

# managing your online research presence



with  
ed warga

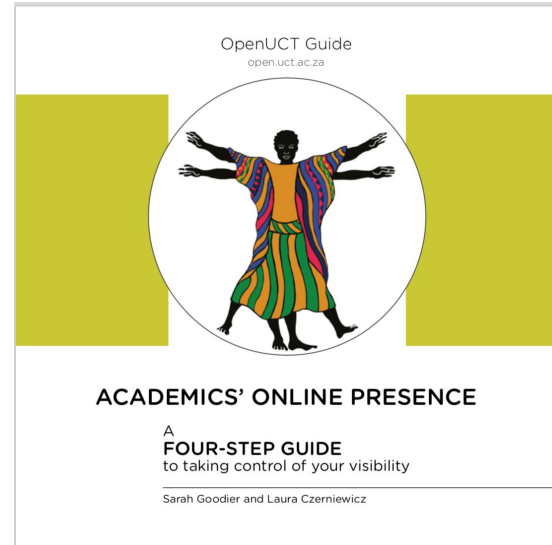
# a four-step guide to taking control of your visibility

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Academics' online presence: a four-step guide to taking control of your visibility. Retrieved from <https://open.uct.ac.za/handle/11427/2652>

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**Edward Warga**

Corpus Christi TX

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**Edward J Warga**

College Station TX

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Corpus Christi TX

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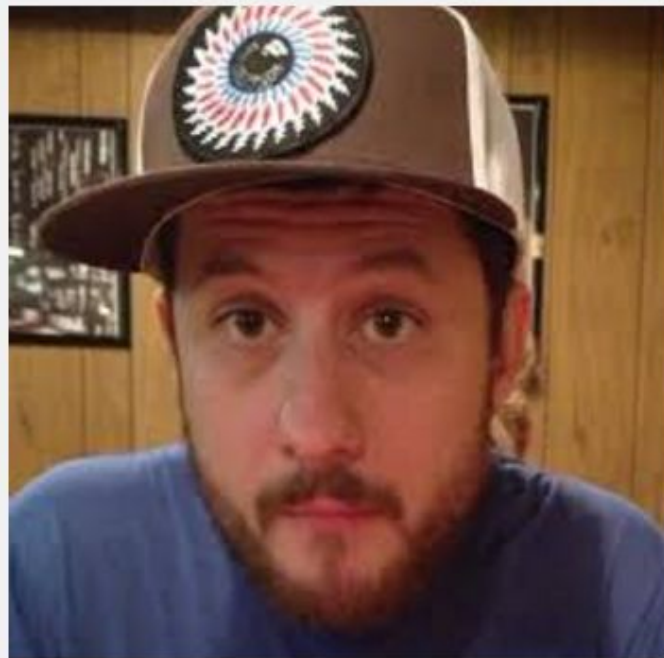
Amanda Nash Merchant

# Ed Warga

edward.warga@gmail.com

on twitter @MrWargames

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# 4 steps to increase your visibility online





# assess your current online presence



ed warga



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116 A, Bell Library, TAMU-CC. 361-825-5961. My Guides. Feb 27, 2018 9. Copyright in the Educational Setting. Jan 26, 2018 611. Counseling Research Guide. Sep 19, 2017 10. EDUC 5351 Course Guide. Feb 14, 2018 1211. Education Research Guide. S Educational ...

## Staff Spotlight: Edward Warga - InfoWave Summer 2017

[guides.library.tamucc.edu/InfoWave/Summer2017/StaffSpotlightEdw](https://guides.library.tamucc.edu/InfoWave/Summer2017/StaffSpotlightEdw)

Jul 24, 2017 - Staff Spotlight: **Edward Warga**. When did you arrive at the Ma Where did you come from? I joined the staff of the Mary and Jeff Bell Librar Previously I was the Institutional Repository Coordinator at Vanderbilt Unive years. Before that I was ...

