



Inter Gedi



**Universidad
Zaragoza**


AN ETHNOGRAPHIC APPROACH TO DIGITAL KNOWLEDGE TRANSFER GENRES

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CERLIS 2018

Università di Bergamo, 21-23 June, 2018

INTERGEDI (FFI2017- 84205): First steps

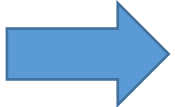
- January 2018
- *The internet enables a new communication setting which reconfigures the conditions to which pragmatic features of language respond.*
(Giltrow & Stein , 2009)
- **General aim of the project:** recontextualize the concept of Genre in virtual space (*Digital genres*)
- Notion of *Visibility* (Identity, personality, voice, etc)
- **Pilot study:** H2020 Research project webs (web-generated and web-hosted genres-Bhatia 2004; Luzón 2017; Mur 2017, 2018).
- **Pilot corpus 30 webs**  **100 webs**

INTERGEDI (FFI2017- 84205): First steps

- New spaces (scenario) for researchers to share information, communicate about their research and reach an “unstable” audience with blurred or fuzzy boundaries (Puschmann 2013)
- Researchers are expected to disseminate, communicate and transfer knowledge to different audiences, with different purposes and channels.
- The Open Ecosystem
- **Visibility** → on-line/off-line visibility
- Reputation and e-visibility → Researchers' *Digital Identity*

INTERGEDI (FFI2017- 84205): First steps

- ORCID, Researcherid or Google scholars ? vs. Research blogs, Twitter, Research Gate or Facebook, ? (Puschmann, 2015; Squires, 2016; García-Peñalvo, 2018)

sow/spread  pick/harvest

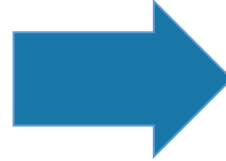
- *Beyond RA. How these new spaces and genres function to support researchers' activities should be further studied.* (Luzón, 2017)
- Should we not, turn to context and experience to select texts/genres/settings for our research and reflect on these texts production processes? Should we not directly ask them about their professional discursive practices (Bhatia, 2004)?

Aims, working framework and procedures

AIM

Identify whether new genres emerge (Crowston and Williams, 2000; Giltrow and Stein 2009), evolve (Campagna et al. 2012; Herrando-Rodrigo 2014) or are simply reconfigured (Herring, 2012) in this context among academics who use English as their vehicle of communication.

New variables in Redefinition of genre: Web 2.0, dynamic, blurred and fuzzy boundaries discourse community, “Pro-sumers” (Miller, 2014; Puschmann, 2015)



WORKING FRAMEWORK

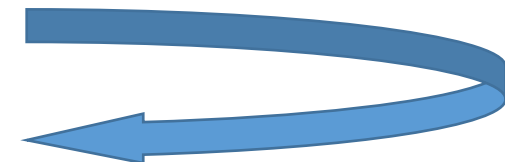
ethnographic perspective
Collect ethnographic data, conduct face-to-face interviews, questionnaires and make observations to identify possible relations between different types of texts.

Text



Context

(Paltridge et al. 2016; Lillis 2017)



Language cannot be 'context-less'
(Blommaert, 2006)
Ethnographic perspective

Ethnographic orientations: explore textual practices in any domain (Lillis, 2013; Tuck, 2016; Harwood & Petric, 2016; Varis, 2016; McCulloch, 2017), **increase the range of data collected** and the ways it is analysed and combines quantitative with qualitative analysis which **should have a greater impact on practice**.

Ethnographic data allow applied linguists to work with **production processes and not reified texts** and also to critically **re-visit assumptions** about language use, texts and genres (Lillis, 2017).

Procedures: Step 1 (e-visibility and online reputation)

**April 2018:
36° AESLA 2018
International
Conference**

*Disseminating academic
knowledge through
digital interactive genres*

1. Spanish researchers in International projects are meeting this social challenge

2. Reasons:

- A) They are encouraged by European institutions to use social media to disseminate the results of their research to obtain funding.**
- B) It is in their own interest: e-visibility (increasing reputation and incidence on alternative metrics).**

3. Main uses:

- A) Showcase: disseminate the results of their research**
- B) Create rapport: find peers / networks of similar interests**

**Productive vs
Appropriative**

Procedures: Step 1

4. User's Status:
Degree of activity and popularity in their Twitter accounts seems to be related to the user's status, commitment and e-profile rather than the specific discipline.

