



The
University
Of
Sheffield.

Research &
Innovation
Services.

Doctoral Times. Social Media

Issue 13 | Autumn 2016



The Newsletter for
Doctoral Researchers

INTRODUCTION

Welcome to the latest edition of the 'Social Media' themed Doctoral Times.

This issue explores the ever growing use and popularity of social media and includes articles from an eclectic mix of University of Sheffield staff and doctoral candidates on how a wide variety of social media platforms are enabling them to successfully promote their research work, find valuable contacts, information and to build links and forge networks. Some expert members of staff also offer advice to get you started.

We would like to thank all of our contributors to this edition. If you are interested in writing an article for the next edition of Doctoral Times, which is based around the topic of 'Impact', then please get in touch with us at doctoraltimes@sheffield.ac.uk.

In This Issue:

Introduction

Twitter for Research: Reluctant Tweeter to 1000 Followers

New Doctoral Academy Interns on Social Media

Using Social Media to Develop Your Career

University of Sheffield Research on Social Media

To Tweet or Not to Tweet Your Doctoral Journey

Ten Ways Social Media can Help You on Your PhD Journey

University Research Ethics Committee

UREC Research Ethics and Social Media Workshop Review

Editorial Team

Cara Hammond, Fozia Yasmin, Katie Cahill, Kylie Wheeler

Thank you to all contributors to this edition

Issue 12 Crossword Solution

	B	I	V	A	R	I	A	T	E	D	A	T	A		
	I		I		E		I		C			A			
C	A	T	A			S	A	M	P	L	E		B	U	S
	S		B		C		S		A			U			
F	I	L	L		A			S	T	I	F	L	E	R	
	N		E		L		G			N		A		A	
A	G	E			L	E	A	R	N	E	D		T		N
D		S			U			A			E		E		G
L		T			C	O	M	P	L	E	X		D	I	E
I		I			I			H		A		P		M	
B	I	M	O		D	A	L			S		H	O	P	E
		A				L		M		T		R		L	
B	E	T			U	P	T	O	M	E		A	X	I	S
		E			H		D		G		S		E		
	E	D	U	C	A	T	E	D	G	U	E	S	S		

Twitter for Research: Reluctant Tweeter to 1000 Followers



Dr Emily Goodall (@DrEmilyG)
PostDoc, Neuroscience

Telling my research colleagues that I use Twitter can result in eye-rolling and they are probably thinking “Why is she wasting time finding out what celebrities have for breakfast?” To be honest, when I first started out, I was also in the eye-rolling camp but I now advocate Twitter as a potentially valuable resource. Here is why; there are over 300 million active twitter users worldwide, that is a massive potential audience and there are people out there who are interested in what you study. I was first asked to engage with twitter by the Motor Neurone Disease Association, my funding body at the time, who wanted an easy way to put their researchers more in touch with the public. A large number of my followers are patients, carers or family members of people affected by the disease and twitter has become a way for me to share the progress of research. This field has benefitted more than most from social media following the Ice Bucket Challenge, which was started in America by a motor neurone disease patient and his friends to raise money and awareness. But no matter what your speciality, your research deserves a wider audience than the small academic community who will read your thesis, published outputs or listen to you present at conferences. Twitter can help break down barriers and expand your reach beyond the “ivory towers” of academia. But it is not just celebrities and the public using it, there is a lively and ever expanding

academic contingent of active Twitter users. In an academic environment, reputation and networking are incredibly important. Your thesis assessors, peer reviewers, next employer or potential collaborators are out there and chances are they are using social media.

I have found conferences are an amazing opportunity to make the most of building up your profile. Most conferences have a hashtag, which makes tweets relating to the event easy to find and helps you identify peers. A couple of years ago I attended a Science Communication conference where everyone was encouraged to tweet live during sessions. The power of over 300 professional science communicators using the event hashtag meant that it was trending higher than #DavidBeckham on the day he retired from professional football! I took along our lab mascot, a meerkat in a T-shirt showing the Motor Neurone Disease Association logo which made for some fantastic images and networking a lot of fun. These pictures were picked up by the presenters of the closing session, which was great awareness for the charity and helped boost my following in the science community.

On a day-to-day basis the most useful aspect of Twitter for me has been to keep to date with the fast paced research world. High impact papers generate interesting discussion, conference tweets mean I can stay informed of the latest research and funding or job opportunities often get publicised via social media. There are also great research blogs which can summarise complex data in an easy to digest format.

So, I heartily encourage you to give Twitter a go, the number of eye-rolling academics is decreasing and those actively engaging is going up. My top tips: start now - it takes time to build up followers and find accounts with the most relevant content. Stay positive and polite, don't tweet while angry, drunk or to vent frustration. It is the quickest way to lose hard earned followers and you never know who will see that tweet you will come to regret. Use links to interesting content, why not write a lay summary or blog about your research or a paper you found interesting (not forgetting to quote the DOI number). Most of all explore, network and join in the conversation, who knows what opportunities you might find in the Twittersphere.

New Doctoral Academy

My experiences of using social media for interactions and information during academic conferences

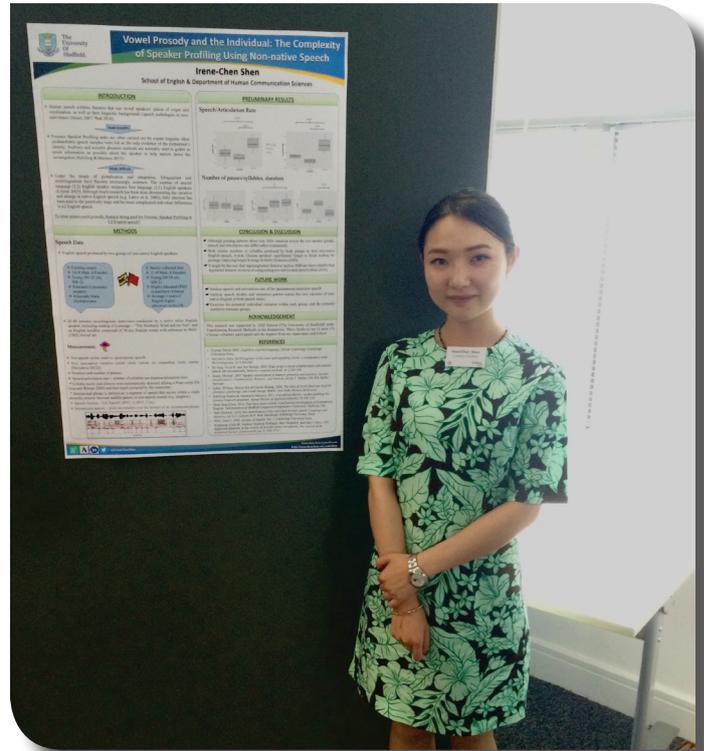
Together with the development of various kinds of online social media platforms, nowadays people are having more possible ways of communication than ever before. Unlike traditional methods of communication such as letters and emails, different online social media platforms have provided us with many more forms and methods of communication. For instance, many major conferences in my field (phonetics) have used Facebook pages for gathering likes from their potential participants, and for updating conference programmes and social events directly on Facebook as ways of informal notification and interaction.

