Imagining open-access scholarship dissemination for a community-centered research project

A collaboration between "Scholarly Stack for Open Educational Workflows"
& "Black lives in/and archives"

Table of Contents

August 21, 2024

Introduction

This project documentation is the initial seed of modelling scholarly stacks for open-access dissemination for a community-centered research project. The documentation was produced as part of the project *Scholarly Stack for Open Educational Workflows*, which aimed to craft collaborative workflows with scholarly stacks that support open education and open scholarship. Some of the guiding questions were: What may be the digital tools to support workflows and habits to sustain communities around the emergence of open educational resources and related open scholarship? What are the missing pieces around Zotero and Open Textbooks (Pressbooks)? Could a scholar with a pedagogical dedication leverage classroom blogging and storytelling tools to curate learning outcomes around students sustaining their own open textbook? The Concordia Library Research grant (P.I. Dr. Rachel Harris, 2023-2024) that supported the project aimed to build avenues of collaboration, between librarians and non-librarian scholars, using information flows including WordPress, for the benefit of a wider public. The non-librarian collaborator and author of the project reports, Dr. Désirée Rochat, came to this research project as a FRQSC Postdoctoral Fellow, Centre for Oral History and Digital Storytelling, invested in community-anchored research, archival pedagogy, and popular education.

The current document brings together three reports that were developed in relation to a series of collaborative teaching sessions done with librarians Dr. Rachel Harris and Dr. Olivier Charbonneau as part of the project *Scholarly Stacks for Open Educational Workflows project*. Dr. Rochat's framework for her new project-in-progress *Black lives in/and archives* was used as a case study to explore some of Scholarly Stacks' research questions through the collaborative teaching sessions. These were centered around discussions, information sharing, instructions, practical exercises and assignments to explore the potential of a blog platform in relation to other technological tools for open access research dissemination for an emergent, non-librarian scholar. The teaching sessions led by Dr. Harris and Dr. Charbonneau touched upon blogging as integral to the research life cycle (e.g. the functions of blogging for networking, documenting the research process, knowledge dissemination). The technologies that were stacked with blogs and were explored included: RSS feeds, Zotero, data geo-mapping and visualization tools, Storymaps, open-educational resources. Brought together these tools increase scholarly visibility, access and help widen one's network.

Report 1 outlines the scope and content of the *Black lives in/and archives project* and explores different elements of a web platform that would support the other activities of the project. It presents different technological tools that could be stacked to enhance knowledge dissemination and proposes the initial frame of an editorial chart. Report 2 presents an annotated bibliography of articles about blogging and websites for research, visualization tools and editorial charts. It also presents an analysis of elements of different web platforms and technological tools that can be stacked. Report 3 details my learning journey through the collaboration and a proposal for a teaching framework based on my learning outcomes.

These reports will serve as a basis that can be detailed to further elaborate *Black lives in/and archives* and to apply for grants. The formal and informal results of this project demonstrate the need for creating more collaborative opportunities between librarian and non-librarian scholars to foster open scholarship and education.

Report 1 : Envisioning the *Black lives in/and archives* web platform

Project description : *Black lives in/and archives*

      Black lives in/and archives is a project aiming to develop a collaborative knowledge culture that supports research, pedagogical, preservation and creative initiatives led by various actors and centered around the archives of Black lives in Montreal. The project aims to build a community of practice by bringing together people involved in different ways with these archives through collaborative activities spanning from data and information sharing to collective archival mapping, knowledge co-creation and knowledge dissemination, amongst other. These collaborative activities will entail in-person and online activities, supporting the creation and maintenance of a hybrid community of practice (Byington, 2011; Deng & Yuen, 2010).