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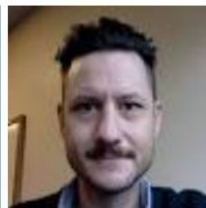
<https://www.tdl.org/mayjune-2017-ed-warga/>

TDL Member Profile: **Ed Warga** photo of Sean Buckner. The May/June TDL Member Profile features **Ed Warga**, Reference and Scholarly Communication Librarian at the Bell Library at Texas A&M University-Corpus Christi. Below is the full member profile with background information and a question and answer session with ...

## Ed Warga - Reference and Scholarly Communication Librarian ...

<https://www.linkedin.com/in/ed-warga-44abba1b>

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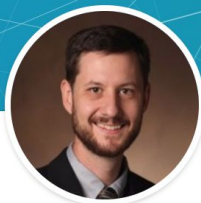
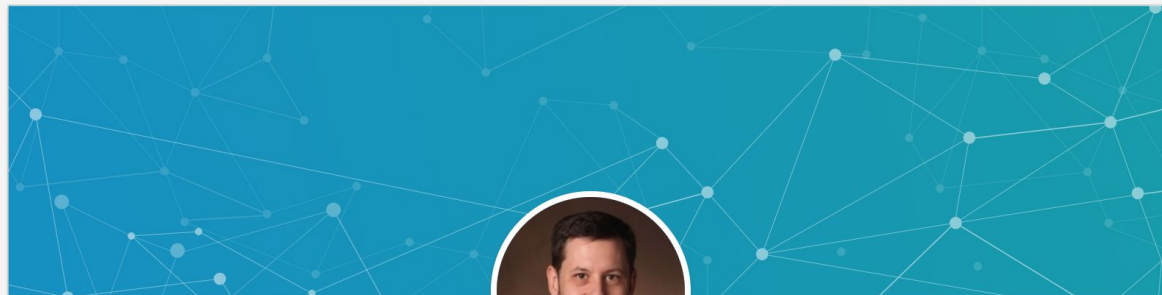
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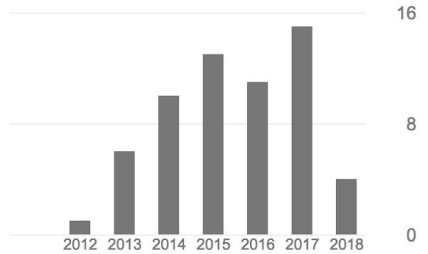
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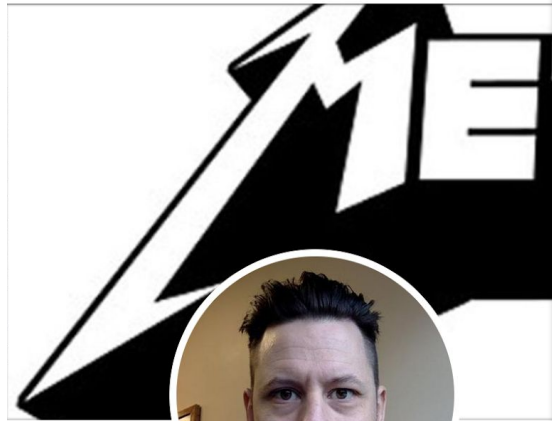
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Home Moments



**Ed Warga**

@MrWargames

Digital Librarian

📍 Texas, USA

🔗 [diggabledugs.blogspot.com](https://diggabledugs.blogspot.com)

📅 Joined May 2011

📷 25 Photos and videos



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📅 Joined May 2011

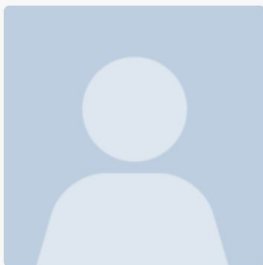
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Posted by [Ed Warga](#) on June 11, 2015 in [News](#)