Twitter has also been used very frequently by conferences for live tweets, to help scholars or researchers to follow the content or the fun facts of those conferences where they cannot physically be present. With the hashtag function, it is also very easy to find much more information related to a particular conference.

Through effective communication on social media, participants are not only more engaged in the content and activities of the conferences, but also more open to share their own thoughts and experiences of attending conferences. Through sharing and engaging, a stronger sense of community could be developed, and potentially, the experience of attending conferences could also be improved.

Although with different focus and target users, different social media platforms could be linked with each other in some ways. For instance, a conference image posted on Instagram could be shared automatically on Twitter and Facebook to the public and/or Facebook friends providing the three accounts are linked with each other. By doing this, the visibility and outreach of the conference could be increased dramatically without too much efforts from the organising committee.

Overall, given the popularity of social media among people, it might not be a bad idea to make use of this popularity and improve the level of public engagement of the academics through social media.



Irene-Chen Shen
PhD Student, School of English
Doctoral Academy Intern

What Do Doctoral Academy Interns Do?

As well as being current PhD Students who are working on their research projects, Doctoral Academy Interns work alongside permanent staff to provide additional support and opportunities for PGRs. They run regular coffee mornings at the Graduate Research Centre to provide a space for PGRs to socialise and work across subject areas. They are often involved in projects run by the Doctoral Academy, such as the recent award ceremony for contributors to the Doctoral Academy Conference.

Interns on Social Media

Why we should stop worrying and learn to love social media

I am one of the two new Doctoral Academy interns. I graduated with distinction from my MSc in Information Management at Sheffield University, and started my PhD studies at Sheffield's School of Health and Related Research (SchHARR) in March 2014. Previously I was the head librarian at Royal Hospital, Oman, and responsible for creating the first medical E-library in the country.

My PhD looks at knowledge sharing, collaboration and teamwork in healthcare. My interest comes from my experiences in healthcare, and from seeing the impact of poor communication on my sister's treatment when she was admitted to a hospital with aplastic anaemia. The lack of knowledge sharing and communication between healthcare professionals led to a near fatal delay in her diagnosis and treatment, which profoundly affected my family.

Healthcare is a highly complex environment, requiring high levels of teamwork, clear communication and continuous knowledge exchange and sharing. I am interested in understanding and mapping the intersections between teamwork, collaboration

and knowledge sharing within healthcare, aiming to reconcile practice and theory.

I like to describe myself as an interdisciplinary scholar both professionally and academically, and my particular areas of interest include interdisciplinary research, learning and teaching, knowledge sharing patterns and behaviour, evidence based practice, mixed methods research, multimodal approaches in research and teaching, systematic reviews, public engagement, and research for impact.

I am passionate about finding innovative and creative ways to bring research and learning closer to the public. With the Doctoral Academy, I am working in collaboration with several public engagement groups in Sheffield, aiming to raise awareness of research for impact, public involvement and engagement to PGR students. One of the ways to do this is through a more creative use of social media.

Social media, for many, is linked with their personal life, and purely for fun. Yet it can also be an important tool for professional activities, outreach and networking. This began for me simply by tweeting in a conference. I was finding it hard to concentrate so I decided to tweet along with the conference hashtag, and not only did I find it kept me focused, suddenly I was connecting to scholars around the world! I was hooked. I looked at how social media could be used in research, teaching and learning, and professional networking. Sites such as Twitter, Facebook, Instagram, LinkedIn, Research Gate, Academia and others, help to create links and bridge diversity across the world. It is a great way to involve students during and outside the class, for example in discussion groups. It can be used for online data presentation, and lends itself particularly to the visual exploration of data, in imaginative and vibrant ways, allowing research to be disseminated to students, researchers, and the public, without jargon and in engaging ways. And if we can break down the barriers of jargon, we open up to new ways of interdisciplinary collaboration.

Affra Al Shamsi (Ffion)
PhD Student, SchHARR
Doctoral Academy Intern



Using Social Media to

Social media is a great way of promoting your research and yourself. Whether you want an academic career or you want to explore other opportunities, effective use of social media can be a huge asset. But there can be pitfalls, so raise your awareness of the what, when, how and why to make the most of social media and use it well.

Effective use of social media is a skill that employers and universities expect you to master. To use it successfully you need to be an active contributor. It isn't about posting your CV or profile and waiting for someone to approach you. You need to be creative and innovative in your use of it

According to the Prospects website, 95% of graduate recruiters in the Times Top 100 Graduate Employers for 2015/2016 used social media as part of their recruitment process. Many smaller companies only advertise on social media – it is usually free, quick to access and will directly reach those motivated by and interested in a particular field or sector.

It is common for organisations to do an online search to find out more about applicants and to see what their 'digital footprint' says about them. This can have both a positive and a negative effect. Employers have been known to withdraw offers on the basis of a negative social media presence that doesn't convey a professional image. What you post and share can reflect your views, values and beliefs so make sure you are happy for this to be seen by a current or future employer.



What are employers looking for?

1. You'll be a good fit – will you gel with the existing team and do your values and attitude fit with the company culture?
2. You've been honest about skills and experience – does the evidence from a range of online sources reflect what you say on your CV. Are you really the excellent communicator you claim to be?
3. You're creative – you might be using social media but are you using it in an effective, innovative and original way?

