

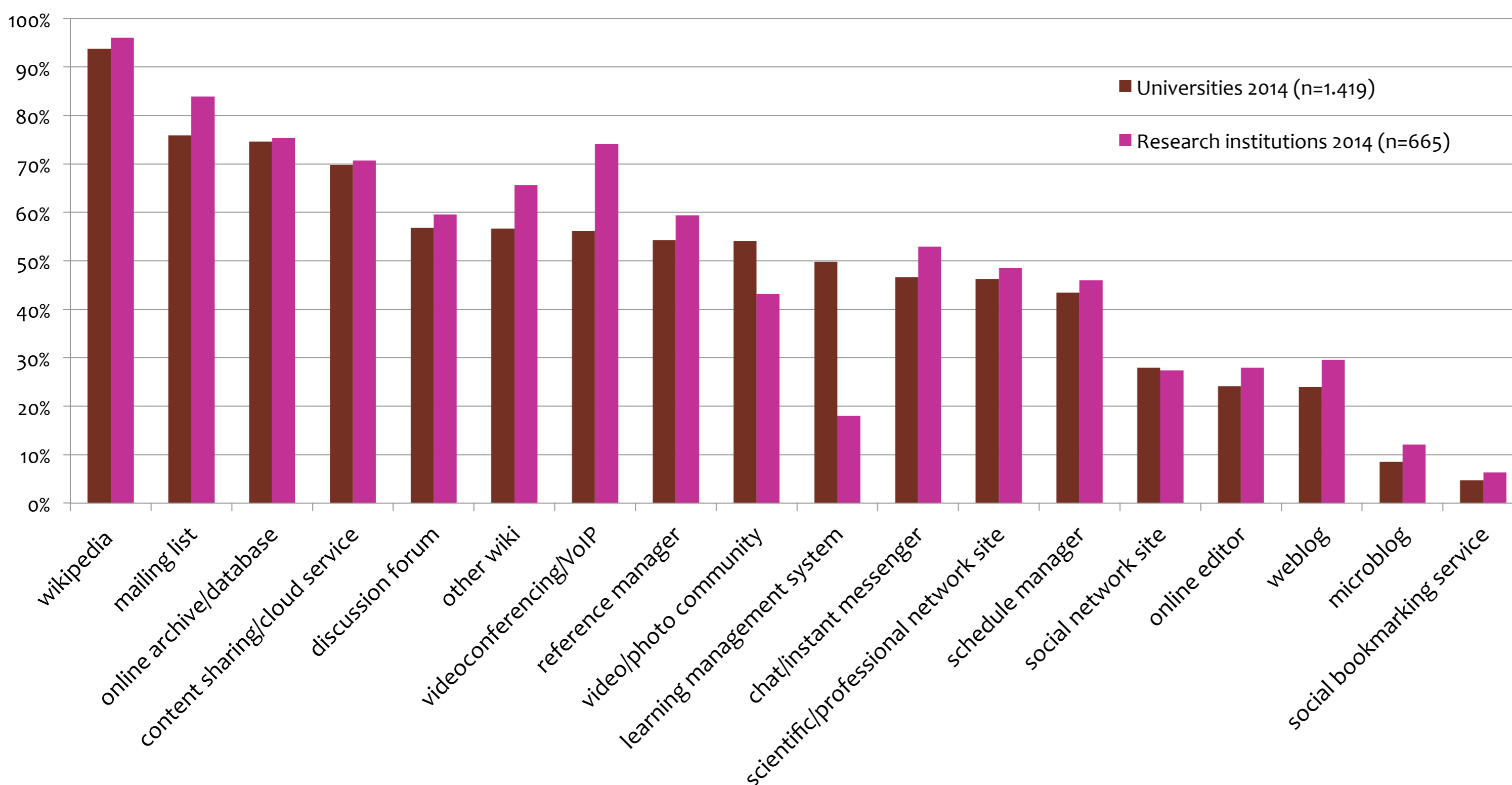
Use of Social Media and Web-based Tools in Science 2014

