Scholarship as a Barriers to Scholarship
Tai-Song Liew (2017) writes of his struggle to access his chosen field of academic research. Liew is a first generation Asian immigrant in America who specialises in Biblical interpretation. Over the course of his journal article he raises the argument of whether or not his background has hindered his progress in his chosen field. He repeats the phrase 'who's scholarship counts as scholarship?', wondering why some scholars question his expertise due to his ethnicity.

I initially thought the only citeable sources were scholars with a lot of credentials. I now realise that accuracy is more important, and those with credentials can sometimes be less authoritative than those without.

Scholarship as Groupwork
More unique ideas are generated through group work than is the case when working individually. This is the finding by Dugosh and Paulus (2005). A contagion effect is generated in group work where the idea generation of one enhances that of others in the same group – exposure to productive brainstormers enhances performance of the collective. The study involved 100 participants who were assigned groups of differing numbers, including some who worked alone. It showed that higher numbers of people in a group correlated with higher numbers of ideas for each individual member.

In the White Paper project for SK108, ideas were brainstormed in our group which led to more ideas.

Scholarship as Collaboration
Collaboration between Wikipedia and University libraries can enhance knowledge creation and improve access to it (Soito, 2017). Wikipedia is perceived as a lower quality and generally non-citeable resource. It is beginning to appear more frequently in academic fields and calls have been made for academics to contribute as a professional responsibility. Wikipedia and library collaboration would be a natural synergy and both would benefit, creating a global site for people to visit to gain access to high quality, academic knowledge. It would also provide libraries with a new mechanism for connecting to people.

MU Library runs LIST seminars throughout the year, one of which focuses on utilising Wikipedia effectively.

Scholarship as Conversation on Social Media
Students respond positively to academic work which they have previous experience in and through a recognised framework (Duker, 2015). Twitter is discussed as a way of scholarly conversation (Pew Research Centre, 2017). In academic work, students use citations, references, paraphrasing and footnotes when giving credit. Similarly, Twitter users use "@ reply and mentions" to respond to another person's tweet which they can also 'direct quote' and give their own view. They can retweet another's tweet so it appears on their profile for their followers to see. (Duker, 2015).

In Law lectures, we have been encouraged to follow relevant experts in particular legal areas and use the # function when researching for essays.

Promoting Scholarship as Conversation
The State University of New York describes how students can improve their information literacy skills by learning to use and edit Wikipedia effectively. Students develop their information literate abilities by "contributing to scholarly conversation at an appropriate level" (Waller, 2016, p.511), by simplifying expert opinions in a way that the public understand through paraphrasing. Wikipedia editing also helps students to "value user-generated content and evaluate contributions made by others" (ibid., p.511) by reviewing an editor's contribution to Wikipedia and respecting the contributions made by other editors.

In SK108 we were introduced to the "Talk" function on Wikipedia whereby users can look at edits and comments by experts in the topic, a useful tool for research.

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