How to make the most of it

1. Create a brand – use a consistent, professional username and image across all social media so that people will recognise you. Include work or research interests and your location.
2. Be an active user – take the time to build extensive networks and connections, show how informed and engaged you are and contribute by posting content, asking questions and contributing to discussions.
3. Apply your research skills – social media is a vast resource of first-hand information about individuals and organisations. Exploit it!

What do employers dislike?

1. Discriminatory comments on issues such as race, gender, disability, sexuality etc.
2. Negative comments about previous employers or colleagues
3. Poor communication skills, punctuation, grammar and spelling
4. Inappropriate photos and posts
5. Swearing and offensive use of language
6. Evidence of drug taking or excessive drinking

Develop Your Career

What should I use?

LinkedIn www.linkedin.com

LinkedIn is the best known and most extensive professional networking site. Use it to create an online profile that highlights your skills, experience and knowledge. Develop your connections with friends, colleagues and family and develop a wider network in your areas of interest. Join professional interest groups and contribute to discussions or post your own questions; this is evidence of your interest and knowledge of a profession or sector. Look at profiles of people doing roles that interest you to see how their career has developed. Follow employers that appeal to you and pick up their latest news and vacancies.

Pinterest www.pinterest.com

Create a visual showcase of your research or skills. Companies are using Pinterest to represent their vision, values and ethics.

Twitter www.twitter.com

Follow organisations and individuals, build networks and share resources, ideas and opinions.

Facebook www.facebook.com

Join special interest groups, 'like' employers to receive updates and create a professional profile to demonstrate your research and experience.

YouTube www.youtube.com

Upload videos about your research or experience which can form part of a creative networking and application strategy.

Wordpress www.wordpress.com

Demonstrate your writing skills through a blog by publishing your own research, opinions and ideas.

ResearchGate www.researchgate.net

Highlight your research, post articles, ask and answer research questions and network with other researchers. You can also search for research jobs in and outside academia – and recruiters can search for you!

Social media platforms are constantly evolving so look out for other options that work for you. Most of these cross international boundaries enabling you to network globally but there are platforms such as Weibo (www.weibo.com) and Renren (www.renren.com) that are particularly popular in China.

What next?

Search for your name online and review what you find. Are you happy with the professional image that you convey? How could you develop this further? What are the best platforms for you to use?

Try searching for someone successful in the career or research area that interests you. What is good about their online presence and how can you emulate that?

Rachael Roberts

Careers Adviser for researchers, University of Sheffield Careers Service

Careers advice sessions run regularly, contact DDPenquiries@sheffield.ac.uk for details of upcoming sessions

University of Sheffield Research on Social Media

Publicising your Research on Social Media

My research involves looking at dentists' use of social media. Social media is a powerful tool that has many uses for dentists such as educating patients and promoting their practice. Similarly, social media has many positive uses for doctoral students at all stages of the research process - including as a method of publicising their research.

The most straight forward way to publicise research on social media is by posting a link to an article you have had published. Including a link means the article is easily accessible to other social media users. A relevant image or engaging comment can increase the number of users who read your article. Twitter and Facebook are both useful social media sites for posting links in this manner.

There are other ways social media can be used to gain interest in your published articles for example podcasts between you and fellow authors and blogging about your experiences of carrying out the research.

Twitter and Facebook can then be used to further publicise your podcasts and blogs. It is important that your Twitter and Facebook posts are not all links to your other work. In order to engage other social media users it is important to post regularly and with a variety of material. If you have a virtual audience that are already engaged with your social media, they are more likely to download and read your research articles.

A regularly updated LinkedIn page may also be relevant for your research if you wish to create industry contacts or work in industry in the future.

Social media sites specifically for academics such as Academia.edu, ResearchGate and Google Scholar are essential tools for doctoral students. These websites can monitor analytics, increase citations of your articles and allow for tracking other researchers' work. Enrolling and making your profile public on these sites may enhance impact and many institutions will expect to see their doctoral students engaging.



Anna Greer
PhD Student, School of Clinical Dentistry

The boundary between personal and professional content often becomes blurred on social media. Developing a separate writing style for research related posts can help give uniformity to your posts and maintain boundaries.

There are other potential problem areas when using social media for publicising research. Anything written online should be considered permanent and, as with other writing, plagiarism must be avoided. Consideration must also be given to avoiding repetition of extracts from your articles in your blogs (and vice versa!). Additionally, social media is time-consuming so care must be taken that it does not prevent you meeting your research deadlines. The University of Sheffield's website *Hashtags and Healthcare* provides advice on safe and successful social media use.

If you are interested in using social media for publicising your research, there are many opportunities within the University of Sheffield, for example by writing a guest blog for the Doctoral Academy or attending one of their training courses to learn more. There are many different forms of social media and it is a very powerful tool for publicising your research area – don't miss out!

University of Sheffield Research on Social Media

Social media and the making of collective memories

Social media have become intimate parts of our daily lives. We rely on social media not only for entertainment and socialization but also increasingly to understand and engage with public affairs. Whatever way we use social media, we are using them to build memories that are relevant to us on the individual and collective levels. Our personal digital lives are documented and re-packaged to us in features such as Facebook memories. On YouTube, we have access to an extensive archive of audio-visual material. The use of social media for collective memory, however, is not just passively enabled by technological features but is deliberately sought by social media users.

One of the most important factors of collective memory is that it is strategic. We construct narratives about a social and political past in order to serve our present-day aims and circumstances. Accordingly, collective memory is fickle. It changes depending on what is happening at the time of recall. It is no surprise then that social media have easily lent themselves to memory work. Social media are highly accessible to different users as they enable the constant making and remaking of cultural and political content. On social media, many narratives about what the past

means are presented and these compete for the attention of the public.

In my research, I have focused on how political actors and activists seek to project new meanings on the past in order to further their political agendas. Fresh content is created on social media to lay claims on symbols, ideas, and tropes from or about the past, whether recent events or bygone history. My focus has been particularly on the Arabic-speaking world and how, since the momentous Arab uprisings of 2011 and the various conflicts that ensued in the Middle East, activists and political actors have been engaged in contentious battles over who gets to define the Arab-Islamic collective past. As several Arab countries face civil wars and internal conflicts, the fight over the meanings of the past has mirrored current struggles over political control and social influence. These online mnemonic battles, as I call them, have been largely fought on Facebook pages, YouTube videos, and Twitter hashtags.

