and/or community which could cause tensions in the expectations situated within such communities. Inevitably, these differing expectations are aligned with our scholarly identity and how we identify ourselves within such a community (Nygaard, 2017). For instance, we may feel associated with a particular institutional perspective or field such as HE, but also experience a close alignment with our own disciplinary background, different intersecting fields that resonate with our own research interests and so forth (Nygaard, 2017). Attempting to negotiate and accommodate these opposing expectations could result in authors entering what are called 'sites of nego-

tiation' (p. 520) where we deal with conflicting calls – whether personally or externally – that could impact our choices in the processes of forming or disseminating scholarly findings (Nygaard, 2017).

Bourdieu's field theory stresses fields as potential "arenas of force and arenas of struggle" (Ferrare & Apple, 2015, p. 48). We as scholars can experience fields either as opportunities to display our influence, but similarly, also as an arena of strain. With reference to the former, fields could constitute spaces of normative rules and values where those that agree with such rules and values agree with such rules or values are compensated. These expectations and rules within fields are, however, often challenged, which results in these fields becoming areas of struggle (Ferrare & Apple, 2015).

What we struggle for in fields is recognition and access to what is called capital – in other words – what is being valued within a particular field (Hilgers & Mangez, 2015). The perceived 'capital' associated with, for instance, scientific high impact peer reviewed journal papers that directly influence career prospects still dictates many scholars' choices in knowledge dissemination. Often it results in the inability of alternative scholarly authorial approaches to compete with the more conventional approaches to authorship. The status of journals, choice of types of publications, the impact and acknowledgement of our scholarly expertise all influence our choices in where and how to publish our work. It is therefore important that we as digital scholars recognise the 'capital' in our respective fields and how it will influence our choices in terms of digital scholarship. Are we restricted in our methods due to a more conventional approach to publication and scholarship, or are our fields (and peers) providing us with the flexibility to explore and experiment with alternative methodologies in demonstrating our knowledge and skills?

To conclude, another aspect that impacts our choices is what is called habitus. Habitus, as highlighted by Bourdieu, relates to often unconscious dispositions of scholars, and the way these dispositions influence the choices that we make within the field. It refers to our responses under specific circumstances and situations. In a sense, habitus reflects our pasts, but it also impacts the future and impending choices we make (English & Bolton, 2016). We will often take a particular position in a field based on the influence of habitus (Ferrare & Apple, 2015).

It is then against this background with the different undertows in fields, the perceived capital associated with the workings within the fields we operate in, as well as the impact of habitus, that we make choices in publicising our scientific work.

2.1.2 Academic identity in a digitised world

One of the main issues that academics are confronted with in the digital educational context is the aspect of openness. Traditionally, before the rapid growth of the internet, we were fairly 'protected' or 'safe' due to the regulations placed on scholarly writing. For instance, conventional journal publications follow a robust peer-review system which inevitably equates to a prolonged time before scientific work is published. Access to such journals in the past was also limited to a distinct audience of interest. In recent times, however, the digital world has provided the opportunity for scholars to build ever-growing networks and receive feedback from individuals unknown to themselves.

We can argue that scholarly writing could be positioned as part of identity development within an educational context. It implies that we are continuously in the process of portraying ourselves professionally through, amongst other things, our scholarly writing (French, 2019). Based on the different fields we represent, the different levels of involvement within such fields and the manner in which these fields are constructed, all impact the ever-evolving nature of our scholarly identity (French, 2019).

However, to make meaning of scholarly identity it is necessary to develop a grasp of the deeper bases of specifically online (digital) identity. By exploring our 'world views' (i.e., the way in which we believe the world functions) in terms of our own identity will enable others to appreciate our willingness and often unwillingness to engage with online practices (Hildebrandt & Couros, 2016). In many instances, for example, we choose to share only certain aspects of our identity with a broader (perhaps unforgiving) public audience as opposed to a more intimate, safe community of colleagues where relations have been built over years. However, we are increasingly obliged to consider online platforms as modes of sharing new knowledge due to "[it becoming] both impractical and disadvantageous as institutions, and society in general, [that] become enmeshed with digital practice and culture" (Hildebrandt & Couros, 2016, p. 89). We then have to negotiate our options and also our own intrinsic values and aspirations in terms of our own intellectual standing in the fields we represent. This is of particular relevance to our own public reputation.