The Science 2.0-Survey explores the role that social media and other online tools play in the context within the scientific work. Digital media is increasingly shaping academic research and teaching, yet little is known about the extent to which scientists actually use the various digital tools. Building on the eScience-Survey 2012 for Saxony (Pscheida & Köhler 2013), the Science 2.0-Survey was first conducted in September/October 2013 and again in June/July 2014 as an online survey for scientists (a) at German universities (institutions of higher education) and (b) at research institutions (Leibniz, Helmholtz, Max Planck). The questionnaire

included questions about the scholars' use of 18 (17 in 2013) social media applications and web-based tools, about the motivation for using or not using the tools, as well as questions about attitudes towards social media and work-related Internet use. Further questions concerned basic socio-demographic data of the respondents. The data presented here is based on the results of (after weighting) 1.419 completed questionnaires of scientists from universities and 665 of scientist from research institutions, collected in 2014. The focus is on the professional usage in comparison between universities and research institutions.

Which tools do you use in the scientific working process?

The scientific working process of scientists at German universities and research institutions is affected considerably by the use of digital tools. Out of all 18 tools the survey asked about, nine are used by more than 50% of all respondents in a professional context. Besides video/photo communities, social network sites, and learning management systems (LMS), all tools are more widespread at research institutions than at universities.