The use of social media to mobilize the past for the present though can also be fun and subversive. In a recent research project, for example, I examine how Syrian activists have resorted to their childhood cartoons to produce creative dissonant digital content since the uprising in their country in March 2011. I focus on how animations, which were initially aired on Arab national TVs in the 1980s, popped up in the form of re-edited and re-dubbed YouTube clips. Activists produced clips by recording their voice as if it were that of animated robots, pirates, ninja fighters, and forest animals, which were symbolically mobilized in revolutionary action against both the Al-Assad regime and the Islamic State group. These cartoon characters were also used to express Syrians' hopes, fears and pains about becoming refugees in Europe. The reworked cartoons convey revolutionary fervor and a desire to cope with the traumatic experience of losing one's country to war. They demonstrate the varied ways social media can be used to recreate memories and indulge in nostalgia in politically-significant ways.

Dr. Omar Al-Ghazzi
Lecturer in Journalism, Politics & Public
Communication
Department of Journalism Studies



University of Sheffield Research on Social Media



Social Media, Sousveillance and Policing in Northern Ireland

The success of campaigns such as #BlackLivesMatter illustrates how the use of social media by advocacy groups can help shape public debates about policing and human rights in democratic states. Yet, not all such online campaigns have the same impact. Take, for example, the way loyalists have used online tools to highlight what they perceive as partisan policing in Northern Ireland. They heavily criticised the Police Service of Northern Ireland (PSNI) for their use of CS spray during disturbances that followed a Junior Orange Order parade in south Belfast on the 27th March 2016. Representatives of the Orange Order and the Progressive Unionist Party (PUP) claimed that the incident, which left nine children including 12 year old Christian King requiring medical treatment for eye injuries, was yet further evidence of a 'two-tier' policing system that treated loyalists less favourably than their republican counterparts. PSNI Chief Constable George Hamilton rejected such allegations and expressed regret that children had been inadvertently injured by the use of CS spray by his officers, who he claimed had intervened to stop the marchers from damaging parked cars on the Ormeau Road.

There was a mixed response to video footage of the incident made available on the website of local news outlet UTV Live, which presumably was shared by an eyewitness to hold the PSNI to account for their alleged heavy-handed actions. Those viewers that commented upon this sousveillance (inverse surveillance) footage tended to conform to the fingerpointing and blaming of the 'other' community

that has so often characterised online interactions around such contentious issues in Northern Ireland and elsewhere. Indeed, this was a recurring theme in my own research into how loyalists used YouTube to share sousveillance footage of the policing operation during the union flag protests in January 2013. A study of 52 videos showed that such content was as likely to raise questions about the behaviour of the flag protesters, as it was the police. This reflected the ambiguous nature of much of this footage, which did not appear to corroborate loyalist claims that they had been the victims of police brutality. Zero-sum perceptions of the flag protests dominated the comments section under each video at the expense of any discussion of the broader issue of increasing loyalist disillusionment with the PSNI. Some commentators used sectarian language to describe the flag protesters while loyalists criticised the heavy-handed approach of the PSNI. Moreover, many of these comments appeared to show little to no engagement with the events captured on camera. Although YouTube appeared to provide public spaces in which police actions could be scrutinised, the views of many commentators still appeared to be strongly influenced by the news media framing of loyalist protesters.

It would be premature to dismiss the role of social media in holding institutions such as the PSNI to account for their actions. The eyewitness footage and testimonies that circulated on these sites will no doubt provide valuable evidence for the forthcoming investigation by the Police Ombudsman into the legality of the use of CS spray by PSNI officers during this incident. Whether this leads to these officers facing disciplinary action remains to be seen. Nor would it appear likely that public opinion towards the PSNI or the Orange Order will shift dramatically as a result of this user generated content. Nevertheless, the documentation and sharing of experiences has the potential to empower working class loyalist communities, who have felt increasingly alienated from the powersharing institutions in Northern Ireland. This nascent form of digital citizenship may prove crucial in articulating views that are neglected by the mainstream political parties and news media.

Dr Paul Reilly
Senior Lecturer in Social Media & Digital Society
Information School

University of Sheffield Research on Social Media



My PhD is on Social Media and so I had to Start Using it!

My PhD topic examines infectious disease outbreaks on Twitter such as Swine Flu and Ebola, and I am based in the Information School.

The reasoning behind examining social media for health is that social media websites provide a type of space where people can share their thoughts, feelings, and opinions. Those working within Health Informatics will be keen to examine what people post on social media to examine common concerns, and potentially harmful misinformation.

My plan is to examine tweets related to Swine Flu from 2009, and from Ebola from 2014 in order to see the types of information users were sharing on Twitter. This will allow me to develop a set of recommendations that can be used by health authorities to disseminate information that is relevant during infectious disease outbreaks.

As my PhD is based on Twitter and social media I thought I would actively tweet, blog and guest blog about my research as well as target conferences. This has meant that my PhD work has been reaching larger audiences.

Some notable event invites and achievements include: running a workshop in Split, Croatia for a company ranked within the top 100 on the Fortune Global 500 list, delivering a stand on Echosec for a Security Summit in London, visiting Twitter and Google HQs, and most recently delivering a seminar for the Department for Work and Pensions (DWP) Government Office in London.

Due to my profile within the media I have also been featured twice in the White Rose DTC newsletter within the Researchers in the News section. For an LSE Impact blog post which went viral, and then for a blog post that was picked up by a journalist from Channel 4 News.

This has all been down to me actively sharing my research online. I started by sharing blog content, and engaging with the #PhDChat hashtag, and a subject specific hashtag #NSMNSS. As well as guest-posting on the London School of Economics and Political Sciences (LSE) impact blog.

Wasim Ahmed (@was3210)
PhD student, Information School



University of Sheffield Research on Social Media

Journalistic use of Twitter

My name is Chrysi Dagoula and I am a PhD student at the Department of Journalism Studies. My work, supervised by Dr. John Steel and until recently co-supervised by Dr. Scott A. Eldridge II, looks into the journalistic use of Twitter in political dialogue in Britain and its implications for the rejuvenation of Democracy and for the Public Sphere concept, by capturing how this platform can be mapped as a synthesis of dialogic arenas.

