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Article:

Creation of a Novel Collaborative Resource for Sharing Scholarship

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Abstract

The growing number of teaching and scholarship positions in academia encourages staff to formalize their scholarship practice. Such creative practices do not easily fit within the rigid structure of traditional journal articles and therefore the sharing of this practice is often limited to conference presentations and posters. This time-limited format for sharing scholarship allows little opportunity for an on-going dialogue and the formation of collaborative networks. The Anatomy Teacher is a YouTube Channel that offers a permanent collaborative library of educational scholarship. The channel provides an internationally accessible space for scholarship with automatically generated transcripts and no financial restrictions ensuring that everybody has the opportunity to share their scholarship.

Context

Scholarship is a wonderful world where academics can devise creative solutions to problems in all areas of education. Many Universities now offer teaching and scholarship positions alongside the traditional teaching and research lectureships (Stromquist et al. 2007). This formalization of scholarship, alongside the creation of the Higher Education Academy and the development of the Teaching Excellence Framework, has resulted in a rapid growth in the field of educational scholarship (Gunn 2018, Chalmers 2011, O'Meara 2005, Gosling 2004). Such creative solutions to a diverse range of problems in academia are often challenging to convey in the traditional journal article and as such sharing of ideas is frequently restricted to the Micro or Meso level (Fanghanel 2007). Those academics who do choose to share their scholarship often favour conference posters and presentations to allow them to use a mixed media approach to demonstrate their creative process. Additional factors also limit an individual's ability to attend face-to face conferences including concerns about Covid-19 and climate change, lack of flexibility due to caring responsibilities, and financial restrictions. This is particularly important in the context of anatomy educators with a recent report highlighting that 42% of Anatomists surveyed had caring responsibilities, and 54% required flexible working patterns (Smith et al. 2023). In addition, those who do attend in-person conferences may not be able to fully engage with the scholarship in the traditional format due to additional needs, a common theme of academic ableism seen throughout higher education (HE) (Dolmage 2017).

Objectives

This project aimed to establish an open-access resource for sharing scholarship that:

- Is financially and environmentally sustainable.
- Is accessible to all, across international borders and for those with additional needs.
- Allows an on-going dialogue around the scholarship that is not time-limited.

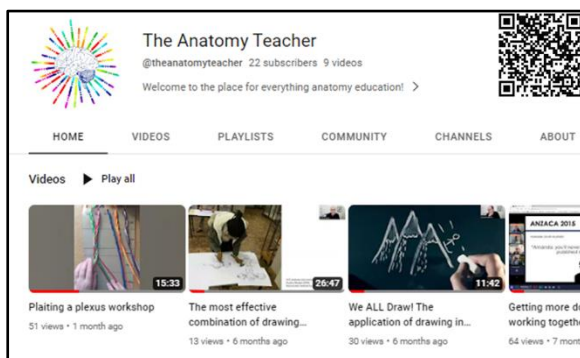


Figure 1 – The Anatomy Teacher YouTube Channel. This public page is available by searching for the name or by scanning the QR code in the top right corner. Currently 22 subscribers and 469 views since May 2022.



Figure 2 – The Anatomy Teacher Twitter page. this page is public and is accessible by searching for the Twitter handle @anatomy_teacher or by scanning the QR code in the top right corner. Currently 348 followers since May 2022.

Methods

Three key areas were identified for development:

1. Google email account
2. YouTube channel
3. Twitter page

The Anatomy Teacher YouTube Channel (Figure 1) was established and linked to a scholarship-specific Google email account (AnatomyScholarship@gmail.com). The YouTube channel is public and is advertised via the associated Twitter page of the same name (Figure 2). Recorded presentations were uploaded to the channel and automatic transcripts were generated. Links to the YouTube channel were embedded within the associated profile on Twitter. The first tweet made by The Anatomy Teacher explained the ethos behind the resource (Figure 3) tagging in five key Anatomical organizations (Institute of Anatomical Sciences, Anatomical Society, British Association of Clinical Anatomists, American Association for Anatomy, Australian and New Zealand Association of Clinical Anatomists). These organizations were selected as regular users of Twitter who would be likely to engage with the resource and facilitate its development. This post was pinned to the top of the page to ensure that this was clear to all users. This post also detailed some examples for potential submissions: conference presentations, poster tour, walk-through of an educational resource or any other form of scholarship. This post has since had 3,152 impressions, 265 engagements, 72 detail expands and 118 profile visits (Figure 4).