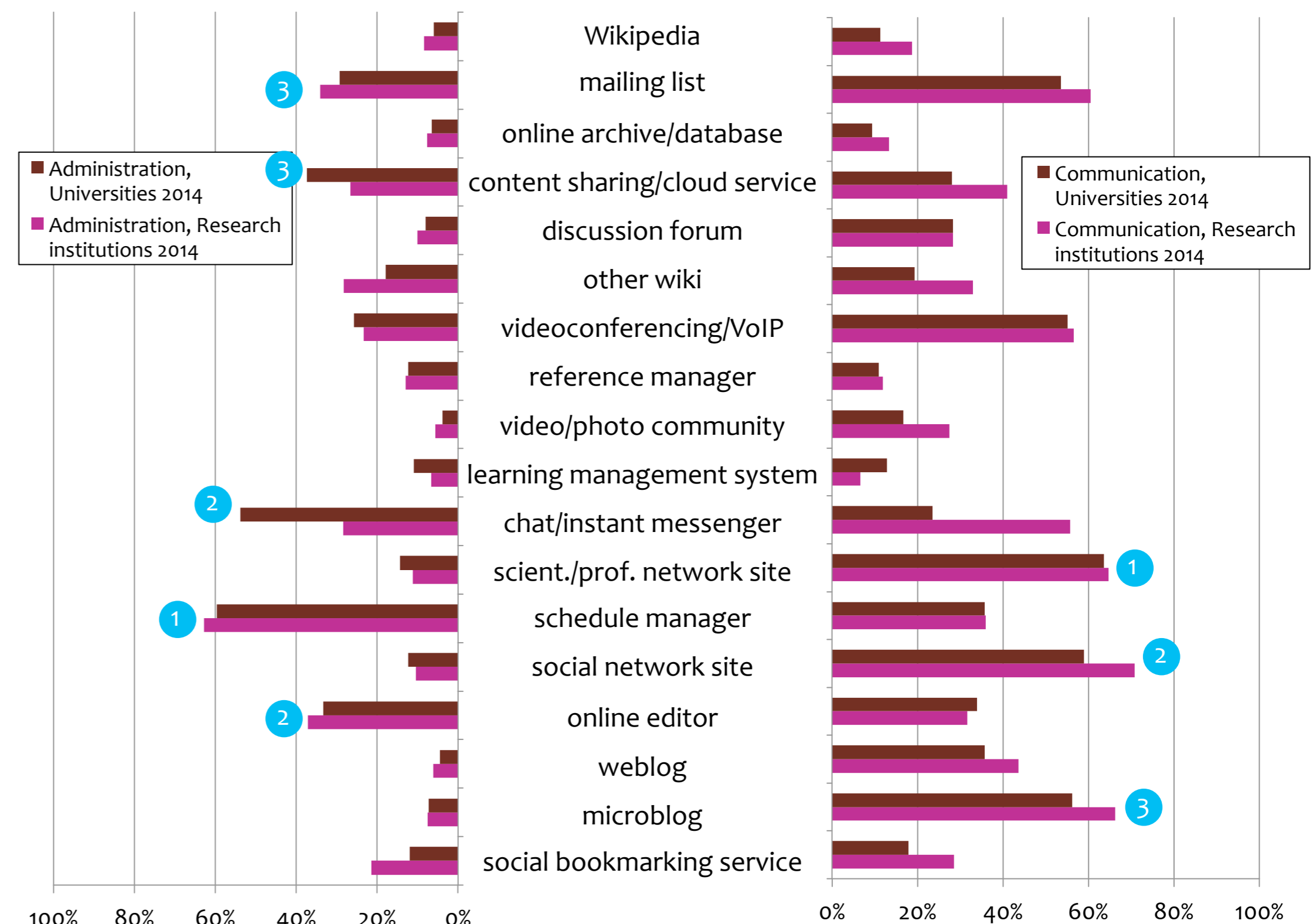
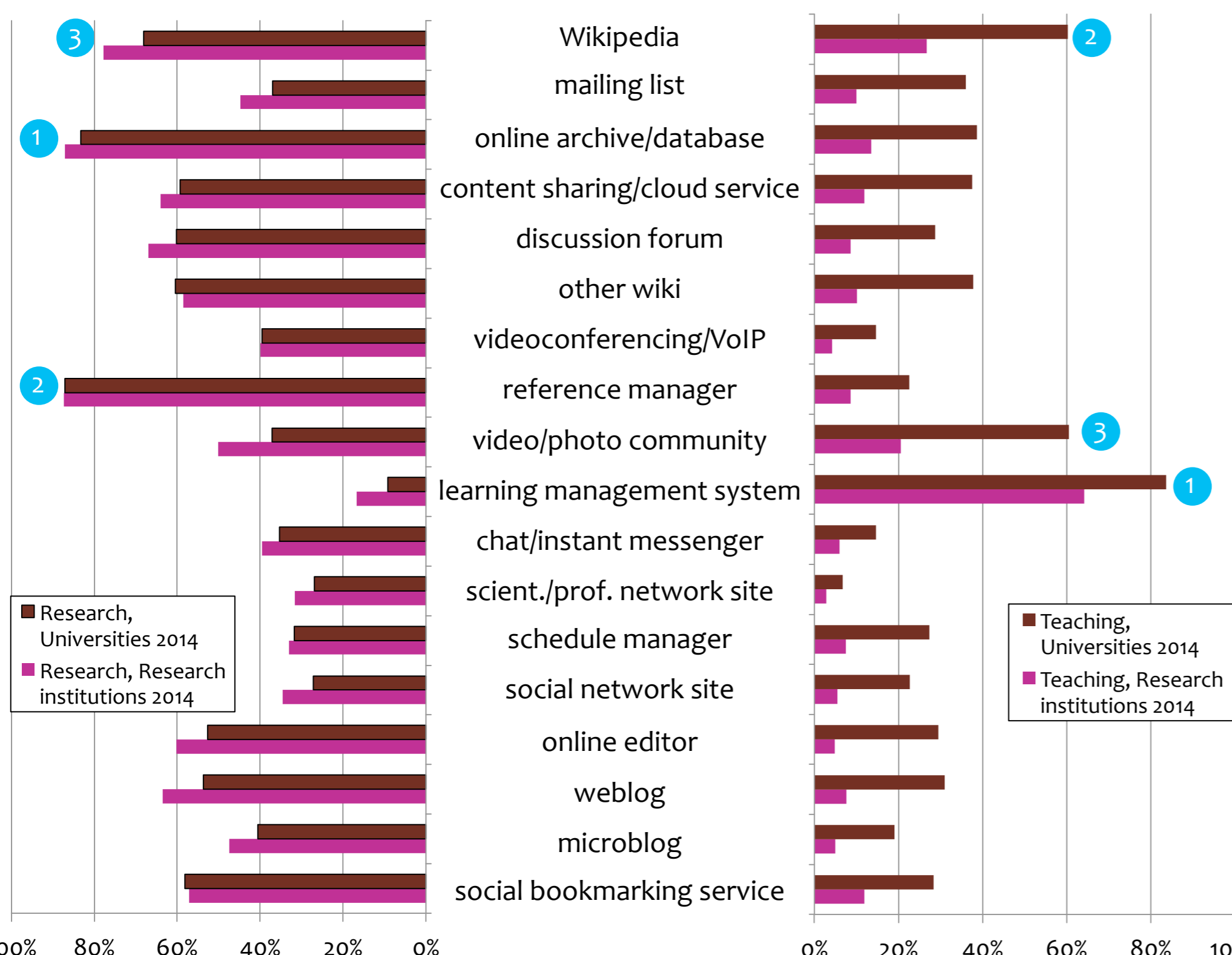