Social media, especially with regards to journalism, is a whole new area of practice, of study and of research, as digital reality is decreasingly separated from the non-digital one. Social media emerged as a response to the evolving societal needs and requirements, and their newness lies in their full integration into our everyday experiences as well as in their enhanced social character. It could be said that their underlying philosophy is perfectly encapsulated in the word "participation" - this notion also shows the implied opportunity we have to build or to be part of networks, and to add our own imprint.

One of the main arguments in my work is that the offline and online worlds are interrelated, interconnected and interdependent: we act and react simultaneously in both worlds, and there is a co-effect between these actions and reactions. As such, the new "ethnographic" places we live in, traverse the digital - non-digital dichotomy by being open, public and participatory. Furthering this rationale, this "non-dichotomy" is particularly important for us as doctoral students - I consider the "digital parameter" highly significant for the creation of our own academic footprint.

The opportunities are countless, which is also the main challenge: choosing the right platform to publicize our research areas could be overwhelming. I think, however, that - probably fortunately - there is no right way to be present online and there is no right platform to do so - besides, social media is an elusive term which includes a diversity of platforms, activities and tools. Of course, there are some "safe" choices, like creating a LinkedIn profile or a publications CV, but the research aspects depicted in the content one chooses to share, or the level of commitment, can be very different. Personally, I use several platforms which I try to distinguish between personal and work-related. In terms of my research, I regard Twitter as the most valuable (re)source. By following academics on my extended field, I have the chance to get informed about events, conferences and new publications, to follow discussions, argumentations and new debates, to share my own work, and more importantly, to feel part of a wider network of researchers.

Certainly, there is a downside in the (heavy) use of these platforms: they can be time-consuming, they can lead to procrastination, it is easy to succumb to over-sharing of (more personal) content or to over-exposure and so on. Using them wisely though - either by charting our own PhD journey, sharing thoughts with a broader network, giving or taking advice, asking questions or disseminating our work - can be a wise choice and, in my view, an important ally to our research progress.

Chrysi Dagoula
PhD Student, Department of Journalism Studies



To Tweet or not to Tweet Your Doctoral Journey?

A recent Guardian Anonymous Academic (AA) article* bemoaned the rise of Twitter in research, as part of a “selfie epidemic” whereby the “serious researcher” has become devalued, arguing that they “should not have to parade myself online to...stake my claim as a good researcher”. This article won't try and convince you should tweet but will hopefully give you a more optimistic point of view from which to judge. Engaging with social media as a researcher doesn't have a right or wrong answer, first it depends your personal pre-disposition to social media.

It's important also to remember, not all academic communities value the same things, and it would be wrong to assume they do. I am a social scientist, I engage in the theoretical, debating concepts, **Twitter gives me a forum to do this and to help sharpen and develop my thinking.** There's a little narcissism when I tweet about a paper I'm about to give. But predominately I'm sharing some ideas; the discussions these stimulate both offline and online help shape my work. AA seems to work in a lab, which would suggest a STEM background. This is not to say that scientists don't tweet, some STEM tweeters are my favourites, but it's important to reflect on how **different disciplines may be dominated by different traditions of knowledge production which may value Twitter differently.** For example, the dissemination of more finalised research may hold greater weight in the circles AA engages in, than an ongoing fluid debate and discussion I engage in.

But Twitter is a useful means of exploring this further as an Early Career Researcher (ECR), I find that **the tacit mores of your discipline play out on Twitter,** and it can be a **valuable way of helping to working out where you fit.** For example, I have benefited from picking up on how small specialist conferences with limited marketing budgets launch their calls for abstracts bursaries or prizes on Twitter. These can be more richly focused than broader discipline based ones, giving closer contact with experts in your particular area. Or noticing how editors of journals tweet about their current interests - useful to help understand where to pitch your work.

Twitter also helps build a support network. A PhD is not an isolation exercise; it can be lonely at times but ultimately it takes a village. A big part of this village comes from your school and

faculty, but **Twitter can help you find national and international colleagues engaged in your particular slice of discipline.** You may not be the only PhD student in your department, but you may be the only one using a particular theorist. That's great - you're original! The major goal a PhD! But it can be lonely too – especially when attending your first conferences. My Twitter inbox is filled with messages that end; “I'm by the piano... with the red wine...” as I finally meet people I have tweeted before/during conferences who have become firm friends.

But also if you're new to research, Twitter can be particularly useful in **documenting your journey and help you feel accountable for your time.** My colleague Megan De Ste Croix's daily life of a PhD blog** gives a good example of this, and supports it with Twitter. PhDs are very independent ways of working, which can be disconcerting, setting goals on twitter, achieving them cheered on by fellow ECR's can help build confidence. Hashtags which are particularly useful to use for this include: #phdlife #Phd #acwri #phdchat

Ultimately tweeting isn't necessarily for everyone. My experience is it can be rich and fulfilling, and has ultimately helped me enjoy being a researcher, surely the most important part of being a “serious researcher” ... go on take a selfie with a cat. #AcademicsWithCats

* https://www.theguardian.com/higher-education-network/2016/aug/05/im-a-serious-academic-not-a-professional-instagrammer?CMP=share_btn_tw

** <https://dailylifeofaphd.wordpress.com/>

Sam Dent (@SRDent89)
PhD researcher in Higher Education



Ten Ways Social Media can

The life of a researcher has changed over recent times. You may still be sat in a darkened room writing, but you also have lots of other things to do. Check your phone, chase Pokémon and obsessively check social media. One of these things can actually be a helpful addition to your research, and it's not catching Articuno or Jigglypuff. Whether your medium of choice is Twitter, Facebook, LinkedIn, SlideShare, reddit or Instagram - here are ten ways social media can help you on your journey.