Seventy-two hours after the initial tweet, a screenshot of the YouTube statistics was shared to demonstrate the reach of the recordings; one video had been watched 24 times within this 3-day window. Tweets were then made periodically highlighting the number of views and flagging up when new uploads would be coming. When the Twitter page reached 100 followers a further post was made visually demonstrating the international scope of the resource (Figure 5). Across all these tweets, accessibility was ensured using image descriptions either with the use of the 'ALT' text function or within the tweet (Figure 5). New uploads were provided as soon as possible after conference presentations (Figure 6) with direct links to the videos using appropriate hashtags (in CamelCase) to increase post visibility.

To reinforce the role of The Anatomy Teacher as enhancing the longevity of conference presentations, a post was made following a large anatomical conference to encourage academics and students to find a permanent repository for their scholarship (Figure 7). These posts directly resulted in an academic who ran a workshop at the American Association for Anatomy conference in

Washington, DC sharing a recorded tutorial of how to plait a plexus to learn about anatomical variation (Figure 8).

Welcome to the place for everything anatomy education!

Anatomists are some of the most creative educators in academia. With the growing field of educational scholarship this has resulted in a huge variety of educational resources and approaches that benefit students all over the world. The essence of scholarship, however, is often difficult to share in the somewhat rigid format of publications, and as such many anatomy educators favour conference presentations as a way of sharing their innovative approaches. The downside of this is the temporary nature of this opportunity to share our work. As such, this page is aimed at creating a permanent collaborative and collective library of anatomy scholarship.

If you would like to share a video (conference presentation or poster tour, walk-through of an educational resource or any other form of scholarship) you can contact us at AnatomyScholarship@Gmail.com.

Figure 3 - The first tweet made by The Anatomy Teacher and pinned to the top of the profile. This tweet sets out the ethos of the resource and how to contact the team to make a submission.

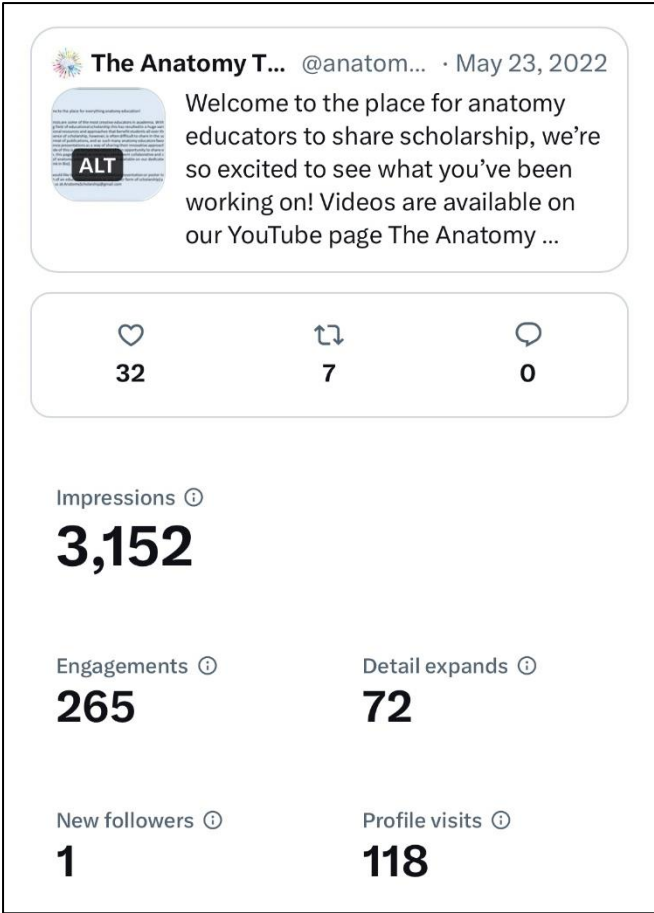


Figure 4- The first post made on The Anatomy Teacher Twitter account that explains the ethos of the resource has since had 3,152 impressions, 265 engagements, 72 detail expands and 118 profile visits.