For what purpose do you use the tools during your work?

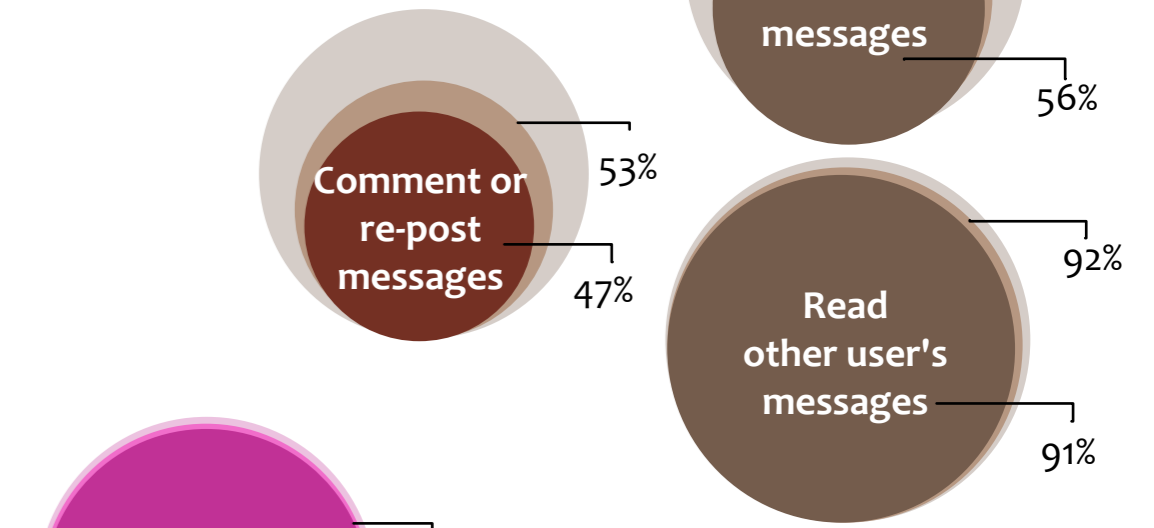
Online tools are used in different contexts of scientific work. Based on the users of the particular tool **online archives**, **reference manager**, and the **Wikipedia** are the most used tools in the field of *research* – at universities as well as at research institutions. In the field of *teaching* **LMS**, the

Wikipedia, and **video/photo communities** are the most popular tools. The favourite tools for *science administration* purposes are **schedule manager**, **chat/instant messenger**, and **content sharing** at universities and **schedule manager**, **online editors**, and **mailing lists** for research institutions. In the context of