5. Language:
English is the main vehicle used in this type of communication. Use of other languages and code switching can still be found in this "multi-voiced narrative" but it is very scarce and restricted to specific contexts.

6. Main Features:
Hybridity
Multimodality
Shortness
Informality
Highly evaluative and persuasive

(Plo and Herrando, 2018)

Procedures: Step 2

1.- Revisited Web H2020

Ibsen

**Semistructured interview
Senior member**

Early May 2018

2.- Revisited Web H2020

Tropico

**Semistructured interview
Senior member**

Late May 2018

**3.- Explore
junior/novice
researchers**

**Talk about the text
Questionnaires
Socratic dialogue**

Early June 2018

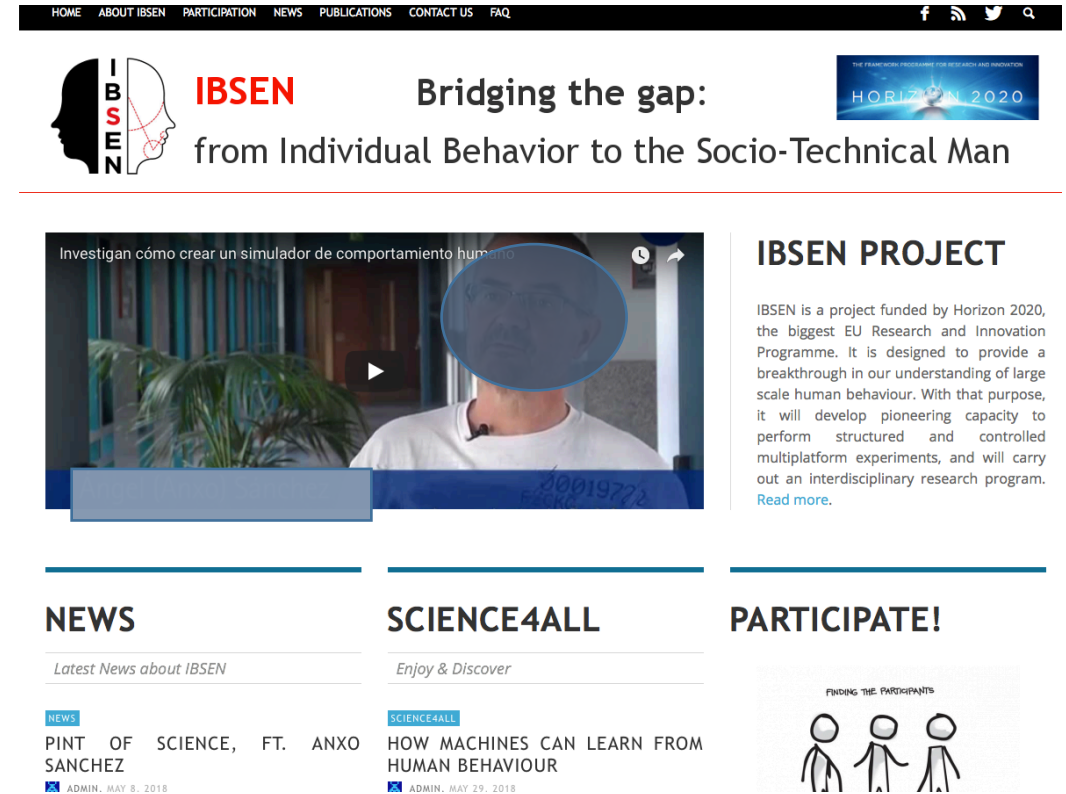
Interviews (protocol)

- **May 2018: introduced the project, asked permission (H2020 at University of Zaragoza). Semi-structured, 1 hour**
- **Asked about their project**
- **Influence of digital practices on RAs**
- **Web-page as requirement**
- **Social media**
- **English as language of communication**