The complexities associated with the development of an online identity do have implications for our consideration of the modes by which we create and share knowledge. For instance, if the argument is made that identity is precise and not fluid, it implies that our online identity should mirror our 'offline' identity. Such an approach inadvertently leads to the sharing of the 'good and the bad' in an online space which could be unforgiving and

will always have a record. These practices become even more complex if we choose to engage in online spaces with controversial topics or with critical perspectives that are not necessarily appreciated by such a broader audience.

As we've seen from above, the use of digital technologies in communicating scientific findings therefore starts to blur the boundaries between an academic and a generalist audience. This requires authors /scholars to reconsider our approaches in communicating our findings to a broader audience of interest (Zou & Hyland, 2019). One of the main issues we grapple with is the development of a digital footprint which becomes increasingly complicated to manage and maintain within the ever-evolving digitised world. Such a digitised world is often unwilling to forgive any 'mistakes' with fast judgements made (Hildebrandt & Couros, 2016).

The opportunity for increased visibility in a digital age therefore requires us to consider our publishing strategy and how we are considering crossing the boundary from the conventional publishing approaches to the potentially more 'transformative' digital approaches. The question can rightly be asked whether the use of digital technology resembles the process of boundary crossing from the conventional way in which scholarly authorship is portrayed to a more flexible online mode of scholarly communication. On the other hand, the incorporation of the digital into academic authorship could also potentially accentuate the emergence of a 'boundaryless' evolution from the traditional paper-based and closely scrutinised practices to ones that are more open, democratised and potentially transformational in their being.

2.3 Approaches in conveying scientific ideas to the broader community

With the transformation of the traditional intellectual world into the digital sphere, we are afforded the chance to become consumers and inventors of knowledge on a broader platform. It creates opportunity for a scholarly community based on collaboration and mutual interest which moves beyond the conventional, individualistic approaches to scholarly authorship and knowledge creation.

2.3.1 Journal Publishing

One of the ways in which scientific thought is communicated is firmly rooted in the publication of work in reputable journals. In the world of publishing, the growth in new journals provides a wider range of options available that

could contribute to processes of scholarly deliberations. The majority of HE scholars are familiar with the importance of considering the 'traditional' way of publishing in printed form. In many instances scholarly publications in reputable journals still contribute to promotion, tenure and intellectual status within our disciplinary field.

There are a number of factors we take into consideration when choosing a journal for scientific publication. These include the shortlisting of journals representing our field of specialisation; whether there is a robust peer-review system in place and whether it is open access; the history of the journal citation reports, the accreditation of the journal as well as the impact factors associated with a particular journal.

