Despite this democratic potential, the use of this media tools is still rare in academia where communication remains dominated by traditional media such as monographs, theses and peer-reviewed journals. Social media data but rather receive, interpret, critically evaluate, and re-communicate information to inform scientific discourse and practice.

Rather than viewing readers as passive knowledge receptors, readers are engaged as active participants in shaping knowledge. Scientific communication is thus viewed as a multi-way co-construction of knowledge. Recipients of knowledge are not merely vessels to be filled with information but rather receive, interpret, critically evaluate, and re-communicate information to inform scientific discourse and practice.

Creating a space that allows for interactivity is insufficient to actually engender interaction. This screenshot from our blog farmtorkresearch.com is illustrative. Despite the ability to leave comments, it is rare for academic social media forums to actually stimulate a truly interactive exchange -”Discussion”

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