      In-person activities will foster direct knowledge exchanges and the creation of a network with a shared interest. Potential activities could be workshops, study days/study sessions, exhibitions and more. Online activities will facilitate the sharing of information and of data to encourage collaborative knowledge production. They will also foster the dissemination of knowledge produced by actors within the network. Since "technology use can sustain communities of practice between face-to-face events" (Byington 2011, p. 287), an interactive web platform is envisioned as an essential tool to develop the collaborative knowledge culture and support the network within *Black lives in/and archives.*

Description of the web platform

Objectives

To encourage their use by a community of practice, technological tools should be easy to use and learn, provide multiple levels of use, and allow for communication between members (Byington, 2011). The interactive components of the web platform are necessary to create a collaborative knowledge culture. The objectives of the platform are to:

1) facilitate knowledge exchanges between members of the community of practice;
2) document and disseminate knowledge created through research, pedagogical, preservation and creative initiatives based on the archives of Black lives in Montreal;
3) facilitate access to information about the archives of Black lives in Montreal;
4) monitor and disseminate information and publications relevant to the topic of Black archives.

Users

The first intended users of the web platform are the members of the community of practice. They will be readers as well as producers of content. A second set of anticipated users will be readers such as community members, researchers, and students interested in the topic of Black Montreal archives and histories of Black communities in the city. Finally, a third set of users will be those interested more broadly in archives, archival studies and archival practices; people such as archivists, both institutional and community-based, memory workers and curators.

Tools

To attain its different objectives, the web platform will utilize different digital tools:

1) A blog to facilitate knowledge exchanges between community members; disseminate information to readers; and promote the web platform and the project more broadly.

2) Data visualization tools to facilitate access and engagement with archives, metadata about them and knowledge derived from them.

3) Shared references management tools to promote the pooling and exchange of resources.

The architecture of the platform will need to encourage navigation between the various sections.

Purpose of the blog

Blogs are useful tools to rally people around a specific topic and enable communication between them. By allowing "an exchange of ideas and knowledge without space or time constraints" (Byington 2011, p. 283), blogs that focus on specific topics are particularly useful for the sharing of knowledge and the creation of new knowledge (Brady 2005 p. 9). They provide a way for people to expose their ideas and information, give and gain feedback and additional information, and co-construct new ideas and knowledge. For Guanawardena et al (2009), blogs are one tool in a set of social technological tools (e.g. social networking, social publishing, social cataloging) which rely on user-generated content and can foster collaborative learning and the co-creation of knowledge, strengthening collective intelligence.

When used within a community of practice, blogs can be also be useful because of their ability to record exchanges over time, allowing for the documentation and preservation of past exchanges. This "historical record of conversation" (Brady, 2005, p. 283) can showcases how ideas evolve over time and through collaboration. For researchers, blogs therefore not only help the dissemination of ideas and research results but can also give them a way to document the evolution of their research process, "providing for the accessible accumulation and synthesis of knowledge that are important dimensions of research" (Brady, p. 8 2005). Finally, blogs are a great way to articulate online and in person activities as they provide communication channels and tools that can reinforce relationships between in person contacts.

The blog within the *Black lives in/archives* web platform will serve as space for members of the community of practice to publish short pieces related to their work; share information about interesting resources or activities related to Montreal's Black community archives; as well as provide information on specific archival sources. The blog's purpose is to ensure that knowledge is circulated within the group as well as to disseminate information to other readers. It is also a tool to make the web platform more interactive. The frequency of blog posts will ensure new content is added on a regular basis and that the platform is not static. The content of the posts will sometimes link to other sections on the site or to information on other sites, creating a possibility of back and forth for readers. Finally, since blog posts will be published by multiple authors, this will also encourage them to read each other's contributions.

Purpose of the data visualization tools

With regards to archives and archival research, data visualization tools can promote collections by providing easy ways to engage with metadata about them (Harris & Harris, 2019). Visualization offers possibilities to showcase and make accessible information about archival holdings, enhancing their discoverability. Possibilities include digital timelines, charts and graphs to represent collections, as well as geographic and narrative maps (Harris & Harris, 2019). Within the context of a community of practice centered around archives, data visualization tools could be useful to 1) pool and synthesize shared knowledge about archival fonds and collections 2) promote further engagement with these archival fonds and collections. The input process necessary to gather data for the visualization is useful to encourage the collaborative knowledge culture, as is the visualization output itself.