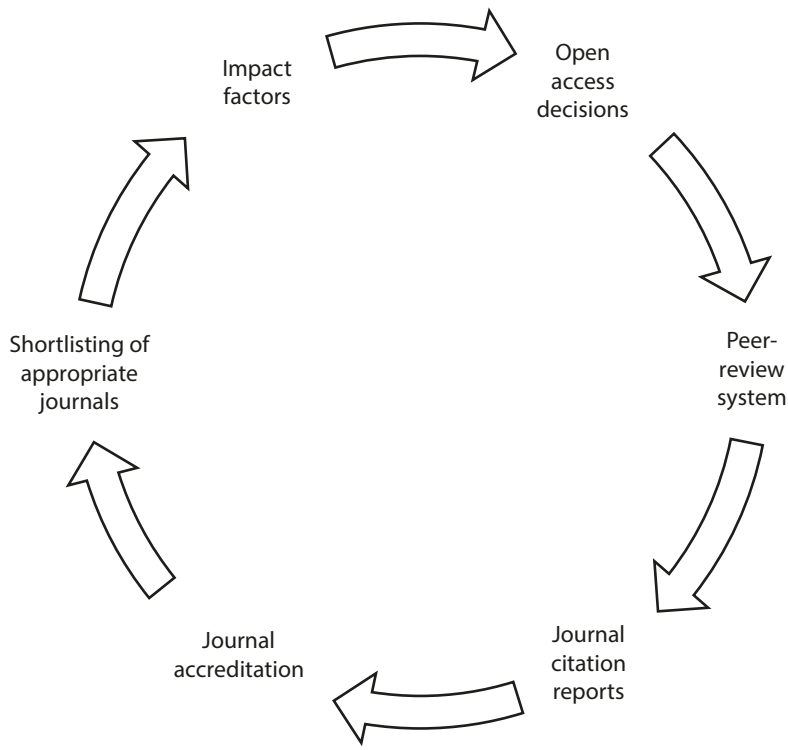


Figure 2.1: Factors influencing choice of journals for publication.

In terms of access, print journals have only mainly be accessible to subscribed users, but with the dawn of digital technologies this landscape changed to a world where academic journals are digitised. Initially this

implied that access to such knowledge only evolved to online spaces but, recently, digital technologies transformed and disrupted the conventional landscape of academic authorship and publishing.

Currently, academic publishing via journals consists of three options:

- ✓ Access is granted to an article via a method of payment where the reader becomes responsible for production costs
- ✓ Open access where the author is responsible for production costs
- ✓ Open access where production costs reside with external third parties such as institutions (Peters et al., 2016, p. 1404).

As expected, open access (OA) suggests numerous chances to transform the established modes of publishing knowledge (Peters et al., 2016). Although the open access movement paves the way for "knowledge liberation" it often is crippled by economic or corporate influences such as the impact of large and influential publishing houses (Peters et al., 2016, p. 1406). Typically, scholars are not too enthusiastic about open access journals since these are not usually associated with high impact factors and we receive limited recognition for allowing our publications in open access (Nicholas et al., 2017).

In the consideration of open access publishing, Nicholas et al. (2017) suggest a critical consideration of the following aspects:

Advantages	Disadvantages
Opens the closed world of publication (a reference to firewalls) to more researchers	Tend to be less-established journals that are OA
New ideas can be dispersed more rapidly, widely, and, in turn, this triggers further research	Predatory journals that inhabit the OA space can give a wrong impression of the status of OA journals
Provides more immediate and increased visibility	Quality is low or wholly missing because anyone can publish anything as long as they can pay
Gives more personal control over research work as it can be disseminated more freely	It is not a level playing field; only groups with funding can publish in OA journals and so obtain more citations
Easier to re-use data	Open Archive Repositories do not have embedded peer review systems
Provides a larger audience for a paper	Easier to steal information
Obtain more citations and, hence, an improvement in reputation	Fears of light touch peer review
It is ethical to do so because of the public money involved	It is not a sustainable model, with author publishing fees being so expensive

Table 2.1: A critical reflection of open access publishing.
Source: Nicholas et al. (2017, p. 203).

Conferences are also popular platforms to share our intellectual work on due to the immediate feedback from peers that could ultimately lead to the opportunity to publish work. Conference contributions are differentiated through posters, presentations, publications in conference proceedings and keynotes (Nicholas et al., 2017). The motivation to publish will ultimately guide us in our choices of knowledge dissemination at these types of events. Digital texts, for instance, have an influence on the audience's position and impact the nature of the narrative through providing wider opportunity for clarification and understanding (Peters et al., 2016).

2.3.2 Critical engagement with your scholarly impact (Self, Team, Society, Global)

In the current HE context, it is important to consider strategies to judge the impact of our scholarly work in the broader academic community. In terms of journals, considerations are mainly associated with the impact factors and the h-index of journals (Cabrera, Roy, & Chisolm, 2018). Journal metrics use citation examination to determine the ranking of journals. Different metrics use diverse methodologies but some of the main foundations of journal metrics are rooted in Web of Science, Scopus and Google Scholar metrics.

The increased use of and reference to bibliometrics and rankings can indicate 'quality' of scholarly work due to the status of journals (i.e., the impact factor) as opposed to the true quality of the content itself (Origgi & Ramello, 2015). The IF (impact factor) displays the impact of a particular journal in comparison with others in a particular field. The IF is usually determined by the number of times an article is cited in a calendar year.

