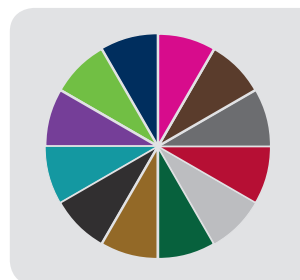
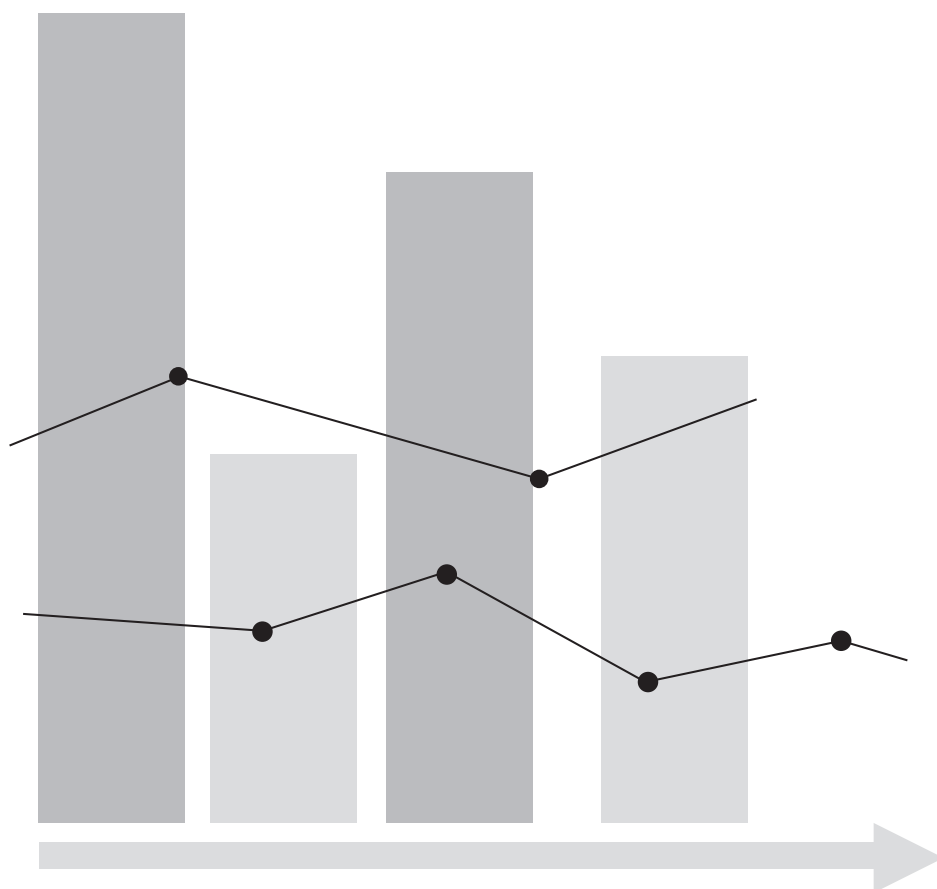


Daniela Pscheida, Claudia Minet, Sabrina Herbst, Steffen Albrecht, Thomas Köhler

# Use of Social Media and Online-based Tools in Academia

Results of the Science 2.0-Survey 2014



Data report  
2014



# Executive Summary

The Science 2.0-Survey investigates the dissemination and use of online tools and social media applications among scientists of all disciplines at German universities (institutions of higher education) and research institutions (Leibniz, Helmholtz, Max Planck institutes). Results show that digital, online-based tools have found widespread use and acceptance in academia and must therefore be considered a central component of scientific working processes. Furthermore the data gathered also make it clear that certain usage patterns begin to emerge and stabilise as routines in everyday academic work.

The most popular tools are the online encyclopedia Wikipedia (95% of all respondents use it professionally), mailing lists (78%), online archives/databases (75%) and content sharing/cloud services such as Dropbox or Slideshare (70%). Meanwhile, social bookmarking services remain largely untapped and unknown among scientists (only 5% professional usage).