Purpose of the shared reference management tool

As the project brings practitioners from different fields and disciplines in conversation, the collective pooling of sources, resources and references will be essential to create a shared interdisciplinary knowledgebase. The use of a shared reference management tool (such as Zotero for instance) will encourage community members to list references they find relevant for their work. This will then help the group define its main shared topics of interests while ensuring that additional information is made accessible to the group.

Editorial chart

The chart provides an initial framework to ensure a coherence between the content within each section of the web platform and between the sections themselves. Stylistic and formatting guidelines and rules will be developed in the future.

Scope of the platform

The web platform's focus is on the archives documenting Black lives in Montreal. These archives can be held by institutional and community repositories as well as by individuals. The content presented on the platform will be related to 1) the topics of the archives; to 2) their context and history of creation and preservation; and to 3) their use in and by different projects. Additionally, some content relevant to Black communities' archives in other contexts will be included.

Types of contributions

- Short commentaries (50 – 500 words): opinion, descriptive and explanatory.
- Short essays (500-1000 words): research summaries.
- Data from, and metadata about, primary sources for visualization (e.g. for chronological, thematic, or geographical mapping)
- Information for compiled thematic lists (e.g. on existing archives/archival fonds; on readings and relevant resource; on ongoing initiatives making use of archives)

Content of contributions

- Information from primary sources: Information gleaned from the archives will be presented through short commentaries, short essays as well as through the data visualization tools. The topics of these short commentaries and essays could include biographical elements about community members, historical and contextual information on specific events and institutions, amongst others. The data visualization tools will allow to collate part of this information. For instance, the historical timeline would gather information about community events and institutions written about in the commentaries and essays. In all cases, the archival records where this information was found will be referenced.
- Context and history of creation and preservation of primary sources: Information about the archives will be presented through short commentaries as well as through the data visualization tools. The short commentaries will provide metadata about the primary sources [e.g. date, creator, format, repositories etc.] while the data visualization tool will allow to collate some of this metadata. For instance, a graph could highlight the date ranges covered by relevant archival fonds/collections.

- Use of primary sources in different projects: Short commentaries and short essays will present ongoing initiatives using the archives of Black lives in Montreal. The commentaries will be more descriptive and explanatory while the short essays will provide more information on methodologies, process and results.
- Additional resources on Black archives: Information about relevant readings and resources will be presented through short commentaries as well as compiled in a list.

Structure

The web platform will be structured around different sections, each with a specific goal. Sections will be centered around static pages to disseminate content thematically. The visualization tools will be embedded in the static pages. Sections with blog pages will also serve to disseminate content while enticing engagement with the static pages.

- Home: will provide a short summary of the project and objectives of the platform, an entry into the platform's various sections, and access to the most recent blog posts.
- About: this section will provide more detailed information about the project and the contributors.
- The Black Montreal archival landscape: this section will have static pages with data visualization tools such as a map and a table to showcase various archival items/fonds/collections and geolocalize them in Montreal. (NOTE: Blog posts about the items/fonds/collections could maybe appear on this page as well. To be explored)
- Mapping Black community life: this section will have static pages with data visualization tools like Storymaps, highlighting information about community members, institutions, and events. A timeline will be used to collate relevant information about community life chronologically. A page of longer blog posts (small essay formats) could also be part of this section to provide more in-depth knowledge on specific topics.
- Cultivating archives: this will be the main blogging section. It will showcase blog posts about archives, about projects using archives, about people involved in these projects and about additional relevant resources. This is the most interactive page of the platform where posts to encourage readers to navigate the rest of the platform will also be published. For instance, a post could be made on an item on a timeline, or on some of the items belonging to one of the archival fonds highlighted in the Black Montreal Archival landscape section.
- Engaging with the Black lives in archives: this section will provide additional resources shared by members of the community of practice. Thematic reading/resource lists on a site like Zotero could be linked to from this section, allowing members to update it when they want.

