I recently came across an article called “Social Media and the 21st-Century Scholar: How You Can Harness Social Media to Amplify Your Career” by Teresa M. Chan and colleagues (Chan, Seth, Roland, Thoma, 2017). I have two comments based on this article:

"Social media is ubiquitous in the 21st century but remains a vague construct. Merriam-Webster defines social media as ‘forms of electronic communication (such as websites for social networking and micro-blogging) through which people create online communities to share information, ideas, personal messages, and other content.’ Main Point: The text emphasizes how prevalent social media is in modern academic studies and its potential to boost a scholar's career through effective online interaction. Additional/Variant Analysis: While the text highlights the advantages of using social media for career advancement, it also acknowledges the risks and negative perceptions associated with its use. This dual perspective is crucial for understanding the balanced approach scholars must take when engaging with social media. Contextualization: In the context of 21st-century scholarship, social media serves as a powerful tool for sharing research, connecting with peers, and reaching a wider audience (Bourhis, Dubé, Jacob, 2005). However, scholars must navigate potential pitfalls, such as risking damage to their professional reputation or wasting time on unproductive activities.

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Essential Element: This quote is connected to the Essential Element \_\_\_\_\_.

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"An essential goal of medical research and scholarship, however, is to improve health care, which requires dissemination of new knowledge quickly and effectively to practitioners, patients, and the public (Lave, Wenger, 1991). Traditional publishing can take months to years from the completion of data analysis until the results are made available." Main Point: The article underscores the importance of timely dissemination of research findings in the medical field to improve healthcare outcomes. Additional/Variant Analysis: The authors argue that social media can bridge the gap between the completion of research and its dissemination, offering a faster and more efficient alternative to traditional publishing methods. This is particularly relevant in fields where timely access to information can significantly impact public health. Contextualization: In the broader scope of 21st-century scholarship, the ability to quickly share research findings through social media can enhance the impact of scholarly work. This is especially critical in fields like medicine, where rapid dissemination of information can lead to better health outcomes and more informed public health decisions.

Reference

Bourhis, A., & Duba, L. (2005). The success of virtual communities of practice: The leadership factor. *Electronic Journal of Knowledge Management*, *3*(1), 23-34.

Chan, T., Trueger, N. S., Roland, D., & Thoma, B. (2018). Evidence-based medicine in the era of social media: Scholarly engagement through participation and online interaction. *Canadian Journal of Emergency Management*, *20*(1), 3–8. https://doi.org/10.1017/cem.2016.407

Lave, J. & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation (learning in doing: social, cognitive, and computational perspectives).* Cambridge University Press.