Online tools and social media applications are most commonly utilised in a research context. In addition to Wikipedia (67%), the top three tools used for research purposes are online archives/databases (63%), reference management software (49%) and content sharing/cloud services (43%). In teaching, learning management systems (32%) play a significant role, even though this mainly applies to universities. Video/photo communities (25%), online archives/databases (23%) and content sharing/cloud services (21%) are also used by scientists in the context of teaching. However, there seems to be some backlog in the field of science communication. Scientists are rarely active in this area; 45 per cent of respondents say science communication is not part of their range of duties, while for another 40 per cent such activities comprise no more than 10 per cent of their daily workload. When active in the field of science communication, scientists seem to favour classic online-based tools such as mailing lists (44%) or videoconferences/VoIP (35%), while typical Web 2.0 tools such as weblogs (10%) or microblogs (6%) are rarely used in this context. Social network sites (SNS) with a professional and/or academic orientation (30%), however, are relatively common for communication purposes in academia. The situation is similar for science administration practices where, although the use of online-based tools and social media applications is more common, no more than one-quarter of the scientists use a particular tool, while personal organizers/schedule managers (27%) dominate.

The main factors cited by scientists as preventing them from using online-based tools and social media applications professionally are a lack of added value for their own work (30%), insufficient technical assistance (21%) and insufficient time to become familiar with the handling of the tools (15%). In particular, many scientists do not use microblogs (53%), discussion forums (41%) and weblogs (40%) professionally because they cannot see any added value in using them.

With regard to the attitudes of scientists in relation to the use of online tools and social media applications, results show that they are aware of privacy issues and have relatively high concerns about the spread of and access to personal data on the Internet. However, scientists generally have few reservations about dealing with social media and show themselves to be open to new technological developments.

This report documents the results of a Germany-wide online survey of a total of 2,084 scientists at German universities (1,419) and research institutions (665). The survey explores the usage of 18 online tools and social media applications for daily work in research, teaching, science administration and science communication. In addition to the frequency and context of use, the survey also documents reasons for the non-use of tools, as well as general attitudes towards the Internet and social media. The survey was conducted between 23 June 2014 and 20 July 2014 and is a joint project of the Leibniz Research Alliance „Science 2.0“, led by the Technische Universität Dresden's Media Center.

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# 1. Introduction

The daily work of scientists today is digitally influenced in many ways and can hardly be imagined without access to the Internet. Online-based tools and social media applications play an important role (Pscheida et al. 2014, p. 14). Scientists can choose from a wide range of technologies, services, platforms and applications to support and facilitate their working processes, communication and collaboration. Although only some of these digital, online-based ‘helpers’ were developed specifically for academia, scientists seem to be quite open to adopting them for their own purposes.

As a result, the question of what effects and consequences this increasing use of online-based tools and social media applications might have on science has been discussed intensively (DFG 2012; WR 2012). Optimistic commentators place particular emphasis on the potential of digital scientific practice (Albrecht et al 2014; Bartling & Friesike 2014), while sceptics warn against overestimating this potential (Haber 2013), and particularly fear a softening of science quality standards (Fritz & Langenhorst 2009). However, sound reasoning first requires empirical analysis of current usage.

In light of this, the Science 2.0-Survey has been describing the professional use of online tools and social media applications among scientists at German universities and non-university research institutions on an annual basis since 2013. The aim of the survey is to provide objective data on the awareness, dissemination and specific context of use of various social media such as blogs, microblogs and social network sites (SNS), as well as classical online-based tools such as discussion forums, mailing lists and chats/instant messengers, among scientists by means of a baseline study. Science and scientific practice are thereby not limited solely to research, but regarded as a broad field of work that, in addition to the production of new knowledge, also includes the dissemination of knowledge through teaching and science communication as well as science administration (for example, managing research projects).

The study is part of the Leibniz Research Alliance „Science 2.0“<sup>1</sup> which now consists of 37 Leibniz Association institutions and various institutions of higher education (institutes, centres, university libraries) from Germany and Switzerland. The consortium has set itself the task of investigating the digitalisation of science and its impact on the culture of science with a focus on (1) technological development, (2) new working habits, and (3) user behaviour research. Within this framework, the Science 2.0-Survey contributes to the field of „user behaviour research“.

The design of the study, in particular the survey method used, builds on the results and experiences of the study „Wissenschaftsbezogene Nutzung von Web 2.0 und Online-Werkzeugen in Sachsen 2012“ (Pscheida & Köhler 2013), conducted by TU Dresden’s Media Center since 2012 as part of the eScience - Research Network Saxony.<sup>2</sup> The Science 2.0-Survey is conducted jointly by universities and various Leibniz institutions. Together with the TUD’s Media Center, which acts as the project’s initiator and coordinator, researchers from the Alexander von Humboldt Institute for Internet and Society Berlin (HIIG), the Institute for Media and Communications Management at the University of St. Gallen (UniSG), the Leibniz Information Centre for Life Sciences (ZB MED), the Leibniz Information Centre for Economics (ZBW) and the Centre for European Economic Research (ZEW) were involved in 2014.