### PodcastDemo-4

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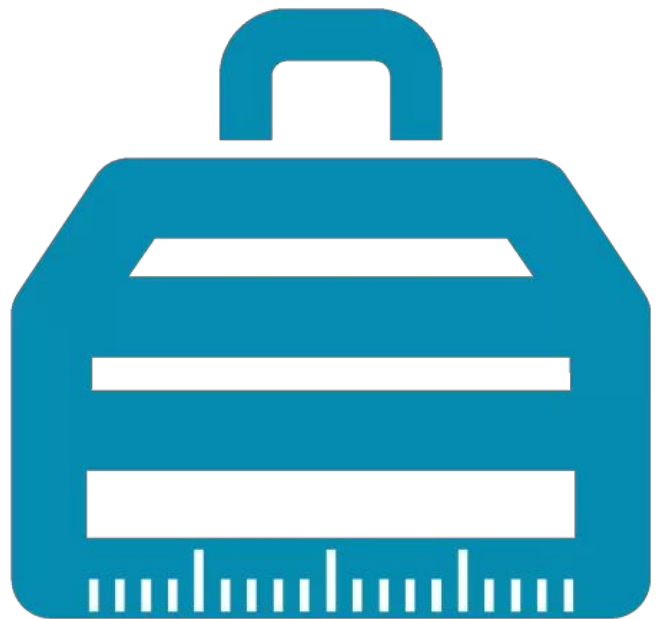
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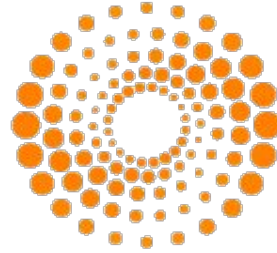
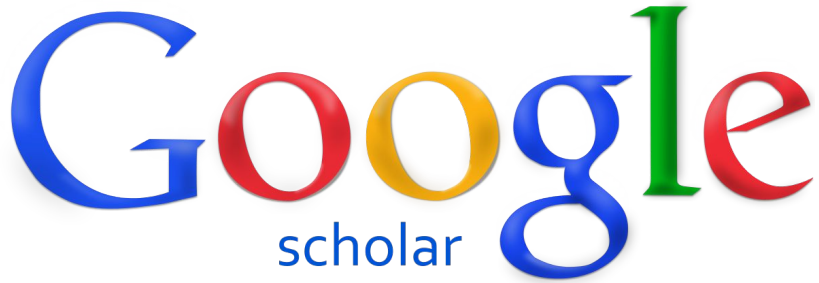




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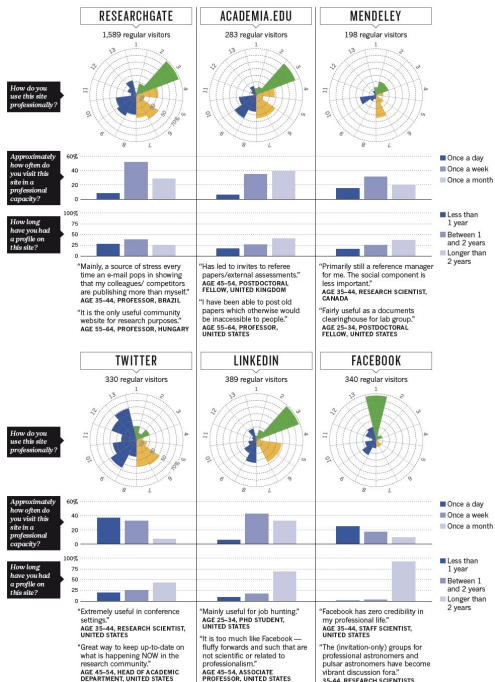
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## IDLE, BROWSE OR CHAT?

Nature asked a subset of regular visitors to social networks how they used the sites professionally (each person was asked to tick all activities that applied). The results suggest that Facebook is not widely used professionally, that researchers on Twitter are very active and social; and that many users of Academia.edu and ResearchGate signed up in case someone wants to contact them — but are not chatting themselves. Full results are available at [go.nature.com/jw7ytl](http://go.nature.com/jw7ytl).