Figure 5 – To mark reaching 100 followers on Twitter, a visual representation of the location of followers was made. The size of the circles and their colour represented the number of followers from each location: 25 – 28, 8, 3-4, 2, 1 (16 unknown) (Correct as of 13th June 2022)



Figure 6 – On the day that this scholarship was presented at an in-person conference it was also shared on YouTube via The Anatomy Teacher. This highlights the role of this resource in enhancing the longevity of scholarship presentations.

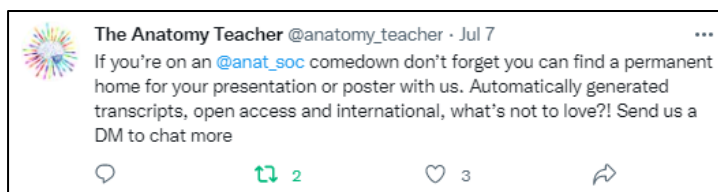


Figure 7 – Following a large Anatomical conference a post was made reminding followers that they could permanently share their scholarship through The Anatomy Teacher.



Figure 8 – A recorded tutorial on how to plait a brachial plexus. Sharing of this resource directly resulted from the type of post-conference posts seen in Figure 7.

Results

The Twitter account has 348 followers at the time of writing and posts are regularly liked and retweeted, with impressions as high as 3,572 (Figure 8). The YouTube channel has 22 subscribers and the videos have been watched a total of 469 times since 23rd May 2022. An ongoing dialogue has been established around the shared scholarship across both Twitter and YouTube. In the example shown in Figure 9 an academic based in the USA who is also President Emeritus of the Human Anatomy and Physiology Society (HAPS) and a founder of the HAPS Institute, enquires about the student perceptions and behaviors associated with the scholarship shown in the video. The relevant academic, in this case the author here, can respond immediately in a public forum potentially answering questions of other viewers. It is worth stressing the international availability of these resources, as mentioned this academic is based in the USA and similar interactions have occurred between academics based in Australia (Figure 10) and South Africa (Figure 11) as well as the international community in general (Figure 5). Academics have shared how they are now encouraged to try new approaches with their scholarship (direct message on Twitter), and how this is particularly helpful for early-career researchers and educators (Figure 12). The reach of the resources and the size of the community is continually expanding, with more recent posts reaching 3,569 impressions, 140 engagements, 40 detail expands, 20 profile visits, 14 retweets, and 32 link clicks (Figure 8).

