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Scholarly Identity in an Increasingly Open and Digitally Connected World

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INTRODUCTION

The perceived role of the scholar has undergone rethinking in recent years as scholarly professionals have expanded conversations about the process of knowledge development and the role of the scholar in society. Boyer (1990) argues that "what we urgently need today is a more inclusive view of what it means to be a scholar – a recognition that knowledge is acquired through research, through synthesis, through practice, and through teaching" (p. 24), and he proposes that scholarship includes the four practices of discovery, integration, application, and teaching. In each of these aspects of scholarship, technology plays a role in defining possibilities, identifying priorities, and shaping practice, and advances in information technology over the past few decades have yielded significant technological artifacts (such as ubiquitous computing devices, data collection and storage systems, the internet, and social media) that influence what it means to be a scholar on an ongoing basis.

This chapter explores the intertwined relationship between technological advances and scholarly practice, and draws attention to emergent forms of scholarship described in the literature. The chapter will then highlight commonalities and differences between these emergent forms and discuss implications of the practices, especially those that affect the identity of the scholar as they participate in these forms of scholarship. Throughout this conversation, technology will be used as an anchor for connecting scholarly practices to advances and social shifts of our time and will be treated as a co-evolutionary artifact with scholarship rather than as a change agent (cf. Veletsianos & Kimmons, 2012b).

BACKGROUND

As the historical centers of scholarly work for many centuries, universities have gradually developed and evolved in response to a variety of factors and are currently being reshaped in response to "globalization, mass expansion, and economic uncertainty, overlaid by new technologies connecting learners and content" and researchers "in new ways" (Siemens & Matheos, 2010, para. 17). Shifts in social norms and values and advances in technology have always impacted scholarship and the university, or institutionalized scholarship, in ways that reflect the needs and habits of the era (McNeely & Wolverton, 2008). Thus, when we consider emergent forms of scholarship connected to technology innovations, we must recognize that technology, society, and scholarship are all ever-evolving artifacts throughout all eras that influence and impact one another in complex and negotiated ways (Veletsianos & Kimmons, 2012b).

Some specific technologies that have historically impacted the creation and evolution of universities include the printing press, radio, television, microphotography/microfilm, mass publishing, microcomputers, the internet, and social media (Binkley, 1935; Tate, 1947; Siemens & Matheos, 2010; Veletsianos & Kimmons, 2012b). Each of these technologies bring with them different affordances, limitations, assumptions, and challenges that impact how scholars work in each of Boyer's areas of discovery, integration, application, and teaching. *Discovery* or the process of developing new knowledge through research is impacted as technologies improve efficiencies of data collection and analysis and allow for new methods of inquiry (e.g., big data, computational modeling). *Integration* is impacted as data and findings may be shared across distant locations and between experts within disciplines in a timelier manner. *Application* is influenced as scholars can more effectively report, serve, and collaborate with their communities, the public, and diverse colleagues from various disciplines. *Teaching* is impacted as scholars can teach students across geographic distances and employ new pedagogies and media to deliver instruction, assess student learning, and support student knowledge construction. *Identity* is impacted as scholars navigate their use of social medias and their offline and online identities converge while their sense of identities are impacted by their participation in these networks.

Forms of Emergent Technology-Influenced Scholarship

Many of the emerging scholarly practices that respond to recent technological advances associated with the internet and social media have been categorized into at least five general forms: *digital scholarship, social scholarship, open scholarship, public scholarship* and *networked participatory scholarship* (Kimmons, 2015). Each of these identified forms seeks to draw attention to a set of scholarly practices (or in some cases to advocate

for those practices) in contradistinction to previous norms in the following ways:

- **Digital Scholarship:** Emphasizes the power of the internet and digital media for making data sharing and collaboration cheaper, faster, and easier (Andersen, 2003; Borgman, 2007; Pearce, Weller, Scanlon, & Kinsley, 2010; Russell, Weinberger, & Stone, 1999).

- **Social Scholarship:** Highlights the importance of social interaction between scholars to generate quality work and to induct new scholars into academe by utilizing computer-mediated mechanisms like discussion groups (Berge & Collins, 1995), blogs (Chong, 2010), and social networking sites (Greenhow, 2009) to support scholarship that is conversational and less formal than the traditional publication cycle (Oblinger, 2010).

- **Open Scholarship:** Emphasizes the importance of utilizing technologies and practices for teaching and research that espouse openness and sharing for the purpose of broadening access to knowledge, reducing costs, enhancing scholarly impact, and supporting transparent and equitable practices (Furlough, 2010; Wiley & Green, 2012; Eysenbach, 2006; Norris, Oppenheim, & Rowland, 2008; Veletsianos & Kimmons, 2012a, para. 3).

- **Public Scholarship:** Articulates the importance of public participation by scholars as an obligation to the community and a desire to stay relevant in their respective fields through civic engagement (Brown-Dean, 2015).

- **Networked Participatory Scholarship:** Builds off of the three aforementioned forms of scholarship and attempts to bring them together into a unified vision of scholars using digital and social technologies to "share, reflect upon, critique, improve,

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