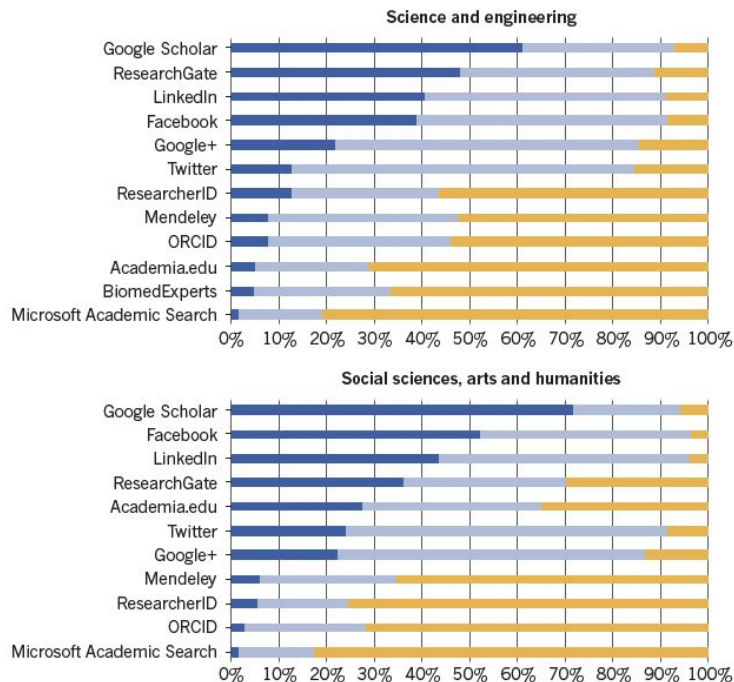
Each wedge in the circular charts corresponds to a question on the right. The answers are grouped by the intensity of user engagement they imply: low (green), medium (yellow) and high (blue).



## REMARKABLE REACH

More than 3,000 scientists and engineers told Nature about their awareness of various giant social networks and research-profiling sites. Just under half said that they visit ResearchGate regularly. Another 480 respondents in the humanities, arts and social sciences were less keen on ResearchGate.

- I am aware of this site and visit regularly
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- I am not aware of this site