Contributors

The regular contributors will be part of the community of practice that will participate in the online and in-person activities of the *Black lives in/and archives* project. Outreach will be done through the activities as well as by email. In some cases, guest contributors will be invited to submit content on specific topics of interest for the web platform, as it relates to their work.

Calendar of publications

Short commentaries will be published every three months, with 4 releases anticipated per year. Short essays will be published two times a year, with 2 releases a year. Releases will be interspersed so that new content is released every two months.

Commentaries will be accepted on a rolling basis whereas essays will be received twice a year. Both will be reviewed by a collaborative review committee. Once the submissions are accepted, a document will be sent to the contributors for them to highlight information from their contributions that might be added to some of the data visualization graphs and maps.

To highlight important dates, guest contributors will be invited to submit short commentaries. Some of these dates could be:
- August 31, International Day of People of African descent
- January 24, World Day for African and Afrodescendant culture
- Days of special events held in Montreal highlighted in the historical timeline

Promotion
Promotion of the web platform will first be done through the project's other activities as well as through a mailing list with the main contributors/members of the community of practice. A social media account on a platform like Instagram could also be used to promote new commentaries and essays. Relevant blogs/websites/publications will also be monitored, to ensure to foster a flow of information beyond the community of practice and ensure that Black lives in/and archives is 'in conversation' with similar projects.

References

Brady, M. (2005). Blogging: personal participation in public knowledge-building on the web. In R. Finnegan (Ed.) Participating in the knowledge society: Researchers beyond the university walls (212-228). Springer.

Byington, T. A. (2011). Communities of practice: Using blogs to increase collaboration. Intervention in School and Clinic, 46(5), 280-291.

Deng, L., & Yuen, A. H. (2010). Exploring the role of academic blogs in a blended community: An integrative approach. Research and Practice in Technology Enhanced Learning, 5(02), 53-71.

Gunawardena, C. N., Hermans, M. B., Sanchez, D., Richmond, C., Bohley, M., & Tuttle, R. (2009). A theoretical framework for building online communities of practice with social networking tools. Educational Media International, 46(1), 3-16.

Harris, K., & Harris, A. (2019). Data Visualization Tools for Archives and Special Collections. MAC Newsletter, 46(3).

Report 2: Annotated resources and references

Examples of web platforms, blogs and websites

African Digital Heritage A non-profit organization "to encourage a more critical, holistic and knowledge-based approach to digital solutions within African heritage"		The whole website seems to be a blog format. The posts are used in different ways to showcase various types of information. Connections between items is interesting and encourages navigation between posts.
Sections	Content	Notes
Home	Landing page; scroll down to different sections: Description of organization; Ongoing projects; Resources; Spotlight projects; History bits and bytes; News	All sections seem to showcase blogposts that are tagged according to the category
About	Presents the organization; team members; FAQS; Collaborators and funders; In the Media; Careers	
Projects	4 subsections: Digitization; Innovation; Community; Learning	All sections seem to showcase blogposts that are tagged according to the project category and title.
Blog	Posts on different topics related to the organizations' work. Posts by invited guests as well as team members.	Posts span formats: short articles; "thinkpieces", description of events, stories etc.
News	Blogposts specific to the organization's activities	
Resources	Description and access to resources produced by the organization (PDFs, Podcasts, videos etc.)	
Contact	Lists of contacts to reach organization	

Islands of the North "This digital project is an ongoing historical archive of Black Toronto using primary documents and cultural artifacts to create a multidimensional interactive mapping exhibition."		Website showcases research results about Black places in TO through different data visualization tools. Focus is on knowledge dissemination; not interactive; reader is not enticed to respond to research. Research process is not detailed but research results are showcased creatively.
Sections	Content	Notes
Home	Landing page. Scroll down to see all website sections	
About	Simple page with project description	
Space	Geographic and chronological map of Black places in TO	Can click on the points in the map to have info about the place (Name; Address; Category; Date)
Place	Timeline with short description of Black places over time in TO with archival documents	

Browse database	Link to the OMEKA database in which the archival items showcased on the site are collected and archived	The database provides additional information on the archival items showcased on the website.
Curriculum Vitae	CV of researcher	
Contact	Form to contact researcher	