This data report represents the first step in the analysis of the 2014 data set. It is available digitally and free of charge as an open access publication and complements the 2013 survey’s data report (Pscheida et al. 2014), which is also available as an open access publication.<sup>3</sup> Furthermore, all data sets will be made accessible via the GESIS – Leibniz Institute for the Social Sciences<sup>4</sup> to enable their open and free reuse for secondary analysis etc. This report describes the methodology and research design of this year’s study and presents the key results, paying particular attention to the professional use of various online-based tools and social

<sup>1</sup> <http://www.leibniz-science20.de>

<sup>2</sup> <http://www.escience-sachsen.de>

<sup>3</sup> <http://nbn-resolving.de/urn:nbn:de:bsz:14-qucosa-132962>

<sup>4</sup> <https://dbk.gesis.org/DBKSearch/SDESC2.asp?no=5972&db=D>

media in different fields of scientific activity, reasons for their use or non-use for academic purposes, and attitudes towards social media and work-related Internet use in general. Overall, data from 2,084 valid data sets were used for the evaluation.

We would like to express our sincere gratitude to all of the scientists who, by participating in the survey, granted us a detailed insight into their digital practices. We also wish to thank all those who logistically supported the dissemination of this questionnaire by publishing it at a total of 91 German universities as well as within Leibniz Association, Helmholtz Association and Max Planck Society institutions.

Besides the authors of this report, the following people have been involved in the development of the survey design: Christian Hoffman (UniSG), Michael Kummer (ZEW), Birte Lindstädt (Goportis), Isabella Peters (ZBW), Kaja Scheliga (HIIG) and Doreen Siegfried (ZBW). The implementation of this survey was further supported by Olivia Görlich (TUD), Benjamin Seebroker (TUD) and Lena Zauner (TUD).

## 2. Methodology and research design

The aim of the annual Science 2.0-Survey is to collect data on the professional use of social media applications and online-based tools by scientists at German universities and research institutions. As a result, the population is understood to include all scientists working at a university (institution of higher education) or non-university research institution during the survey period (approximately 400,000 people in 2013/2014)<sup>5</sup>.

To acquire participants from this population, all German universities (universities, universities of applied sciences, art colleges, academies of music) were contacted directly. In most cases, contact was made via the public relations departments or the (vice) chancellor's offices, which were asked to forward a corresponding email including the survey link. This meant to deviate from last year's two-step selection procedure (Pscheida et al. 2014, p. 5), which turned out to result in too many cancellations: First, the number of scientists in a given region (north, south, east, west) and type of institution (university, university of applied sciences, art college, academy of music) was determined for the whole population. Second, for each combination of the two characteristics, groups of universities with staff sizes proportional to the population were contacted.

A total of 91 of the 363 universities contacted ultimately agreed to support the survey and disseminate the corresponding link among their entire academic staff via email or by publishing it on the Intranet. Among the participating institutions were 26 universities, 47 universities of applied sciences, and 18 art colleges or academies of music.

While university participants were being approached, the central offices and/or public relations departments of the Gottfried Wilhelm Leibniz Association, Helmholtz Association, Max Planck Society and Fraunhofer Society in Germany were also asked to support the survey, with three of the four research institutions (Leibniz Association, Helmholtz Association, Max Planck Society) ultimately agreeing to participate.

The survey was conducted using the online questionnaire service Questback and its Unipark software, the questionnaire was offered in both English and German (see Annex). In addition to contacting universities and other research institutions via email, a call for participation in the survey was also published on several social media channels (e.g. Twitter) and the Science Information Service (idw) in Germany. A control question within the survey ensured that only scientists from German universities were included in the data set. This question, however, was only shown if the respondent had previously stated their affiliation with a "university", "university of applied sciences", "art college" or "academy of music". Scientists from non-university research institutions were not assigned by country.