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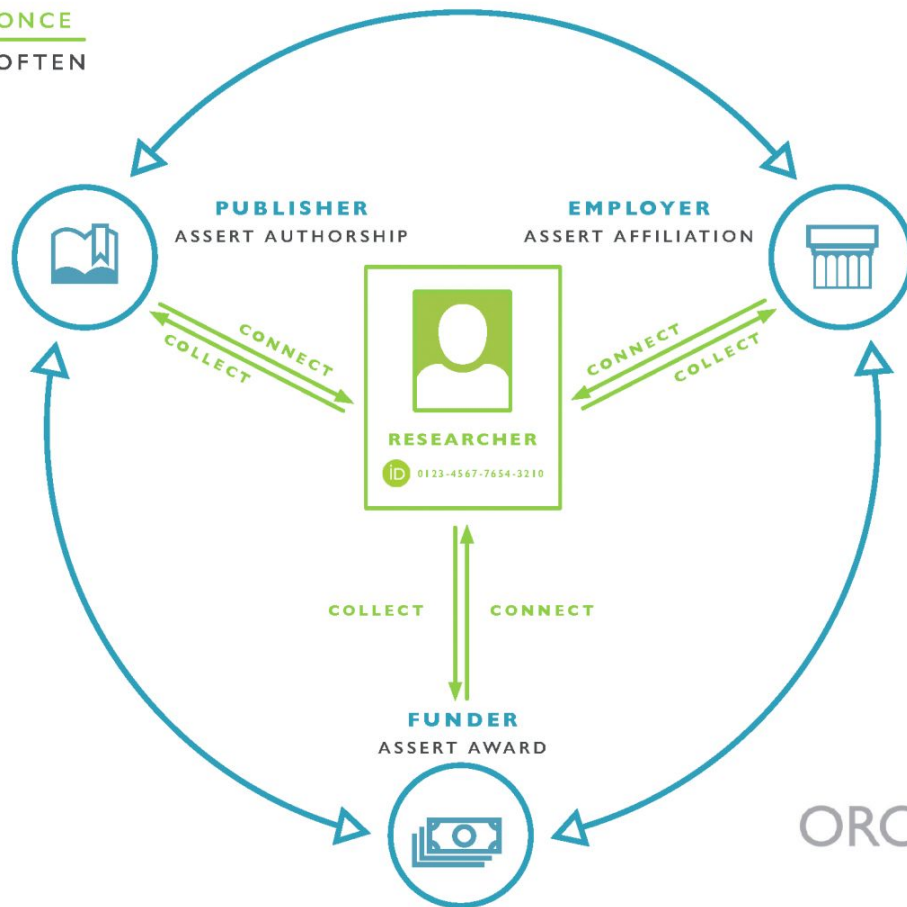
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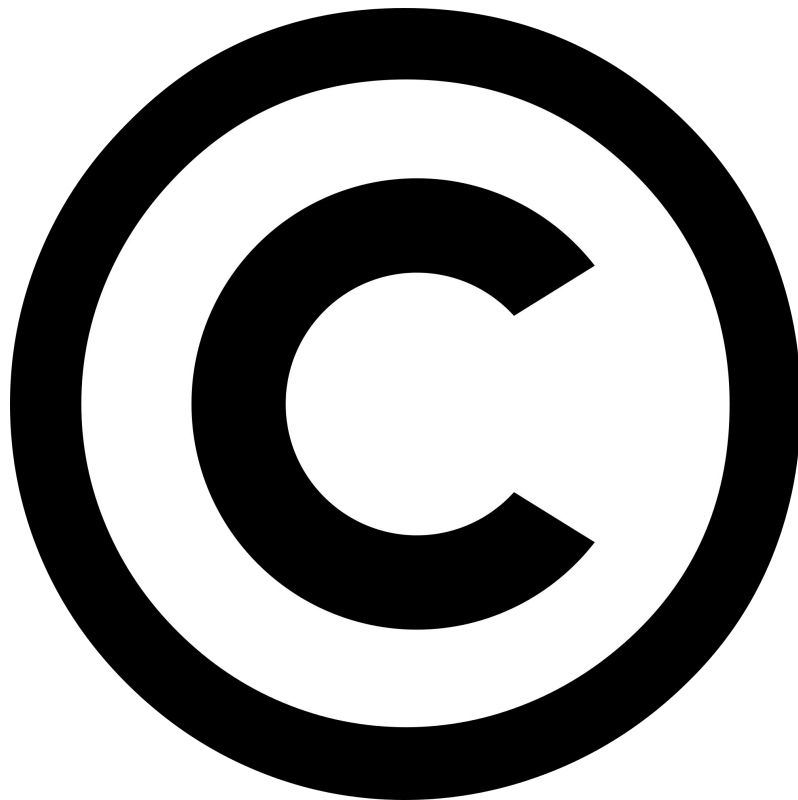
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**iCAMP: building digital information curation curriculum**Full Text:  PDF  [Get this Article](#)

Authors: [William E. Moen](#) [University of North Texas, Denton, TX](#)  
[Jeonghyun Kim](#) [University of North Texas](#)  
[Edward J. Warga](#) [University of North Texas](#)  
[Jenny S. Wakefield](#) [University of North Texas](#)  
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Toronto, Ontario, Canada — February 07 - 10, 2012

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The iCAMP (Information: Curate, Archive, Manage, and Preserve) project is developing a curriculum in digital curation and data management. The project will design and implement four courses using a competency-based curriculum approach. It also integrates principles of sound pedagogy,

# iCAMP: Building Digital Information Curation Curriculum

One of 5 papers in the series: [iCAMP: Information: Curate Archive Manage Preserve](#) available on this site.