There are various strategies we can consider to improve our impact:

- ✓ Use a similar name variation throughout our scholarly career
- ✓ Repetition of keywords in the abstract
- ✓ Allocation of keywords to the paper
- ✓ Submit articles to high impact journals
- ✓ Remember to regularly update our own professional platforms
- ✓ Consider open access that increases the likelihood of drawing attention to our work
- ✓ Try to identify international co-authors for our paper
- ✓ Consider publishing with a team
- ✓ Increase the number of references used in the paper
- ✓ Participate in Wikipedia contributions
- ✓ Use academic blogging to showcase our work
- ✓ Participate in academic networking sites

- ✓ Make ourselves available for paper reviews
- ✓ Create a podcast to disseminate our scholarly work

Source**:** Ebrahim et al. (2013, p.94)

The exponential growth of digital publication, social media and other associated digital formats and platforms is disrupting conventional approaches to the sharing of our scholarly voice. It also impacts the measurement and role of altimetric in the growing digitised world (Cabrera et al., 2018).

2.4 Moving beyond journal publication towards a digital context

There are several ways in which we can raise our profile in a digital world. The following examples are by no means exhaustive, but serve as a platform to consider ways suitable for the personal needs and preferences of individuals.

2.4.1 The affordances of social media in scientific knowledge dissemination

Social media transformed academe through the breadth and depth of what could be shared and to whom it could be shared. Social media is defined as "the compendium of electronic platforms allowing the creation, curation, and exchange of information in multiple formats and with varying degrees of connectedness, privacy, and accessibility" (Cabrera et al., 2018, p. 135).

Naturally our professional identity could be impacted by the use of digital platforms such as social media. For instance, it provides opportunity for us to become more open about our findings; our visibility to a broader audience is enlarged; there are opportunities to improve our professional identity and chances exist for the creation of online communities (Cabrera et al., 2018; Manca & Ranieri, 2016). The facilitation of conversation about scientific or scholarly findings via social media provides prospects for internal and external knowledge transfer which engages the broader public more (Collins, Shiffman, & Rock, 2016). Social media platforms therefore promote an approach towards the democratisation of knowledge management whereby we have the opportunity to generate, distribute and discuss knowledge in an online domain (Cabrera et al., 2018).

There are numerous social media platforms for us to choose from. These include, for instance, Facebook and Twitter, and then what are often referred to as academic networking sites (ANS) such as LinkedIn, ResearchGate, Academica.eu and so forth. These platforms all afford us different opportunities to create and share knowledge.

2.4.2 Social media platforms

Facebook is often used to 'follow' certain pages related to a particular topic or field of interest or, alternatively, administering a page or closed group that specialises in a particular knowledge field. One of the critical questions is how we would perceive the level of scientific narrative in the use of such platforms – especially if one of the aims is to communicate scientific findings to a broader 'layman's' audience.

Twitter provides the opportunity for us to communicate with a large audience (i.e., accumulating Twitter followers) via personal tweets, reposting tweets or to follow other Twitter users. The question to consider is how 'scientific' tweets are and if that is the main purpose of the use of such a microblogging platform. To be considered as scientific tweets, Weller (2011) (as cited in Collins et al., 2016) posit the following points of consideration:

- ✓ The tweet has scientific gravitas.
- ✓ The tweet represents the voice of a scientist.
- ✓ The tweet includes at least one science-related hashtag (can adapt this for broader scholarly community).

Apart from purely scientific perspectives, it seems as if academics/scholars prefer the use of Twitter to communicate with colleagues representing their respective fields of knowledge as well as the sharing of peer-reviewed literature on chosen topics (Collins et al., 2016). Similarly, LinkedIn is a network for all professionals and not only academics, where you have the opportunity to disseminate scholarly ideas, to start online discussions and to participate in groups that are interested in a specific topic. Whichever platforms are preferred, it will make sense for us to consider our social media agenda and the rationale for thinking about these avenues.