Project Stand "Project STAND utilizes a reparative archival praxis that requires creating inclusive spaces that celebrate the contributions of student organizers from BIPOC and LGBTQ communities. We promote the ethical documentation and celebration of the entire movement and its people. Archives. Social Justice. Analog. Digital."		One of the really interesting aspects of this site is the featured collections: it lists and brings together a variety of archival collections grouping them under themes. The design is particularly user friendly but it is straightforward to navigate. The podcast series is an interesting way to bring in discussions/knowledge exchanges between project participants.
Sections	Content	Notes
Home	Landing page, 1st section is horizontal scroll down to news from different sections. Then scroll down sections: section about a zine project (Zine is integrated in page); section about featured collections; news;	Design is always clear in terms of section breakdown.
Blog	Mostly about project activities or information relating to funding and events	The blog section is not interactive per se, it is used to showcase information more than to create dialogue or share project findings.
About	Overview of project and partners	
Collections	This section provides links to curated collections from different institutions grouped under the following categories: African American Collections; Latinx collections; LGBTQ+ Collections; Asian American Collections; Anti-War collections.	I really like the display of different fonds from various institutions here, grouped under thematic collections, listed alphabetically. Provides Name + Repository + Link to fonds https://standarchives.com/african-american/
Resources	Presents a variety of resources on archiving and teaching about student activism.	One of the interesting resources is a glossary, particularly relevant in thinking about creating a collaborative knowledge base = common terminology.
STAND Digital library	OMEKA database of more recent student activism	
Blueprint podcast	List of podcast episodes	
How to join	Contact form	

Black Past "BlackPast is dedicated to providing reliable information on the history of Black people across the globe, and especially in North America. Our goal is to promote greater understanding of our common		This is a huge repository of historical information about U.S. African American history and the Global African Diaspora. It is basically a collective blog organized around main themes, providing information on history and archives. It is a

human experience through knowledge of the diversity of the Black experience and the ubiquity of the Global Black presence"		showcase of information more than a space for exchanges.
Sections	Content	Notes
African American history	Section divided by themes. Themes are either organized around historical information (e.g. events, institutions etc.), primary sources (e.g. reproduction of primary sources, digital archives) or articles. There is also a link to a timeline and to a map.	Blogposts are used to provide short descriptions of items under each theme or to reproduce part of the sources for the primary source section. The digital archives section provides a list of links to digitalized collections. There is also a section called "Perspective articles" for longer historical articles.
Global African history	Same structure than previous section.	
Main features	This section groups some of the entries under different categories and groups features of the sites together (eg. The timelines; the maps etc.). There are also sections with various bibliographies, for instance to teach some of the materials included on the site.	There is a 'Bibliography' section providing lists of resources.
Special features	Pages on specific topics, listing posts and resources	
About us	Description of team and	

http://blackbeltbk.com/about/ Digital Humanities project that "aims to illustrate and historicize Black practices of vitality, mutual-aid, and institution building during a period of widespread neglect by formal political institutions at every level. Using Black spatial production (or an emplaced "making a way out of no way") Black residents produce place counter to official geographies and understandings of urban space that draws from practices of Black resistance, community organizing, and institution building. Thus, Black Belt Brooklyn serves as a tool in a "technology of recovery," (Gallon 2016) excavating time-space activities, events, and socialities."	This is a Wordpress site, used by the researcher to showcase some of her research findings mapping community life & institutions in the Black Belt Brooklyn. The content of the website is interesting, design is not always user-friendly super. The Storymaps are well done and a good way to showcase archives.