## iCAMP: Building Digital Information Curation Curriculum

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### ABSTRACT

The iCAMP (Information: Curate, Archive, Manage, and Preserve) project is developing a curriculum in digital curation and data management. The project will design and implement four courses using a competency-based curriculum approach. It also integrates principles of online pedagogy, content-based design, and a learning environment that emphasizes practical training. This paper summarizes the goals and guiding principles behind the curriculum development and instructional design framework.

### Categories and Subject Descriptors

E.0 [General]

### General Terms

Design

### Keywords

Digital curation, data management, curriculum development

### 1. INTRODUCTION & PROJECT GOAL

The existing landscape of scholarly production presents academic libraries with new opportunities for curating, managing, and preserving the inputs and outputs of research and scholarship. Requirements by federal funding agencies for explicit plans for managing research data [2] offer academic libraries new roles in collaborating with other campus units to providing institutional responses for data management. Reports such as *Archiving the Power of Digital Data for Science and Society* [3] and those addressing cyberinfrastructure from the National Science Foundation [4] build a new era in scholarship and research using digital technologies and data. A major report by Fischer, Storz, and Ward [5], however, indicates gaps in academic libraries, particularly with regard to managing research information professionals, as an on the opportunities for supporting scholarship in the area of digital curation and data management.

The University of North Texas has received funding from the U.S. Federal Institute of Materials and Library Services (IFML) for a project that involves systematic curriculum development and innovative technologies to address the goal: build capacity in

DSO's Library and Information Sciences (LIS) curriculum to increase the number of appropriately trained information professionals and discipline researchers and scholars in digital curation and data management responsibilities. The iCAMP (Information: Curate, Archive, Manage, and Preserve) Project is a five-year effort that will deploy a competency-based curriculum approach to the overall curriculum development process. The curriculum team consists of several, learning strategies and learning environments, and together with a strong academic and assessment focus, will prepare information professionals with the knowledge, skills, and competencies needed for future success opportunities.

The proposed initiative leverages the needs of input and existing DSU-Scholarly projects, builds upon the strengths of current learning theories, and includes a multi-component technical infrastructure in which students can gain practical training. It uses an iterative process of design, implement, assess and evaluate, and revise for the content and technical infrastructure to continuously improve all parts of the students' learning and practical training experiences. It seeks to answer the following question: In the context of distributed learning and self-paced courses, how can LIS education be changed and enhanced to incorporate extensive learning and practical experience to result in well-prepared information professionals, curators, and scholars to solve the challenges and problems of digital curation, data management and digital preservation?

### 2. CURRICULUM DEVELOPMENT AND INSTRUCTIONAL DESIGN FRAMEWORK

**2.1. Competency-based curriculum**  
Adjusting to the rapid changes in technology and growth of digital information, research, and data, academic libraries and their responsibility for managing and curating digital data is continuously evolving. Competency-based curriculum is a curriculum that reflects the knowledge, skills, and abilities. Correspondingly, we must provide professional graduate education in which students not only acquire appropriate and relevant knowledge, but also skills and abilities through extensive practical training and learning experiences. The development of our initiative will be guided by a competency-based curriculum. Competency refers to an integrated set of knowledge, skills, and abilities that enable students to effectively perform the activities of or function in the field of digital curation and data management. Wikstrom, Dickinson-Ellison, and Bergquist [6] state that one "of the key values of focusing on competencies, is that these relate to learning outcomes or outputs, irrespective of the route or experience involved, rather than on learning inputs (p. 3)."

Following best practices in developing a competency-based curriculum as well as using an established instructional design

## Description

Paper for the 2012 International iConference. This paper discusses the iCAMP (Information: Curate, Archive, Manage, and Preserve) project and building digital information curation curriculum.

## Physical Description

3 p.

## Creation Information

Moen, William E.; Kim, Jeonghyun; Warga, Edward; Wakefield, Jenny S. & Halbert, Martin February 2012.