There are a number of reasons why we tiptoe around social media and are reluctant to share our scientific findings on a social platform. These reasons include:

- ✓ A lack of time.
- ✓ It doesn't suggest that same status as high IF journals.
- ✓ Limited recognition is given to such approaches.
- ✓ The lack of the basic skills of setting up and using such platforms.
- ✓ Some of the journals restrict authors in disseminating their findings in such a manner.
- ✓ The media might misunderstand or misinterpret the findings of the work.

- ✓ There is limited evidence of the measurement of research quality in the social media space which impacts the perceived quality of the work shared (Midgley, Nicholson, & Brennan, 2017).

2.4.3 Academic social networking

Closely aligned with 'conventional' social media, another site of disruption in scholarly writing is academic social networks (ASN) which refers to platforms affording us the opportunity to share, search and recover scholarly articles. For the purpose of this chapter, other social media sites such as Facebook and Twitter are not included under the umbrella term of ASNs since they were not specifically developed for academic use and they do not afford authors the chance to store publications in an orderly manner (Laakso et al., 2017).

ASNs are fundamentally designed to offer authors the opportunity to augment their profiles as scholars and to be more detectable by other interested role players, and could inevitably lead to increased citations (Duffy & Pooley, 2017; Laakso et al., 2017). Such platforms include ResearchGate and Academia.edu where readers can download articles of interest. Other ASNs such as Mendeley, Zotero etc. do display similarities to ResearchGate and Academia.edu such as the creation of an online community, authors being able to list their scholarly work, the sharing of work and the creation of an online profile. However, the latter do not afford readers the opportunity to download work they are interested in (Laakso et al., 2017). The main principle of ASN platforms such as Academia or ResearchGate is that users (i.e., academic authors) create content that is of interest to other users who will then also reciprocate with such practices. Such platforms usually attract two groups, namely authors (academics) and then readers of academic or scholarly work. Clearly these two audiences could intersect, but both are afforded the opportunity to select relevant writings, bookmark, post, follow and recommend (Duffy & Pooley, 2017).

An interesting way of considering social media is to think of it as:

- ✓ Circulation of advertisements
- ✓ Distribution of developmental work for feedback
- ✓ Joint writing activities
- ✓ Exploration of particular scholarly resources via a method of crowdsourcing (p. 65) (Manca & Ranieri, 2016).

2.4.4 Academic blogging

Another possibility for academics is the consideration of academic blogging. Academic blogging paves the way for us to evolve into so-called 'public intellectuals' by disseminating intellectual thought and discourse to a wider public and varied public audience (Veletsianos, 2013). The academic blog is an online platform utilised by active researchers which focuses on their own current scholarly work. With the use of recontextualisation (Bernstein, 1990), academics create an opportunity for their work to be 'rewritten' for a broader audience and other contexts. One of the advantages of academic blogs is that we democratise our work for a broader audience, provide opportunity for online conversation and debate and to construct a digital platform that could serve as an online community of practice (Zou & Hyland, 2019).

Academic blogs require of us to consider alternative ways of sharing our research and to reflect on the way in which we convey these findings and deliberations to a broader audience. These approaches are often in contrast with the usual strategies we use in terms of being "more reserved" and displaying more "author-evacuated conventions" of the traditional ways of scholarly communication (Zou & Hyland, 2019, p. 2).

2.4.5 The digital portfolio: An integrative approach to scientific authorship

Increasingly academics are encouraged to organise their work into meaningful portfolios that could be disseminated to appropriate audiences such as providing evidence for scholarships, grants and promotion. Electronic portfolios offer a platform not only to share conventional academic contributions, but also to include a body of work that are digitised in nature. In a typical portfolio, academics share their educational philosophy, evidence of various activities, reference to the quality and impact of such activities as well as an opportunity to reflect (Cabrera et al., 2018).

In terms of emphasis placed on the scholarship practices of academics, a social media scholarship portfolio (or alternatively, a section dedicated to it in an electronic portfolio) could demonstrate alternative modes of sharing our scholarly voice. There are several aspects to be considered when developing a social media scholarship portfolio. For instance, attention can be paid to highlighting the author's academic area of expertise, who the targeted audience is and an outline of the different digital platforms that are used. It is also valuable to attempt to align social media scholarly practices with overarching career development plans of the portfolio author. Other aspects that could be included are an overview of the various social media

activities, links to examples of scholarly work and metrics associated with scholarly activities.