The survey was open for participation between 23 June and 20 July 2014. During this period, a total of 1,706 scientists from German universities and 741 respondents from non-university research institutions took part in the survey. Unfortunately, the fact that the link was distributed via several different channels and that not all of the supporting institutions provided information about the recipients of their mailing lists means that details of the response rate are unavailable. Once the completed questionnaires were validated, a total of 2,090 valid data sets (1,425 from universities, 665 from research institutions) could be incorporated in the analysis. In the case of universities, data were additionally weighted by type of institution (table 1) using data from the German Federal Statistical Office (Statistisches Bundesamt). As no such data is available for research institutions, we used the unweighted data set instead.

This year's survey, like last year's (Pscheida et al. 2014), focused on the professional use of various online-based tools and social media applications. In addition to the 17 tools polled in 2013, personal organizers/schedule managers such as Foodle, Asana and Trello were included in the 2014 survey. In addition to the distribution of the various online tools and social media in academic

<sup>5</sup> In addition to the data of the German Federal Statistical Office (Statistisches Bundesamt) 2014 also data from Gottfried Wilhelm Leibniz Association, Helmholtz Association and the Max Planck Society was included (sources: [www.leibniz-gemeinschaft.de/ueber-uns/leibniz-in-zahlen](http://www.leibniz-gemeinschaft.de/ueber-uns/leibniz-in-zahlen); [www.mpg.de/zahlen\\_fakten](http://www.mpg.de/zahlen_fakten); [www.helmholtz.de/ueber\\_uns/zahlen\\_und\\_fakten/](http://www.helmholtz.de/ueber_uns/zahlen_und_fakten/))

everyday work, the frequency and context of use were also surveyed, while respondents were also asked about their active and passive use of selected social media applications. Here, the response categories used last year were refined. For example, social network sites (SNS) have now been included. We also asked respondents about the motives and barriers influencing their professional use or rejection of certain tools, while the opinions of those who do not (yet) use online-based tools and social media were of particular interest. This group was explicitly invited to participate in the survey.

Finally, questions about the context of use were also extended. In addition to research usage, we also examined use in the field of science communication more closely in 2014. All these usage-related data can be supplemented by and compared to information concerning the type of institution, academic position, and socio-demographic data such as age and gender.

In order not to unnecessarily prolong the questionnaire, several questions asked in 2013 were omitted in 2014 in favour of more in-depth questions. These include questions concerning virtual research environments, conference participation and publication behaviour, as well as scientists' sources of information for new or appropriate tools. The question on the use of technical devices in light of rapid development and the increasing use of mobile technologies was retained.



### 3. Characterisation of the data sample

Due to broad distribution of the online link and a lack of feedback from universities regarding the numbers of potential recipients, no distinct information about the response rate can be provided. The data of the university sample were weighted by type of institution (university, university of applied sciences, art college, academy of music), with the weighting factors (table 1) ranging between 0.83 and 2.57. The following report only relates to the evaluation of the weighted data for universities. For the research institutions sample no weighting was done.

|                                   | University |       | University of applied sciences |       | Art college or academy of music |      | Total   |      |
|-----------------------------------|------------|-------|--------------------------------|-------|---------------------------------|------|---------|------|
| Science 2.0-Survey                | 1.241      | 87,1% | 167                            | 11,7% | 17                              | 1,2% | 1.425   | 100% |
| Stat. Bundesamt 2012 <sup>5</sup> | 257.668    | 72,8% | 85.173                         | 24,1% | 10.849                          | 3,1% | 353.690 | 100% |
| Weighting coefficient             | 0,8365     |       | 2,0548                         |       | 2,5712                          |      |         |      |

Tab. 1: Weighting coefficients Science 2.0-Survey 2014 by type of institution<sup>6</sup>

In **sociodemographic** terms, the total sample can be described as follows: 44 per cent of respondents classified themselves as female and 55 per cent as male, while a further 1.4 per cent made no statement about their gender (table 2). The average age of the scientists surveyed was 38 (SD=12.5). The age structure of the samples shows that younger scientists in particular participated in the survey. 47 per cent of the scientists surveyed were between 25 to 34 years old. Although there was no material difference in age between universities and research institutions, there was a slightly higher percentage of respondents in the 35–39 years age group from research institutions, while university participants between 45 and 54 years old were also slightly overrepresented (table 3).

Much like last year, the data sample was strongly influenced by non-professorial teaching staff (table 5). Most of the scientists surveyed were research associates or serving as PhD students and research associates at the same time, with both groups comprising 56 per cent of the survey sample. Although 17 per cent of the respondents were professors, this number is strongly influenced by the university sample, where professors account for almost one quarter of all respondents. While the proportion of professors at research institutions is only 3 per cent, this sample includes significantly more PhD students (12%) and postdocs (18%).