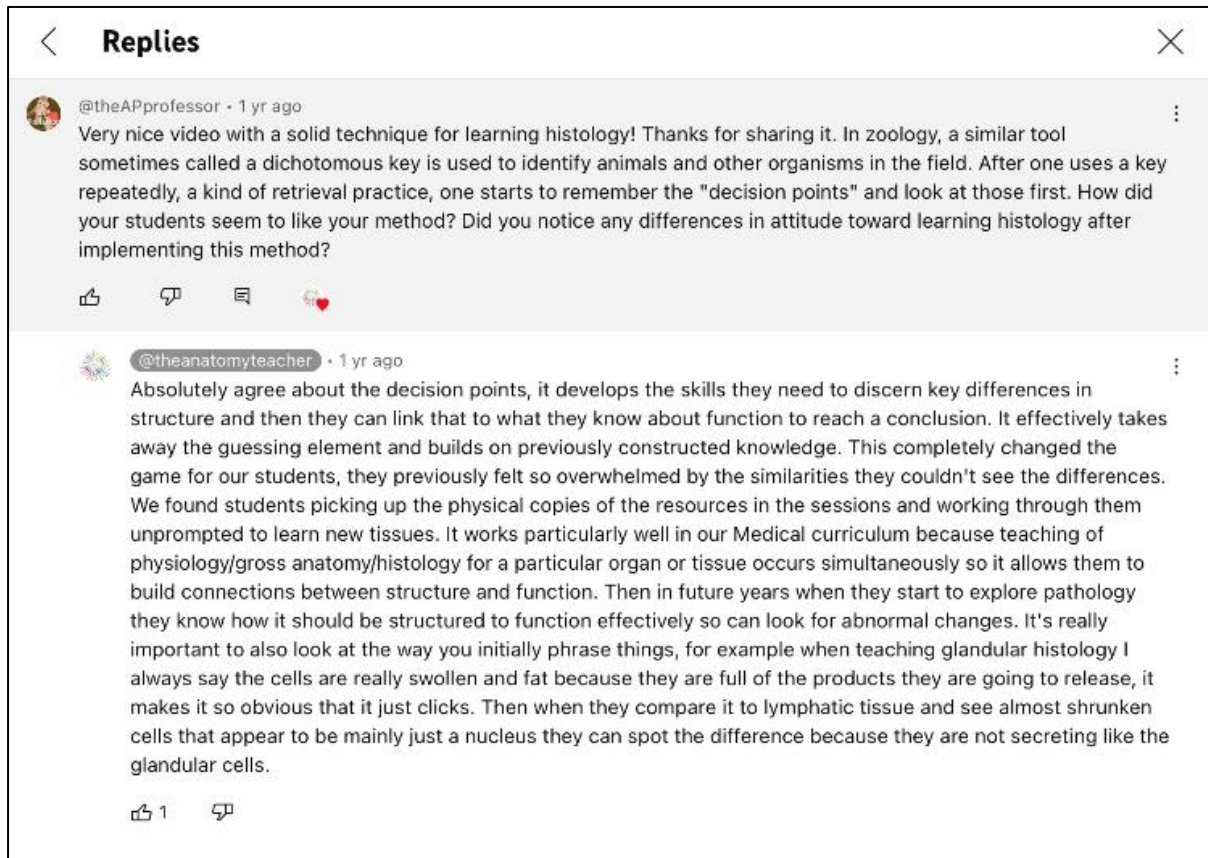


Figure 9- A space for on-going discussions around scholarship was one of the objectives of this project. Here a screenshot of one such conversation between academics that is visible on the YouTube channel. It is worth noting that 'The A&P Professor' is an academic in the USA who is very active on both Twitter and YouTube.

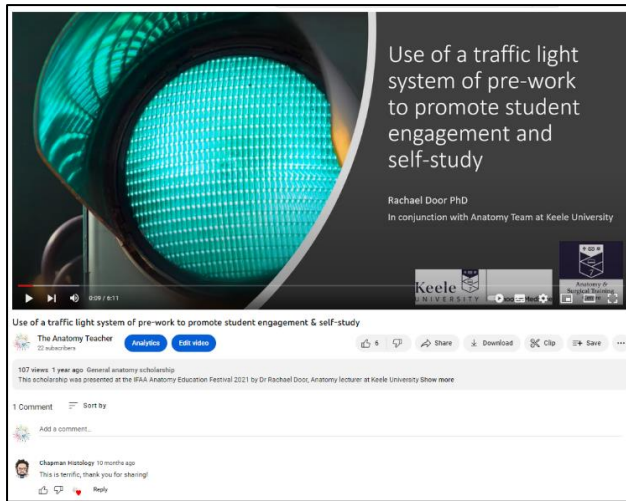



Figure 10 – A presentation on the construction of a traffic light system of pre-work was also very well received by the international community with positive comments from a Senior Lecturer at the University of Tasmania.

The Anatomy Teacher @anatomy_teacher

New Upload 🎧 The inspirational @leonard_shapiro has shared his talk on the application of drawing in analogue & digital communication, teaching & design. This 7min flash presentation will completely re-frame how you view drawing in anatomy education



youtube.com
We ALL Draw! The application of drawing in analogue and ...
7 minute flash talk by Leonard Shapiro for Newcastle University Faculty of Medical Sciences, Technology ...

11:20 AM · Nov 22, 2022

2 Retweets 1 Quote 3 Likes 1 Bookmark

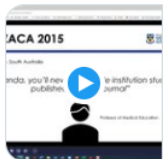
Tweet your reply! Reply

Leonard Shapiro @leonard_shapiro · Nov 22, 2022
Great to be a part of The Anatomy Teacher channel and share this with others. Thank you!

Figure 11 – A presentation from Leonard Shapiro, Observation, Spatial Awareness and Drawing Teacher, and Editor of the most recent series of Biomedical Visualization (Springer Nature). Leonard is based in Cape Town, thus again demonstrating the breadth of the community.