Sections	Content	Notes
Home	Scroll down with each section.	
About	Presents project.	
Institutions	Link to a Storymap on institutions in the neighbouroud.	The visualization of the Storymaps on the Wordpress is not very efficient: hard to see the Storymaps preview. The narrative and structure of the Storymaps are interesting however: they brings together original textual, audio recording (excerpts of oral history) and video sources, alongside

		captions and short texts for context. It also geolocalizes the institutions.
Protest Map	Link missing	
Party Maps	Link to a Storymap on parties held over a certain period in the neighborhood.	Same Storymap structure than for 'Institutions' but lists and geolocalizes parties based on flyers and other archival material.
The Murder of Arthur Miller	Link to a Storymap based on the oral history of Arthur Miller's widow, Florence Miller. The map retraces the chronology of events and geolocalizes them.	Same Storymap structure but the main archival records used are excerpts of an oral history interview.
Contact		

The Black Teacher Archive "The Black Teacher Archive (BTA) is a freely available digital portal centralizing materials created by professional organizations of African American educators, historically referred to as Colored Teachers Associations (CTAs). The primary holdings of the portal are 20th century serial publications by CTAs. The collection makes public the intellectual, political, and cultural contributions of Black educators during the Jim Crow era through the Civil Rights era. The BTA brings together materials from 70 archival repositories across the United States and makes available for research more than 50,000 pages authored by African American educators."		Though this platform does not have a blogging component, it is one of the most interesting and relevant in terms of bringing together various tools and resources: visualization of information about archive (curated collections) & information from archives (timeline); as well as research tools such as Library guides and Zotero.
Sections	Content	Notes
Home	Short section to introduce the project; then scroll down to 1) sections to browse the archival collections; 2) section curated thematically; 3) section about the contributing communities/partners of the project	Lay out is very simple, user-friendly
Browse	Archival items/fonds grouped by themes	These "collections" basically group items/fonds that make up the entire collection according to keywords (e.g. Louisiana, National)
Curated Features	4 subsections: Black Education Timeline Guide to the material About Colored Teachers Associations Bibliographic resources (ZOTERO)	1) The timeline highlights important dates in relation to the topic 2) "Guide to the material" links to two Library guides that are listed below that bring together additional primary and secondary resources that are relevant to the topic
About	Presents the project team, the project background and objectives, the partners.	

Black Teacher Archive Guide	Library research guide in relation to the broader project	"Open-access guide to complement research related to materials in the Black Teacher Archive"
African American Education 1740-1974	Library research guide related to the research done specifically for the Black Education Timeline	"This research guide is a collection of books, databases, and archival sources on the history of African American primary and secondary education in the United States."

Literature on blogging and websites for research

Brady, M. (2005). Blogging: personal participation in public knowledge-building on the web. In R. Finnegan (Ed.) Participating in the knowledge society: Researchers beyond the university walls (212-228). Springer.
- History of blogs
- Features of blogs: comments, permalinks and trackback
- Utility of blogs to create exchanges between researchers outside academia and potential relevance for academic knowledge production

Beauchef, H. (2014). Concevoir un projet éditorial pour le web. Dans Michael E. Sinatra, Marcello Vitali-Rosati (dir.), Pratiques de l'édition numérique (édition augmentée) (Chapitre 13). Presses de l'Université de Montréal. https://www.parcoursnumeriques-pum.ca/1-pratiques/chapitre13.html
- Presents the different steps to prepare an online editorial project.
- 1. Conception and needs assessment of the editorial project: evaluate the phases, objectives, intended readership of the project. It is important to identify the reading habits of the intended readership and verify that the objectives of the project align with their profile. As part of the evaluation, conduct a short survey of similar projects as well as different ones to better situate the project. After this, it becomes possible to start outlining the resource needs to undertake the project.
- 2. Drafting of an editorial chart: the editorial chart should provide information about the content that is sought, the formatting and style as well as provide more technical guidelines to writers to develop the content. For instance, in relation to copyrights issues, crediting other sources, timeline for submission, frequency of publications etc. The editorial chart should also emphasize what will be done to promote the writing.
- 3. Technical and graphic specifications: this provides technical information for the overall structure of the project (from its development to its maintenance) as well as about the graphic identity of the project.
- 4. Project development and launch
- 5. Maintenance and follow up