It is clear that we have multiple choices in disseminating our work to the broader community. Due to the existing nature of HE institutions in terms of intellectual standing, tenure and promotion, publication of scientific work in reputable journals with high impact factors is still a main priority for scholars. Yet, potential avenues to be explored through open access cannot be ignored.

The popularity of social media, and then in particular academic social media networks, creates further opportunity for engagement with scientific work at different levels:

Horizontal: Paper-based vs digital

Vertical: Peer-reviewed vs open access

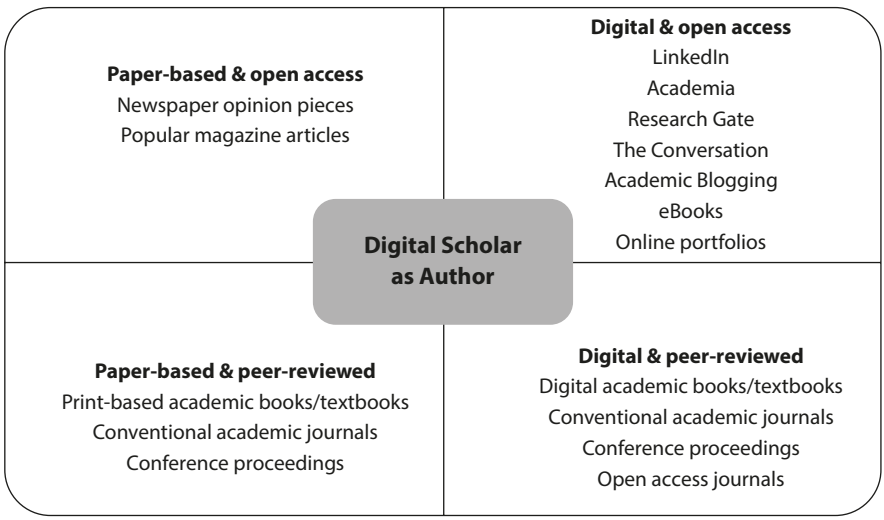


Figure 2.2: Overview of platforms for sharing the scholarly voice.

Case study

Academics use various approaches in communicating their scientific ideas and to promote their own work in online spaces. The following case study by Professor Michael Rowe demonstrates the manner in which the internet is used in the promotion of his scholarly work.

Case Study: The use of the internet to promote scholarship in Physiotherapy

Prof Michael Rowe (Cape Peninsula University of Technology, South Africa)

The use of the internet to promote scholarship in Physiotherapy

This short vignette presents a short perspective of scholarly practice using the web as an alternative to journal publication. The dominant view of *scholarship* is that it describes the output of a process that is published in a peer-reviewed journal. This paradigm has become so dominant that academics tend to equate 'scholarship' with 'publication' and as a result enter into a cycle where 'scholarship' = 'articles'. But this has the result of causing us to miss out on the many different opportunities to share scholarly practice across a more creative spectrum of activities, and also explore the *practice* of scholarship as something that might be shared in community.

If we consider a broad definition of scholarship that includes the practice of discovering and sharing creative ideas that aim to help others solve problems that they care about and that includes a process of critical review, it is clear that 'publication of journal articles' is not a requirement. That just happens to be the format we've accepted as the default. Indeed, even though Ernest Boyer's now 30-year-old report aimed to present a range of scholarly activities, academics still cling to the idea that *scholarship* relates solely to what Boyer called the *scholarship of discovery*; the process of conducting original research as part of the search for new knowledge. And even though we pay lip service to the scholarship of integration, application, and teaching, it is the publication of articles (and successful funding grant applications) that tends to be rewarded in the academy.

But we can still think of the practice of scholarship as much more than journal publication by taking advantage of the tools and platforms available in online and networked communities. If peer-reviewed articles are proxy indicators of our ability to influence the thinking of other people, then impact factors and one's h-index are quite blunt instruments for evaluating this ability. We should acknowledge that publishing articles is a means to an end but not the end in itself. If all we're doing is publishing articles that don't get read, or that don't meaningfully influence the thinking of others, then it serves no real purpose.