## Context

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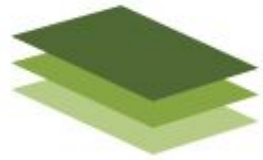
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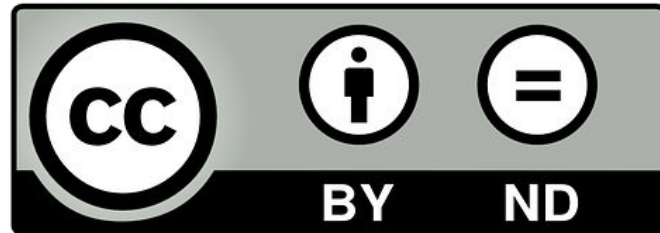


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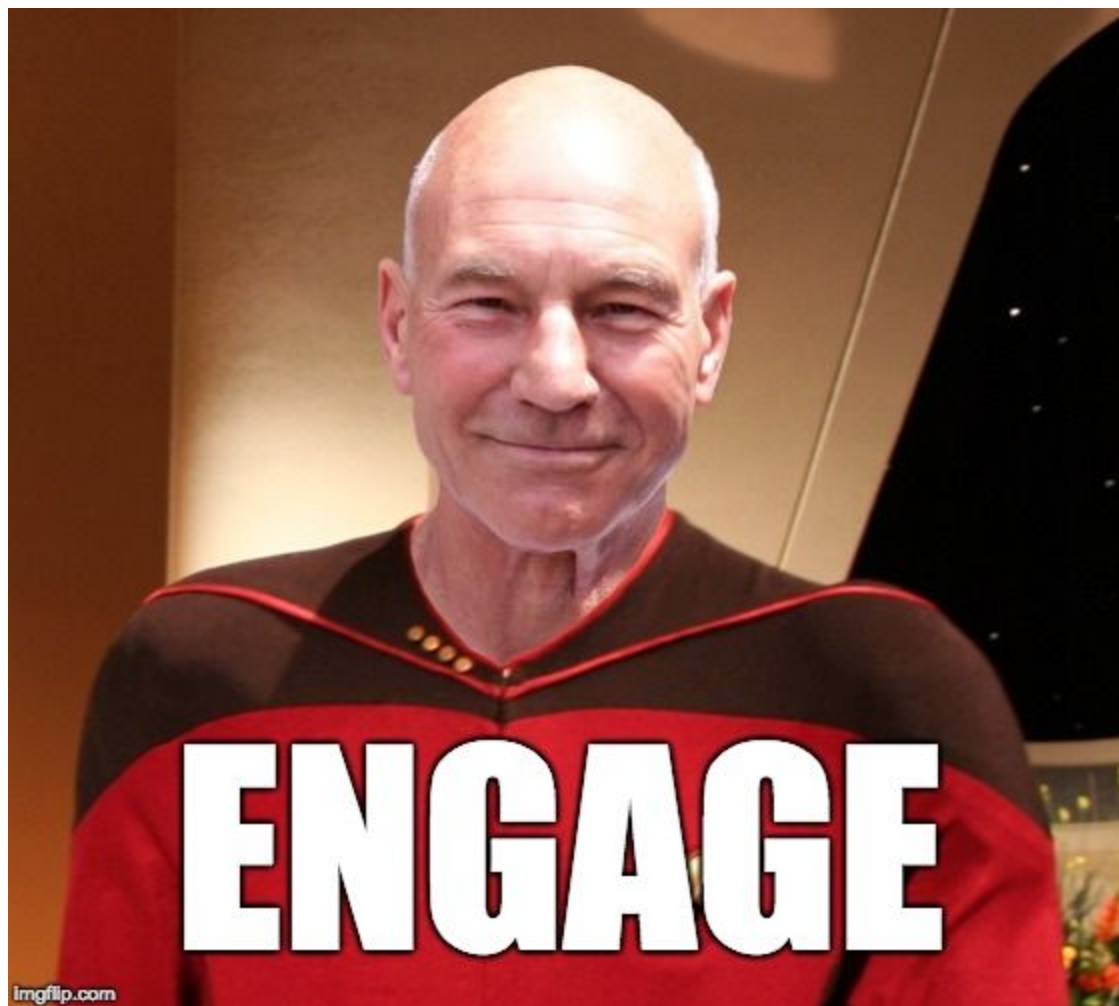