1

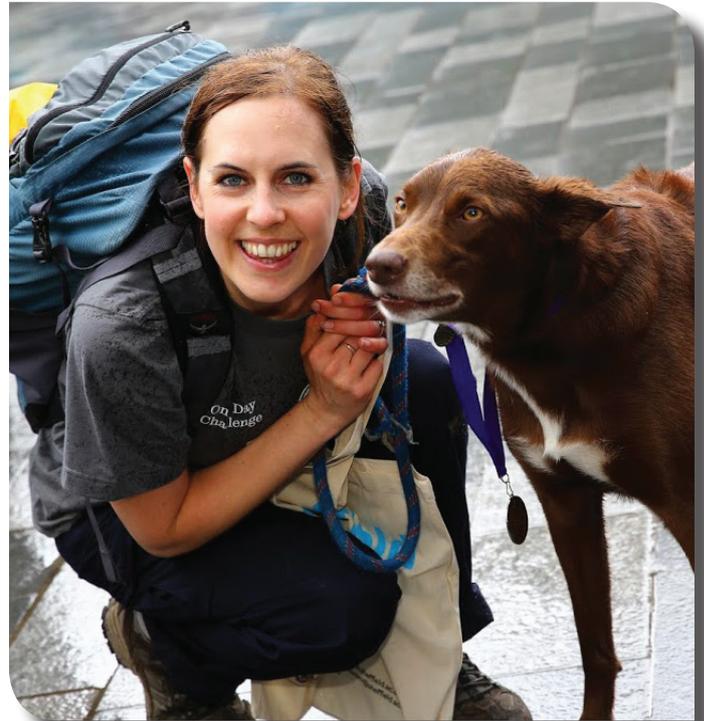
Beginning your PhD can feel intimidating and knowing where to start can be difficult, but you are not alone. In fact, there is a whole community of people doing PhD's to be found on Twitter – just search #PhDchat.

2

Social media can help shape your research. You can build a following and connect with a network of people interested in the same things that you are. This allows you to engage in conversation, to ask and answer questions, and even find participants for your research. Follow related accounts and hashtags on Twitter or find related forums of discussion on reddit.

3

Blogging can be a useful way to shape your research and build your profile. It can help you thrash out ideas and the optional comment function allows others to comment on your work, which may help to refine your ideas and theories. Blogging about your PhD experiences can also be another way to build a community with other researchers.



4

Sharing your work on social media has a potential huge reach. It's thought that on average a journal article is read seven times. Right now Twitter has on average 313 million monthly active users.

5

You can build a profile for yourself as an expert in your field by writing for The Conversation - a popular, not-for-profit media outlet that uses content sourced from the academic and research community. PhD students and academics can pitch to write for The Conversation easily on the website. The articles have a much bigger reach than if you were start your own blog – it's also not as big a time commitment. You get to refine your blog writing skills by working with a journalist, and often pieces in The Conversation are republished in The Guardian, Wall St Journal and other news sites across the globe.

Help You on Your PhD Journey

6

Enhance your conference experience. Connecting to people using the conference hashtag on Twitter, allows you to arrange meet-ups and discuss topics raised at the conference. You can also share your conference slides and find other useful presentations using Slideshare.

7

Make a difference with your research by connecting with relevant stakeholders such as policy makers, journalists, think-tanks, funders and academics – share your research and engage with them when possible.

8

Expand your horizons by connecting to people beyond your discipline. The direction of travel for future funding is interdisciplinary research to tackle key global and societal challenges.

9

Measure, track and collect evidence of your impact and engagement using tools like Twitter Analytics and Altmetric.com.

10

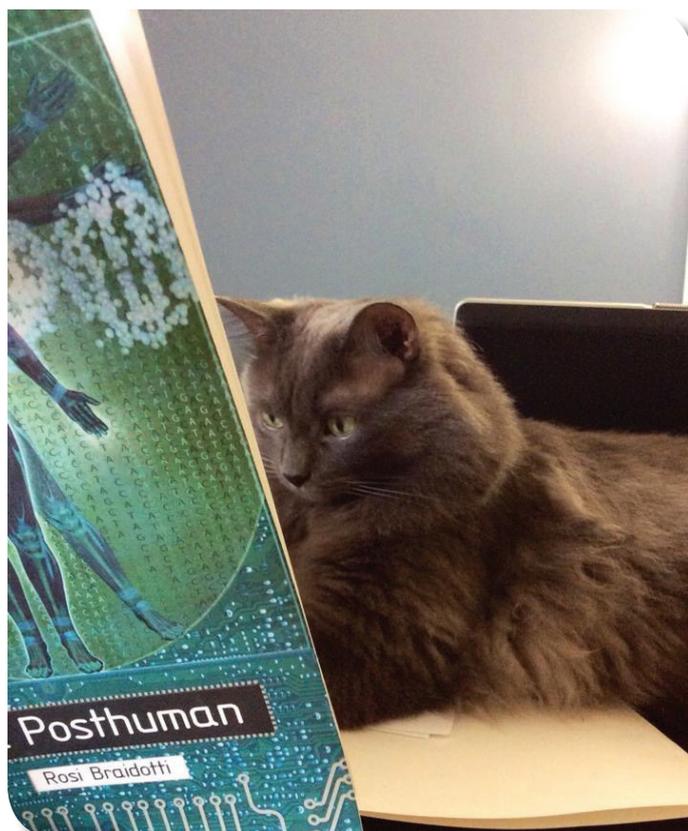
When all else fails and you're having a bad day, cheer yourself on Twitter by following @AcademicsPain or @AcademicObscura.

Just don't forget, social media is instant, free and has a massive reach.

All these fantastic reasons for using it can also be pitfalls. Be sure to use it with a measure of professionalism, your next employer could read it. As Andy Tattersall (Information Specialist, School of Health and Related Research) once told me:

"Twitter is like picking your nose in your car, you think it's your own private space, but everyone can see".

**Sarah Boswell (@SheffSocScience)
Research Marketing and Communications
Manager, Faculty of Social Sciences**



**2015 #AcademicsWithCats winner by
@KirstyLiddiard1
Annual Awards run by @AcademicObscura**

University Research Ethics Committee (UREC)

Ethical challenges of social media research – the UREC’s work to develop policy and guidance for researchers

The University Research Ethics Committee (UREC) oversees the policy and processes that are in place to ensure that research involving human participants, personal data and human tissue is undertaken following the principles of research ethics. One of the UREC’s key roles is keeping abreast of developing research areas and the ethical challenges they present, in order to provide policy and guidance to support researchers in tackling new ethical challenges.