Interview 1

Hard Science

- **Early May 2018: introduced the project, asked permission**
- **Hard science H2020 at University of Zaragoza. Future and emerging technologies**
- **System of different projects and official labs**



The screenshot shows the homepage of the IBSEN website. At the top, there is a navigation bar with links for HOME, ABOUT IBSEN, PARTICIPATION, NEWS, PUBLICATIONS, CONTACT US, and FAQ. On the right side of the navigation bar are icons for Facebook, RSS, Twitter, and a search icon. Below the navigation bar is the IBSEN logo, which consists of a stylized profile of a human head with the letters 'I', 'B', 'S', 'E', 'N' stacked vertically. To the right of the logo is the text 'IBSEN Bridging the gap: from Individual Behavior to the Socio-Technical Man'. Further right is a small image of the Horizon 2020 logo with the text 'THE FINANCIAL PROGRAMME FOR RESEARCH AND INNOVATION HORIZON 2020'. Below this is a video player with a play button and a title 'Investigan cómo crear un simulador de comportamiento humano'. To the right of the video player is the text 'IBSEN PROJECT' followed by a paragraph describing the project and a 'Read more' link. Below the video player are three columns: 'NEWS' with the subtext 'Latest News about IBSEN' and a news item titled 'PINT OF SCIENCE, FT. ANXO SANCHEZ' dated 'ADMIN, MAY 8, 2018'; 'SCIENCE4ALL' with the subtext 'Enjoy & Discover' and a news item titled 'HOW MACHINES CAN LEARN FROM HUMAN BEHAVIOUR' dated 'ADMIN, MAY 29, 2018'; and 'PARTICIPATE!' with the subtext 'FINDING THE PARTICIPANTS' and an illustration of three stick figures.

Interview 1

Hard Science

- Influence of digital practices: Newspapers (i.e *Heraldo de Aragón, Tercer Milenio*)
- Webpage requirements: Project manager. Social Media not required this researcher liked LinkedIn and Twitter (a personal and academic account)=Showcasing

Short, endorsing for institutional purposes but: “*It is what it is*” asymmetric relations → Project web content and MEMBERS’ PROFILE

HOME ABOUT IBSEN PARTICIPATION NEWS PUBLICATIONS CONTACT US FAQ

IBSEN Bridging the gap: from Individual Behavior to the Socio-Technical Man

HORIZON 2020

Investigan cómo crear un simulador de comportamiento humano

IBSEN PROJECT

IBSEN is a project funded by Horizon 2020, the biggest EU Research and Innovation Programme. It is designed to provide a breakthrough in our understanding of large scale human behaviour. With that purpose, it will develop pioneering capacity to perform structured and controlled multiplatform experiments, and will carry out an interdisciplinary research program. [Read more.](#)