Distribution and discovery

When we think of scholarship as a set of practices that revolve around sharing ideas (rather than sharing PDFs) we can start to see what alternatives might look like. The following table provides a rough comparison between two different ways of sharing ideas.

Journals (sharing PDFs)	Web (sharing ideas)
Accreditation (credibility via peer review and legacy)	Accreditation (search engine results ranked by authority and relevance)
Distribution (moving paper around the world is expensive)	Distribution (anyone can publish almost for free)
Artificial scarcity via rejection	Abundance (results aren't limited to specific services)
Peer review is limited and opaque	Peer review is broad and transparent
Siloing of ideas (ideas from one article are disconnected from ideas in other articles (not to mention from other journals)	Networked ideas via hyperlinks (ideas are connected)
Sharing is delayed by journal publication cadence	Publication can happen immediately
No attempt to embed meaning (other than basic keyword search)	Semantic structure embedded in the content (search engines are increasingly able to parse meaning in text)
Publishers demand the intellectual property of the author	The author retains their intellectual property
PDF (static, unstructured data, text and images)	HTML/XML (dynamic, un/structured data, multimedia)
You have to go to them	Sends you to other places

Taking the above into account, we begin to see the potential for the open web to take the place of journals as a primary means of discovery for sharing and finding news ideas. And when the web is the channel of communication rather than the journal, it opens up a world of possibility. The TCP/IP protocol is an open standard, which means that anyone can create new tools and services on top of what already exists. And 'value' is determined by the user not the publisher.

Using the web to share ideas as part of scholarly practice

Based on the previous,

1. Gather 3-5 people together online. They might be experts, or not.
2. Pose a few questions and have the group discuss them. Record it all.
3. Afterwards, analyse the discussion and interpret what the group discussed. This could even be done collaboratively and in public.
4. Record an audio introduction where you explain what led to the questions and what the purpose of the discussion was, as well as a post-script where you explain your analysis and findings.
5. Edit the audio segments together and publish as a podcast.
6. Include links to additional readings and some detailed background and context, published as the podcast show notes.
7. Welcome critical comments from the community and respond to those comments in subsequent episodes.

These activities look a bit like a focus group discussion with analysis and opportunities for critique. I imagine that there are many such discussions taking place among colleagues already but none of these are considered *scholarship* because they don't result in the publication of an article. However, with a little bit of extra effort, I think it's possible for podcasts that follow a certain process to be recognized as scholarly outputs.

Conclusion
We tend to think of peer-reviewed articles as the endpoint in a research project that started with a formal proposal. But we should remember that articles are merely a means to an end and that we can be more creative about different ways of achieving the same outcomes. Scholarly activity need not be defined by the publication of more PDFs, and in the web, we have an incredible system for sharing creative ideas that allow us to fulfil the requirements of scholarly practice.

2.5 Suggestions for the way forward

- ✓ Identify the emerging trends of scholarly dissemination in your discipline/field.
- ✓ Start to experiment with the different scholarly paths of dissemination that align with your digital skills and the targeted audience interested in your work.
- ✓ Identify any open-access platforms that could legitimise your work and grant your needed exposure of your disciplinary knowledge and/or skills.

2.6 Conclusion

The world of scholarly authorship in education has been transformed and democratised in recent years with the increased availability of digital platforms. The internet and social platforms have afforded academics various ways to share knowledge and explore alternatives to current practices. It is only recently, however, that these platforms have started to impact our scholarly behaviour in terms of knowledge creation and dissemination.

Authors have choices ranging from the established article publication in paper-based and online journals, to e-books and textbooks, academic social networking platforms and online portfolios. These myriad options pave the way for the consideration of how such choices impact the identity of scholars in the modern educational setting. Capital, that which academics value,

is being negotiated in terms of alternative ways of assessing quality, impact and reach.

This chapter explored the numerous opportunities we are afforded in the curation and creation of knowledge in a digitised academic world. Although ample opportunities do exist, it still requires us to cautiously consider our online agenda, the purpose and how it could potentially impact our scholarly work in an ever-evolving academic environment.

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