During the 2015-16 academic year, the UREC has undertaken a full review of the University’s Ethics Policy Governing Research Involving Human Participants, Personal Data and Human Tissue, involving detailed consideration of the existing policy as well as consultation across the University – a process that takes place once every 5 years. One of the key issues that this process has identified is the huge growth in the use of the internet, and in particular social media data, for research purposes – and the difficult ethical dilemmas this presents to researchers. Social media has fundamentally changed the way that researchers can access information, and ethical approaches that have been established over many years (e.g. informed consent) are no longer always appropriate or possible.

The UREC is therefore seeking to provide greater



support to researchers involved in this area of research, by developing a new tailored section of the Ethics Policy. Whilst there are no easy answers in this area, the UREC hopes to be able to provide a clear steer to researchers as well as additional supporting guidance and links to useful external resources, to help researchers to think through the challenges and develop an ethical approach relevant to their own work.

A workshop was held on 14 July 2016 to enable discussion and debate around the issues of social media research, in order to inform the development of the new policy and guidance. A review of this event is provided by Sally Sanger, a PhD student in the Information School (see page 17). The revised Ethics Policy is due to be completed by the end of 2016 and will be circulated to all staff and students, as well as being made available on the University’s ethics and integrity webpages: <http://www.sheffield.ac.uk/ris/ethicsandintegrity>.

Lindsay Unwin
UREC Secretary
Research & Innovation Services



UREC Research Ethics and Social Media Workshop Review



Exploring research ethics in relation to the internet and social media feels like entering the Wild West. Nothing is really settled yet in terms of agreement on the way to deal with the intriguing issues this area throws up for ethics. This workshop, held on 14 July 2016, by UREC, the Digital Society Network and the Information School's Digital Societies Research Group, formed a welcome addition to current debates, raising many questions and ideas. Sheffield researchers have been requesting guidance in this area and this event was designed to contribute to the revision of the University ethics policy through exploring the issues and challenges.

The workshop began with keynote talks from Professor Helen Kennedy from the Department of Sociological Studies, and Dr Natasha Whiteman from the University of Leicester. Professor Kennedy gave us nine key questions to consider covering some of the main issues in this field: for example, the acceptability of mining social media, the distinction between social media as a public or private space, how to preserve anonymity of those posting (especially when Twitter requires quotes to be retained intact in research) and how to obtain informed consent when doing large scale research with transient populations. Dr Whiteman then spoke about negotiating ethical issues including the differences between settings and websites that mean a one size fits all approach is not viable. In an ever-changing field flexibility is key. Dr Whiteman also raised some very interesting questions, for example, whether research should

support misguided expectations of privacy or educate users about the fact that many pages they may assume private are actually public. She advised challenging assumptions in ethics and avoidance of over-identification with any particular authority.

The session then proceeded with breakout discussion groups looking at specific proposed research scenarios, including e.g., research into Facebook private and public pages used to communicate in the aftermath of a disaster. Discussion was lively and wide ranging: issues raised included whether posing as a member of a group can be justified, whether Twitter hashtags need to be anonymised as well as quotes, the difficulty of knowing whether one is dealing with an adult or child, and whether or not posting screenshots from Twitter is ever justified. The last highlighted differences of approach in practice of different departments in the University. The importance of knowing the benefits for users of specific proposals was highlighted.

The final panel discussion covered what UREC should do to help researchers including: giving guidance on acceptable levels of risk, considering the ethical implications of publishing as well as of collecting data, remaining up-to-date with developments and holding more training. It was felt that UREC should particularly support the lone researcher and set the level of detail needed for ethical approval. It was also argued that UREC should advocate a case-by-case approach rather than strict guidelines.

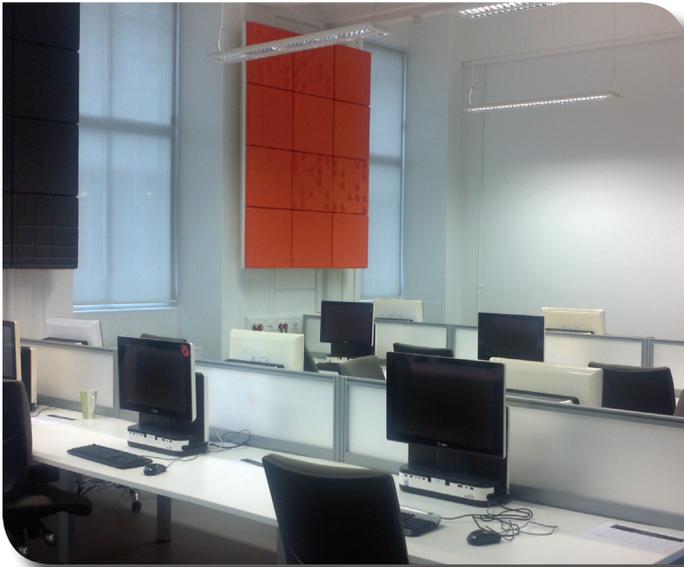
This was a stimulating and exciting workshop, benefitting from being cross-disciplinary - and as with so many of these events it raised more questions than it answered.

Sally Sanger
PhD student, Information School



Join The Graduate Research Centre

Dedicated Graduate Researcher Study Space



The Graduate Research Centre in the Dainton Building offers dedicated study space for PGRs in the heart of the campus. This quiet area offers 27 bookable computers with printing facilities.

There is a small shared kitchen, with a fridge, microwave and hot water supply and a quiet social area so you can take a well deserved break when necessary.

The Graduate Research Centre includes a seminar room which hosts courses for the Doctoral Development Programme, but can also be booked by members to practice for vivas, complete group or project work or run sessions.

It is also where the Doctoral Academy Interns host their regular coffee mornings offering a chance to meet other PGRs.



The Graduate Research is open from 8am-12am, 7days per week, including during the holidays.

To join the GRC visit:

<http://www.sheffield.ac.uk/ris/pgr/grc>

Complete the form and we will be in contact as soon as possible.

Applications can take a few days to process and you will receive an email to confirm when your application is complete.



Become a Sheffield Collaborator

New for Academic Year 2016

The PGR Collaboration Tool allows you to find academic staff and doctoral research students who may be able to collaborate or provide input for your research

As a doctoral researcher you are part of our vibrant research community. This tool enables you to share your research profile with your peers at the University of Sheffield. You can update your profile as your research develops and you have more information to share about your research activities. This page is available for all Sheffield doctoral research students to contribute to.