Byington, T. A. (2011). Communities of practice: Using blogs to increase collaboration. Intervention in School and Clinic, 46(5), 280-291.
- Definition of a domain community of practice and three elements that define that: interest in a shared domain, a community of people, a shared practice.
- Difference between blogs and wikis
- How blogs can support communities of practice
- Technical aspects of blogs and bloggings
- Advantages and disadvantages of blogs for communities of practice
- Step by step to creating a blog
- Steps to setting up an online or hybrid community of practice
- Elements of a successful community of practice: leadership, topic relevance, supportive environment, member benefits

Charbonneau, O. (2006). Confessions d'un blogodépendant. Argus, 35(1), 6-8.
- Definition and introduction to essential terminology around blogging.
- Overview of technical components needed to start a blog (hosting services, domain name, blog software)
- Author presents his process of blogging as a librarian researcher interested in copyrights.
- Aspects of content development and content dissemination though RSS feeds
- Importance of monitoring and consumption of content of other blogs through RSS

Charte éditoriale (22 mai 2023). Dans Wikipédia. https://fr.wikipedia.org/wiki/Charte_éditoriale
- Presents the objectives and main sections of an editorial chart

Crestodina, A. (n.d.) 9 Editorial Guidelines for Your Blog [Blog post]. Orbit Media Studio. Retrieved January 19, 2024 https://www.orbitmedia.com/blog/editorial-guidelines/
- Simple guidelines about content, style and formatting of blog posts.
- Useful template linked on page

Mitchell, K. M. (2019). Social media storytelling: Using blogs and Twitter to create a community of practice for writing scholarship. Discourse and Writing/Rédactologie, 29, 1-23.
- Article explores the genre of writing and strategies of storytelling to share research findings on social media
- Writing as a pedagogical and research dissemination strategy and tool
- Social media writing as a genre
- Storytelling and/for research
- Interlude in form of a story about the author's use of storytelling through social media (creation of voice, choice of tone, etc.)
- Evaluation of impact of storytelling in social media

Gunawardena, C. N., Hermans, M. B., Sanchez, D., Richmond, C., Bohley, M., & Tuttle, R. (2009). A theoretical framework for building online communities of practice with social networking tools. Educational Media International, 46(1), 3-16.
- Defining social networking and communication technology
- Learning within communities of practice
- Description of various social learning theories
- Applying social learning theories to use of social networking tools in a community of practice
- Development of a theoretical framework to understand collaborative learning and socially mediated metacognition through the use of various social networking sites by a community of practice

Deng, L., & Yuen, A. H. (2010). Exploring the role of academic blogs in a blended community: An integrative approach. Research and Practice in Technology Enhanced Learning, 5(02), 53-71.
- Definition of blended/hybrid communities
- Different uses and values of blog in education: for reflection, for interaction
- Blogs as balance of individual/collaborative learning and expressive opportunities (input of information and output)
- Case study of use of a blog for a dispersed group of student teachers
- Participation was facilitated by the different types of posts they were encouraged to make (blog post versus discussion forum).
- Integration of other media was facilitated by blog format.

Example of digital tools to accompany the blog component

    1)   Shared reference management tool

Zotero – Open-source software to manage references, bibliographical data and other resources compiled for research purposes. It provides possibilities to create shared libraries, organize content in relevant ways, create references/bibliographies.

    2)   Data visualization tools

Mapping

Carto – Paid tool to create data maps. Based on "location data and geospatial analysis". More marketing oriented.

StoryMapJS – Free tool to geolocalize events/information and create narratives that have a cartographic component.

StoryMaps – Paid tool to create narratives with cartographic component, interactive layouts, in which multimedia elements can be embedded. Visually more interesting than StoryMapsJS.

Timeline – chronological timelines,

TimeMapper – Open-source timeline and maps. Connects chronological and geographical visualization.

TimelineJS – Open-source chronological timeline.

Report 3: Reflections on the collaborative learning journey

Learning journey

    -   Learning about blogs and blogging:

The first workshop helped me understand the difference between the transmission and consumption aspects of blogs and blogging. We explored the functions of blogs, the way they can be used, the type of information that can be transmitted through them. We then looked at how blogging should be envisioned as an interactive activity where knowledge is both disseminated and shared, as well as sought. We explored what RSS feeds are and how they can help keep track of publications that exists on topics of interests, helping us follow and be part of broader conversations. Following this, we set up a Feedly account and I started researching publication platforms that would be relevant for me to follow.