NEWS
Latest News about IBSEN

SCIENCE4ALL
Enjoy & Discover

PARTICIPATE!
FINDING THE PARTICIPANTS

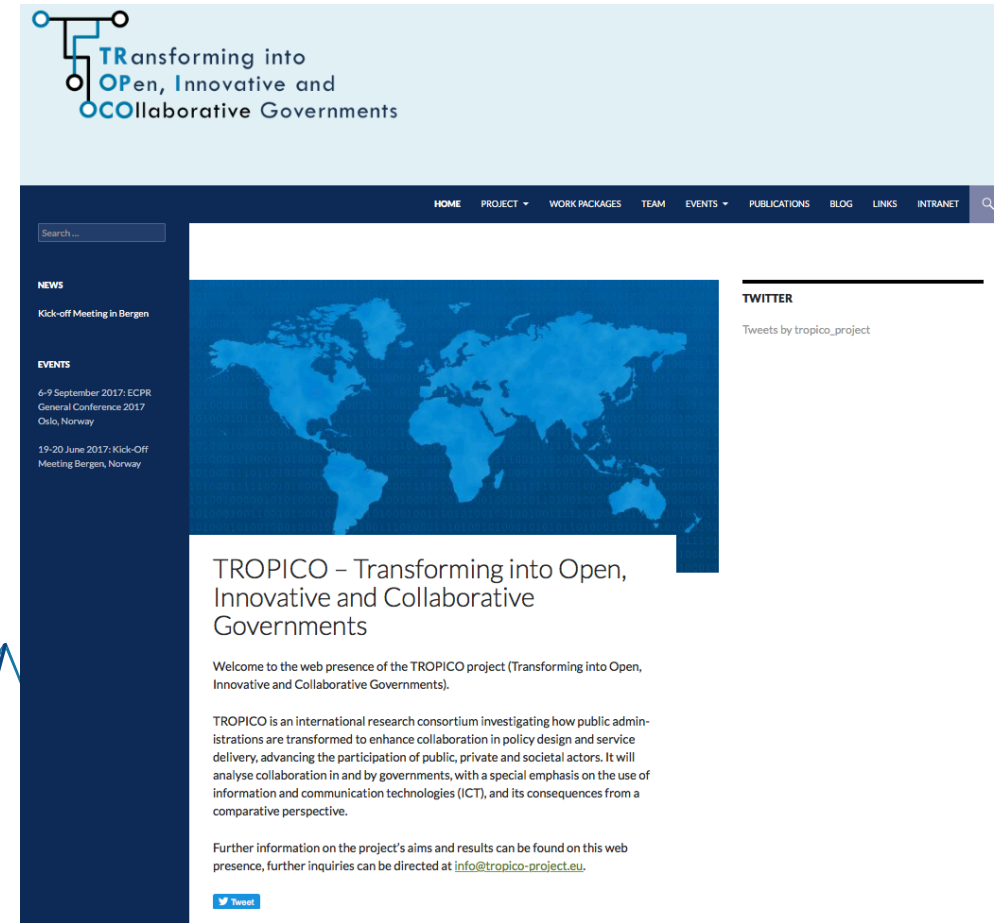
NEWS
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Interview 2

Social Science

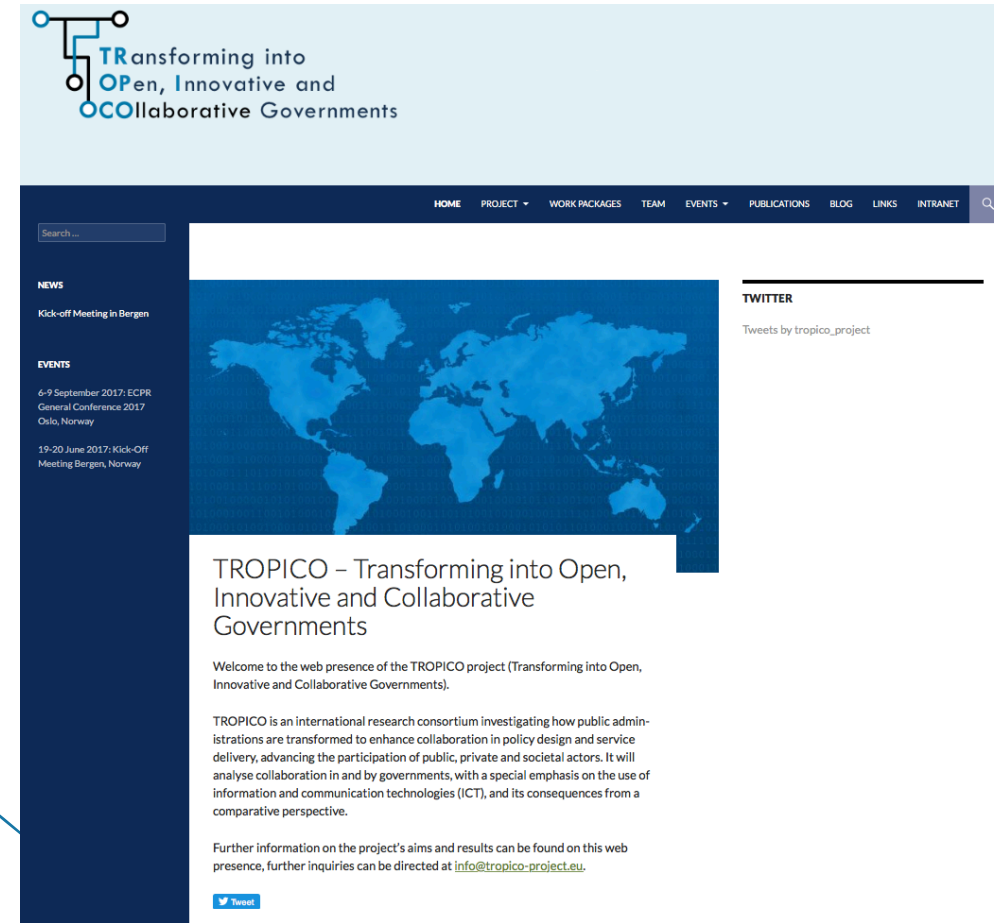
- Late 2018: introduced the project, asked permission
- Social science H2020 at University of Zaragoza
- Asked about their project. Institutional: Bergen to Potsdam. **General Data Protection Regalement**
- Influence of digital practices on RAs: Video-Abstract