The Anatomy Teacher @anatomy_teacher

We are absolutely thrilled that the wonderful @amandameyerphd has shared her @ANZACA_Inc presentation entitled 'Getting more done by working together' with us. This is of interest for all of #AcademicTwitter but particularly for #EarlyCareer academics



youtube.com
Getting more done by working together
This presentation was delivered by Dr Amanda Meyer for ANZACA members on 22nd July 2022. Dr Meyer is a Senio...

8:34 AM · Oct 20, 2022

4 Retweets 2 Quotes 9 Likes 5 Bookmarks

Tweet your reply! Reply

Dr Renee Rogers @Dr_ReneeR · Oct 24, 2022
Thankyou for sharing - this was very very helpful for an ed research newbie like me!

The Anatomy Teacher @anatomy_teacher · Oct 24, 2022
That's why we're here 🙌

Figure 12 – A presentation from Dr Amanda Meyer Senior Lecturer at the University of Western Australia on collaborative working was very well received with an education-focused academic based in Melbourne commenting '...this was very very helpful for an ed research newbie like me!'.

Conclusions

This resource effectively achieves all the objectives set out:

- **Covid-safe** – Individuals who do not wish to attend large in-person conferences can share their scholarship with an international community of academics (Figures 5, 8, 9, 11 and 12).
- **Accessible** – Academics and students who cannot attend in-person conferences for a variety of reasons including, but not limited to, caring commitments and financial restrictions, can disseminate their scholarly work. In addition, recorded videos display a transcript of narration to improve accessibility (Figures 5 and 10).
- **Permanent** – research shared at a conference has a permanent place that allows the researcher to give the community a guided tour through the scholarship (Figure 1).
- **Open-discussion** – the comments section on Twitter and YouTube is open to encourage an ongoing dialogue around the scholarship (Figure 9).
- **Sustainable** – the digital nature of the resource allows it to be both environmentally and financially sustainable as international travel is not required (Figure 5).

Recorded videos provide a flexible and inclusive learning environment by allowing individuals to access content in a number of ways including as audio-only to allow multi-tasking, with closed captions, in segments (facilitated by hyperlinked chapters), or at altered speed (0.25x – 2x). The option to listen to the content as audio-only echoes the arguments laid out by Lowe-Calverley et al that podcasts enrich the learning experience and provide a 'low-stakes' learning environment (2022). The ability to access such resources on an individual time scale is a particularly important accommodation for people with dynamic disabilities or those with caring responsibilities who may need to access such extra-work resources outside of core hours.

The benefits of this collaborative library of resources extend beyond those experienced by the audience. The researchers sharing their work now have the ability to link directly to the hosted videos from sites such as ResearchGate or LinkedIn, thereby supporting the construction of an enriched portfolio of work. This is particularly important for those educators applying for Senior Fellowship of the Higher Education Academy (SFHEA) and since the adoption of the 'Narrative CV' by UK Research and Innovation (UKRI) and other funding bodies (Acquaviva et al 2020).

Higher Education has made steps to move away from the tradition of academic ableism, however there is considerable work to be done. 22% of the UK population have a disability, with 24.9% of disabled people aged 21-64 reporting an undergraduate degree as their highest qualification compared to 42.7% of those without a disability (Kirk-Wade 2022). As such it is the responsibility of HE institutes to support those with disabilities wishing to enter, and work within, such institutes. Through these recordings and the establishment of a virtual community of researchers, steps are being made in the right direction. In addition, the creation of an open-access platform for the sharing of scholarship may work towards removing gendered inequalities (Harvard Business Review 2023) and address the lack of diversity of invited speakers (Breu and Cooper 2022).

The focus on an ongoing dialogue allows the audience to become active participants in the scholarship, shaping the sector and promoting collective action across HE. This also promotes action research which is fundamentally cyclical in nature by promoting the sharing of ideas at any stage and

not just at an annual conference. With the current delays in publishing seen since the Covid-19 pandemic this is becoming increasingly necessary in order to keep up with the fast-paced changes occurring across HE.

In conclusion, the development of a collaborative library of resources and an associated online community allows individuals to share their scholarship and access that of others without financial, time or health restrictions. This resource has established a community of practice where researchers can collectively work towards best practice for both staff and students.

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*Note that all numbers are correct as of article submission, but these change daily.