Research Collaboration Finder

This tool allows you to find academic staff and doctoral research students who may be able to collaborate or provide input for your research.

As a doctoral researcher you are part of our vibrant research community. This tool enables you to share your research profile with your peers at the University of Sheffield. You can update your profile as your research develops and you have more information to share about your research activities. This page is available for all Sheffield doctoral research students to contribute to.



Your Profile
[View / Edit Your Profile](#)

Search or browse using the filters below.

Type: Research Students Academic Staff Both

Department:

Search Keywords:

Dr Umberto Albarella
Department of Archaeology

Research interests:

I am specialised in the study of animal bones from archaeological sites (zooarchaeology), but my research is wide-ranging and strongly oriented towards the integration of different aspects of archaeology. My work is predominantly based in Britain and Italy, but I have also worked in Armenia, Greece, the Netherlands, Germany, Switzerland, France and Portugal. My main areas of research include:

- Animal domestication and husbandry intensification
- Ethnoarchaeology
- Ritual use of animals
- Husbandry evidence of Romanization
- Animals and medieval life
- Integration in archaeology
- Archaeology and politics

[View Full Profile](#)

Webpage: [Personal Webpage](#)

Dr Gianna Ayala
Department of Archaeology

Research interests:

My research interests are wide reaching and focus on the integration of different analytical methods. I work predominately in the Mediterranean but have worked all over the world, including Britain, Croatia, Greece, Italy, Turkey and Argentina.

- Geoarchaeology (landscape and on-site investigations)
- Italian and Mediterranean prehistory
- Landscape archaeology and field survey techniques
- Contemporary archaeology

[View Full Profile](#)

Webpage: [Personal Webpage](#)

Professor John Bennet
Department of Archaeology

Research interests:

- the archaeology of complex societies (particularly the Minoan and Mycenaean cultures of the Bronze Age Aegean)
- the archaeology and history of Crete
- early writing and administrative systems (especially Linear B)
- diachronic regional studies
- integration of material and textual evidence
- Ottoman Greece.

He has published on Late Bronze Age Crete and mainland Greece, on Linear B, and on historical Greece, often explicitly integrating material and textual evidence, and has carried out fieldwork in Crete (Knossos; Phaistos region; Hania region), mainland Greece (Pylos region) and the islands (Keos; Kythera).

[View Full Profile](#)

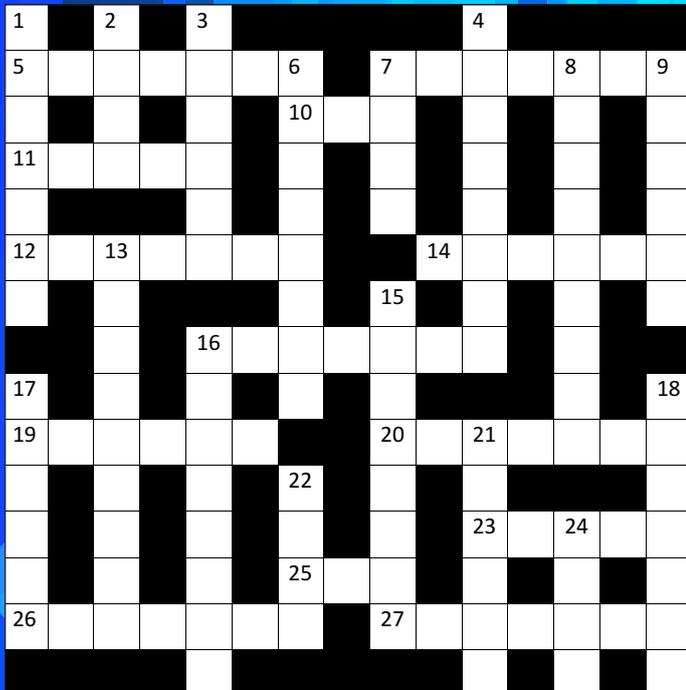
Webpage: [Personal Webpage](#)

#WeAreInternational

Cryptic Crossword



The University
Of
Sheffield.



ACROSS

5. Umpire exchanged vowels in rush to spruce things up (7)
7. Talk in drunken wine bar (7)
10. Secretly begun in place of study (3)
11. Latin, therefore, sounded virgin at first sign (5)
12. Short wit terminates showing limited characters (7)
14. 1080p containing succulent cast aura (6)
16. Leafy foe invaded by westerly Gail (7)
19. Augury uncovered or a clear answer (6)
20. Small glowing coal on headless shipment to ban trade (7)
23. Improvised bad hockey team hid (5)
25. I in three parts! (3)
26. Morning in unknown French seas goes on (7)
27. Undercover Osaka rat escalates fights (7)

DOWN

1. Secret prime lost millions adding sales tax (7)
2. Rafa went up long way (4)
3. Drunken toppers put up again (6)
4. Stand down first two, princess Kate said (8)
6. As starving nation lost all initially to gain final spoil (8)
7. Confused apteryx commonly is a quick source of information (4)
8. Fisherman randomly twerk on ER (9)
9. Messy cord easily starts twice to programme again (6)
13. Indian deer with sheep took photos! (9)
15. Federal agency led common era over belittled reservations about mug shot (8)
16. Baby horse without a cow is admirer (8)
17. Half of internet start-up adds thin veneer to act as instructed (6)
18. Bean shell thrown for entertainment on demand (7)
21. Flier goes round sun god to make new growth (6)
22. Prompts loud Chinese hair dos (4)
24. Time in his site traffic (4)

Special congratulations to Daniel M Graves and team on their submission from Edition 12. They will be writing the crossword for Edition 14

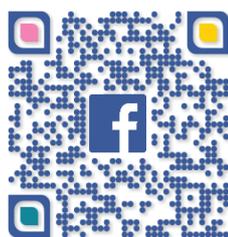
**Please complete if you are submitting your entry*

Name:

Department:

Return to Graduate Research Centre, D17K,
Dainton Building

SCAN
US:



@doctoralacademy

www.facebook.com/doctoralacademy

www.instagram.com/sheffda/

www.sheffield.ac.uk/doctoralacademy