Interview 2

Social Science

- **Web-page as requirement**
- **Social media: Private and public (clear-cut). Active PI and his/er ego**
- **Potentiality → if “likes” drive readers to cites, quotes (Google scholar)**
- **Access to Twitter and Facebook as consumer vs Linkedin, Academia Edu, Research Gate as user and producer**
- **English as unique common code**



Students' questionnaires

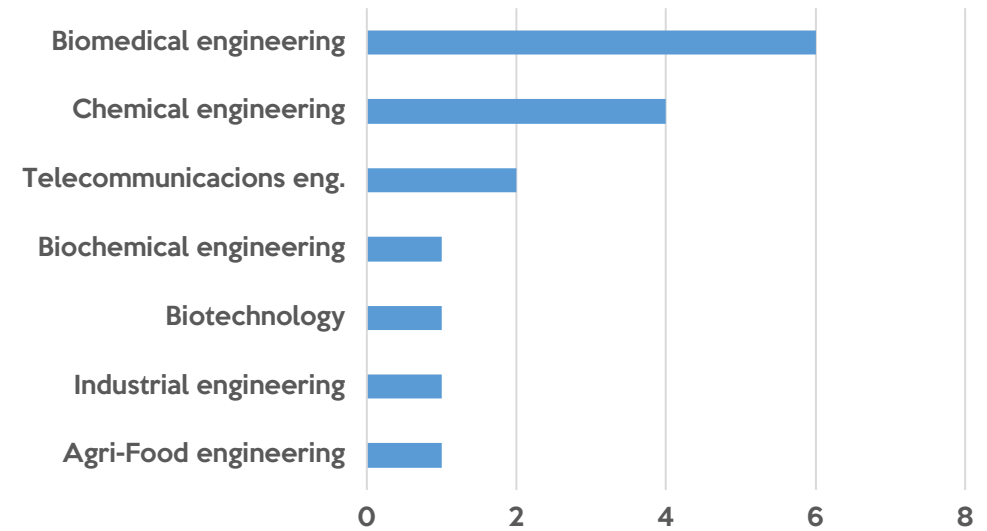
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Explore junior/novice researchers

16 Participants, hard science, 7 disciplines
Aged 27-35

-Activity: Persuasive and informative discourse
-Questionnaires
-Socratic dialogue (get further observations)