    -   Researching websites, blogs and web platforms:

The follow up meetings helped me frame what I should be looking for in my small exploration of blogs and blogging. I read articles on the use of blogs and blogging for research and identified websites and blogs that I liked or that were relevant to my topic. I analyzed their structure as well as how blogs were used within them, relating what I was finding to some of the readings I had done. This further allowed me to understand the potential of blogging for community-engaged projects and research as well as how to envision articulating blogging with other research-related activities. This research also helped me better frame the architecture of the web platform I am planning for my project, and the role of the blog to foster knowledge exchange and dissemination within that platform.

    -   Developing a digital identity and an editorial chart

After my initial research, I started to refine the plan of my web platform. I was able to define its objectives and structure and identify the digital tools I would need. I presented this initial framing and was then offered advice by the project team on how to continue defining an editorial line, by writing an editorial chart. Specifying the intended readership, the profile of the contributors, the type of content, the

timeline of publications will help me create a skeleton of editorial chart that will be useful to look for funding but also to mobilize potential contributors and collaborators for the project.

Future steps

Granting agencies and universities increasingly demand of researchers to develop community-engaged or collaborative research projects and propose knowledge dissemination strategies that go beyond more traditional academic outputs. For instance, FRQSC now offers a knowledge mobilization grant for its post-doc fellows. For emergent researcher, web platforms should be envisioned as a way to disseminate research but also (and most importantly) as a way to continue advancing and establishing community-engaged research projects. The potential of a web platform also rest in their ability to document and provide access to the research process itself, making it more transparent and open to community input.

Teaching emergent scholars to use blogs and blogging as part of their research strategy can help them acquire new skills that also will help them improve their work and work possibilities. Providing them with the practical opportunity to put in place blogs and websites to promote their research could also reinforce the learning and help them disseminate their research more widely. To continue learning and using blog it would be useful to have access to further training and mentoring from the Library, as well as have opportunities to actually have a blog to put in practice some of the learning made. Technical training as well as training relating to content development would be the most pertinent.

Proposal of training to support beginner academic bloggers based on my learning process

Based on my learning journey as part of this pilot project, I propose this draft framework to provide initial training on blogging to academics

1. Training 1: Understanding blogs & blogging
   a. What is a blog:
      i. Origins and functions of blogs
      ii. Transmission & consumption aspects
      iii. Blogging for research: can serve to be part of broader conversations, thinking your research through and participating in broader debates specific to your research topics
   b. Tool 1: Following RSS feeds,
      i. What are RSS feeds
      ii. Setting up a Feedly account: Think about what kind of categories of blogs you want to follow (themes, journals, groups)
      iii. Using the Feedly account
   c. Researching blogs
      i. Exploring different possibilities of research blogs:
         • personal ones (private and public): using the blog to talk to yourself; to talk to other researchers and community members.
         • Collective ones: for collaborative research and projects
      ii. Blogging and knowledge dissemination
      iii. Blogging and knowledge mobilization
      iv. Researching the knowledge architecture of websites with blogs
         • Looking at the architecture (e.g. content, sections)
         • What is the function of the blog on the website?
         • What is the relation between static pages and blog posts?
         • What kind of information is published on the blog posts?
2. Training 2: Articulating the blog with research activities & tools
   a. Exploring which research activities can be blogged about (embedding the blog in the research process)

      b.   Researching other useful research tools & understanding how they can be articulated with the blog

3. Training 3: Setting up a blog
   a. Defining: Purpose/objectives/public
   b. Designing a web architecture
   c. Writing an editorial chart
   d. Starting a blog
4. Training 4: Activating & maintaining a blog
   a. Tips for writing
   b. Articulating other useful tools to the blog
   c. Sustaining a blog
   d. Promoting a blog