**METADATA**

# engage



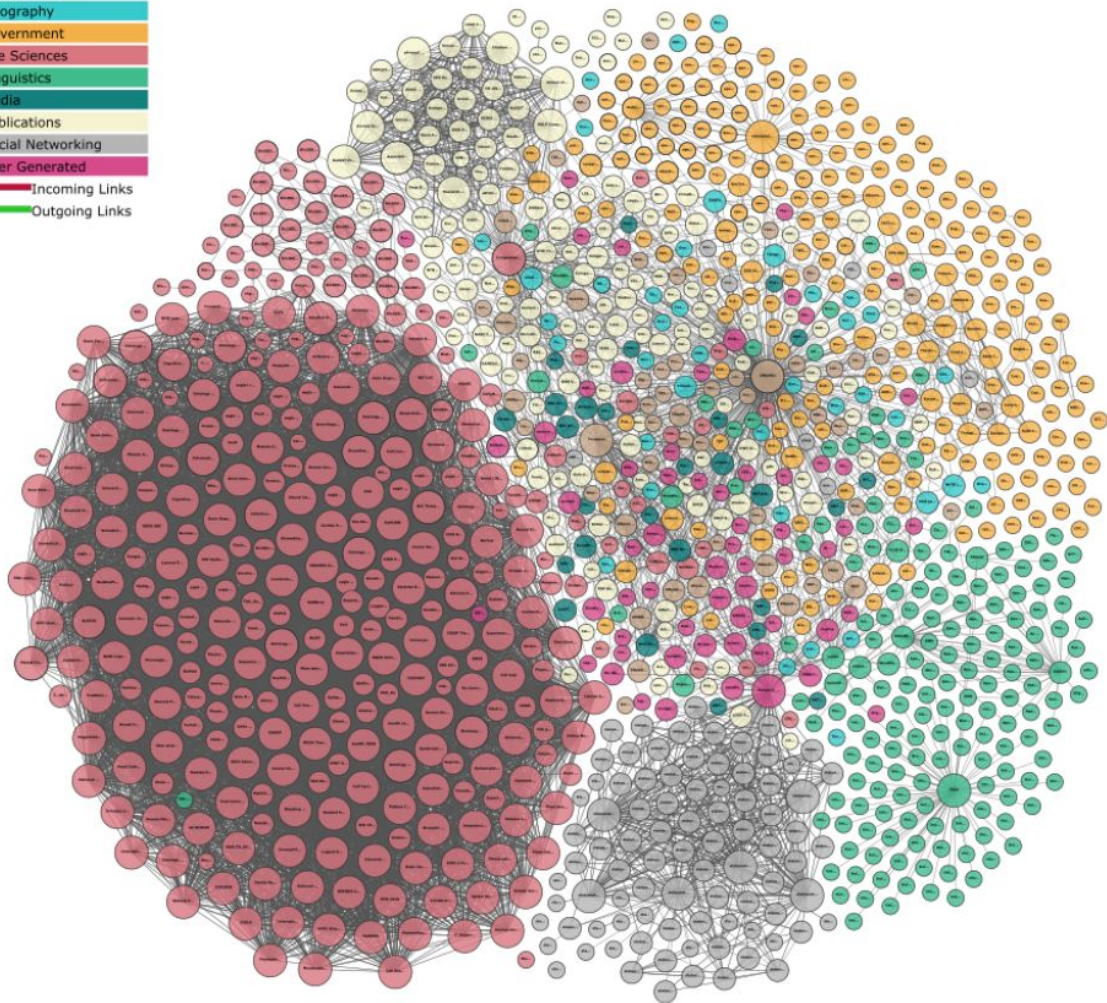
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# Linking Open Data cloud diagram



# Thank You!



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