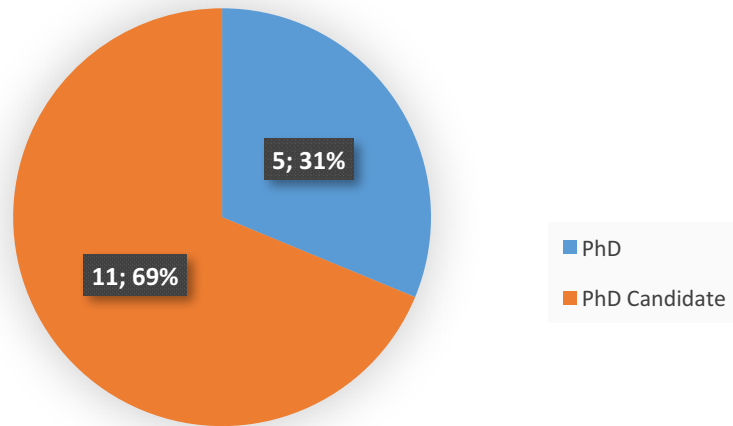
Graph 1: Disciplines



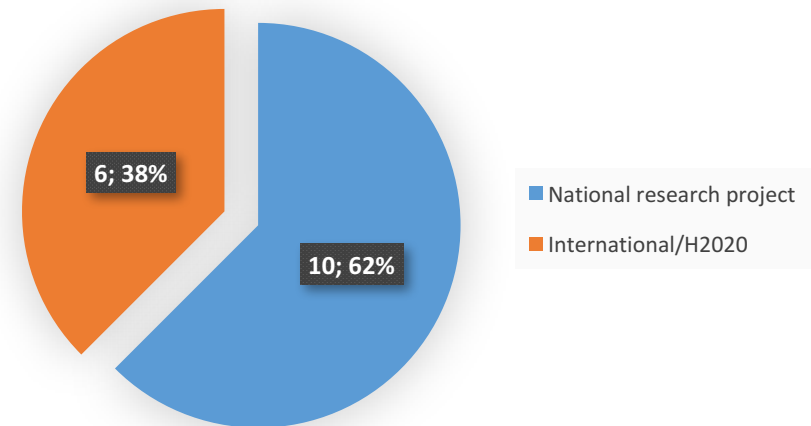
Students' questionnaires

University diploma on Research and Development

Graph 2: Participants



Graph 3: Research project participation

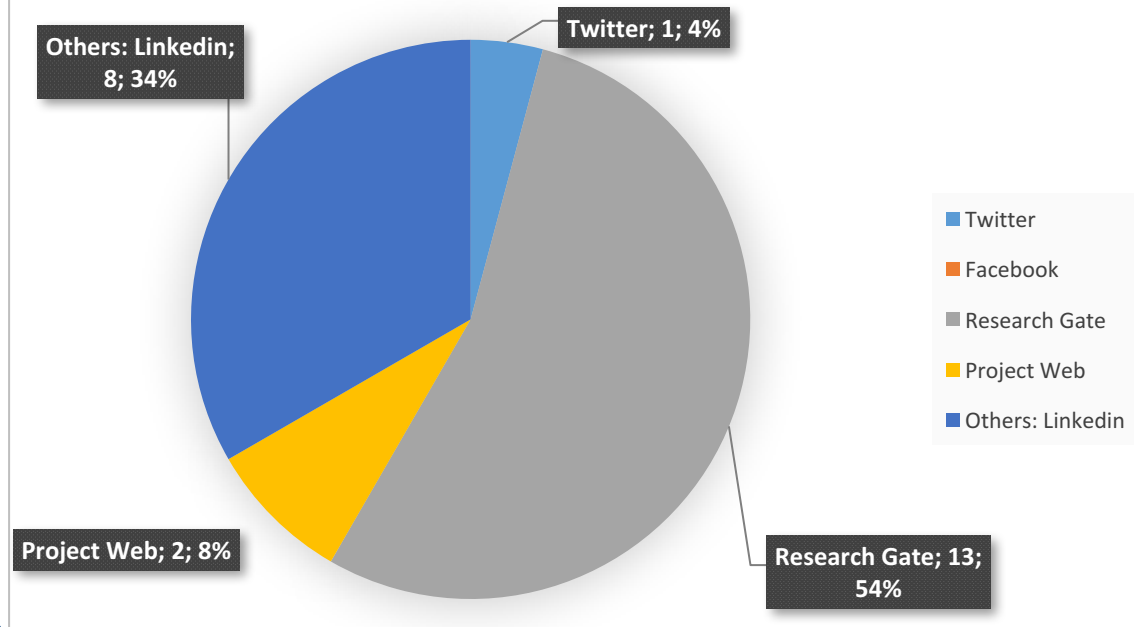


-2/16 CEO Spin-off/Spin-up

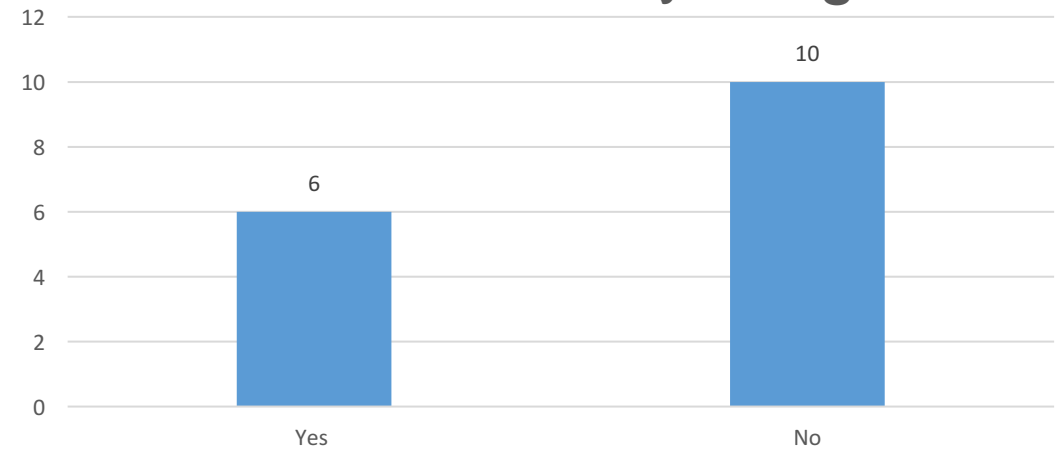
Students' questionnaires

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Graph 4: How do you promote your visibility?



Graph 5: Do you write your own texts directly in English?



(1) There's a community manager in charge of posts. Students and researchers only have time to click "like" or share if they agree (S3)

Students' questionnaires

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Table 1: Write in English

Participants	Twitter	ResearchGate	Project Web
1	✓	✓	
1		✓	✓
4		✓	

(2) I use Twitter to consume information I overall retweet since in my project Twitter is used in an organic way (S6)

Table 2: Do not write in English

Participants	Reasons
4	Just upload RAs on RG
1	Confidential work
3	Lack of time
2	Most contacts Spanish

(3) Most of my contacts are Spanish (S15)

Students' questionnaires

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Some examples to illustrate data:

(4) I only use Research Gate to upload my articles (S7)

(5) I am a user of ResearchGate but a passive one, mainly my boss uploads our papers (S10)