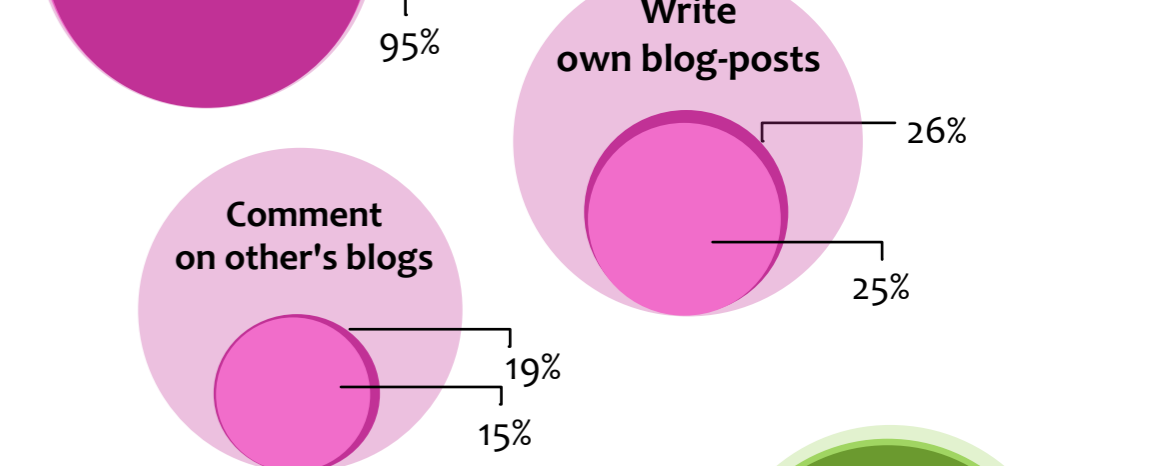
science communication all scientists surveyed using these tools within their scientific work like to apply mostly **scientific/professional network sites**, **social network sites**, and **microblogs**, while scientists from research institutions show a different order and are considerably more active.



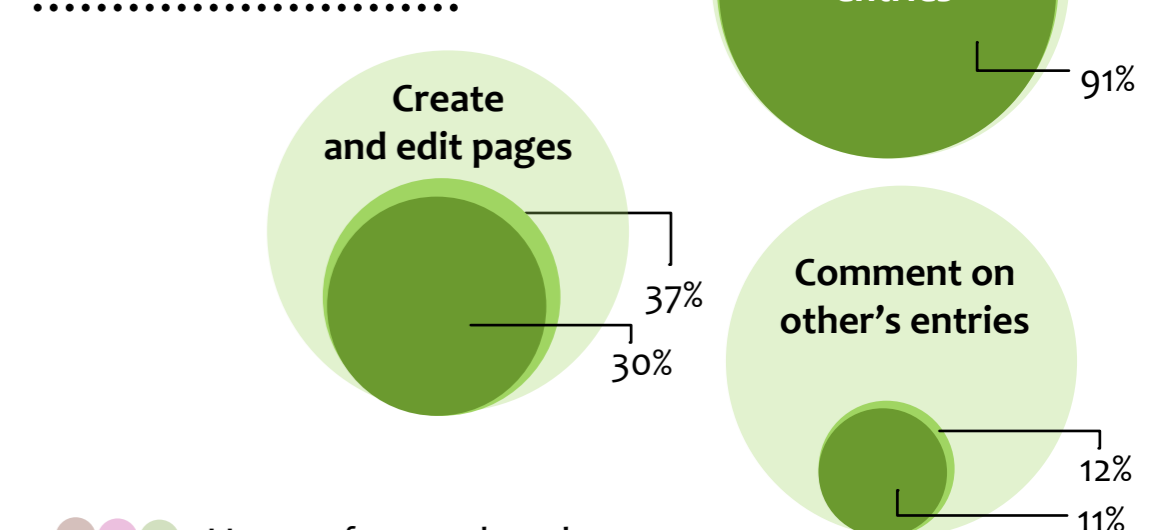
Microblog



Weblog



Wiki



Legend:
 ● Users of named tool
 ● Research institutions 2014 (microblog n=66, weblog n=147, wiki - except the Wikipedia n=418)
 ● Universities 2014 (microblog n=79, weblog n=250, wiki - except the Wikipedia n=461)

How do you use social media tools?

Social media is characterized by the possibility of creating and disseminating content. For part of the web-based tools scientist were asked for certain activities as posting or commenting. Especially posting on microblogs enjoys great popularity among their users, whereas keeping an own weblog or edit wikis is not that favoured. The review of other's contributions remains (except for microblogs) on a low level.

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