(6) I don't have time for this (S1)

(7) Nobody teaches us how to disseminate research in different formats. I prefer not to expose myself. When I have to, I just copy , repeat or replicate what you usually find there (S2)

Writers gain knowledge of the genre network by having access to the practice community and colleagues' interaction

Senior

Dynamic genres: Shopwindow for hard science

Potential tool for social science (personal variable/boundaries)

Different tools: Research Gate, LinkedIn, google+

Junior

No use at all of Project Web to craft researchers' visibility

Scarce use of social media

Aware of their lack of register mastery

Supervisor dependent

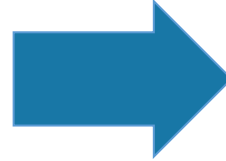
Text



Context

WHAT'S NEXT?

- Go back to our corpus
- Reflect on the differences between hard science and social science
- Continue with ethnographic approach: Conducting more interviews
- Explore other channels
- **Twitter** (Puschmann and and Hagelmoser, 2016; Mairal, 2018)



ON THE HORIZON

- What about us?
What do we want for our own research? e-visibility? e-reputataion?
- How do we sow/spread?
How do we truly pick/harvest?
- Social media for researchers:
Twitter or Research Gate?
(García-Peñalvo, 2018)
What leads us to Google Scholar? (Citing)

Main bibliographical references

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Thank you

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