At the time of the survey, 11 per cent of scientists had been employed as academics for less than one year, 13 per cent for between one and three years, 13 per cent for between four and six years and 10 per cent for over 20 years (table 6).

38 per cent of the respondents belong to the subject group of mathematics and natural sciences; scientists from culture, humanities and education as well as from social sciences, economics and law each represent 18 per cent in the sample, while engineers comprise a further 15 per cent (table 7).

Taking into account their respective fields of activity, scientists at German universities are focused primarily on research activities and teaching (table 8). Research activities are the main task for 29 per cent of the scientists surveyed in the university sample and comprise over 50 per cent of the volume of their work. For almost one quarter (22%) of the scientists surveyed from universities, teaching takes up 50 per cent of their time. In contrast, only 9 per cent of the scientists at universities spend more than 30 per cent of their working time on administrative tasks, while only 1.4 per cent said they spend more than 30 per cent of their time on science communication. Instead, 35 per cent of the scientists claim not to be responsible for activities in science administration, with 46 per cent not operating in the field of science communication. The situation is slightly different for scientists at research institutions. While they are not heavily involved in

<sup>6</sup> The determination of the weighting factors took place before the publication of the report „Bildung und Kultur. Personal an Hochschulen 2013“ in September 2014 and was therefore carried out on the basis of data for the year 2012. In the following tables data of the year 2013 are used as a benchmark.

teaching tasks (only 13 per cent spend more than 10% of their time in teaching, while 58% never teach), research has more weight. For 56 per cent of the scientists at research institutions, research activities take up more than 50 per cent of their working time. They are also much more involved with administrative tasks, with one quarter of respondents in this population spending more than 30 per cent of their time on science administration. On the other hand, a further 40 per cent of respondents in this sample are not familiar with science administration.

## Gender

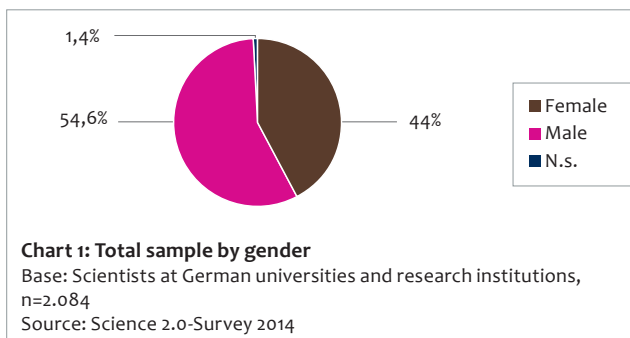
|        | Universities* |       | Research institutions |       | Total |       |
|--------|---------------|-------|-----------------------|-------|-------|-------|
| Female | 614           | 43,3% | 303                   | 45,6% | 917   | 44%   |
| Male   | 782           | 55,1% | 355                   | 53,4% | 1.137 | 54,6% |
| N.s.   | 23            | 1,6%  | 7                     | 1,1%  | 30    | 1,4%  |
| Total  | 1.419         | 100%  | 665                   | 100%  | 2.084 | 100%  |

\*Universities of Applied Sciences, Art Colleges and Academies of Music included

**Table 2: Total sample by gender**

Base: Scientist at German universities and research institutions, n=2.084

Source: Science 2.0-Survey 2014



## Age

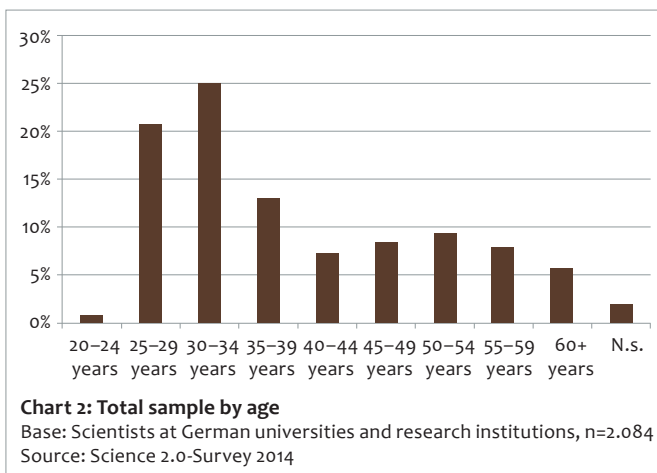
|             | Universities* |       | Research institutions |       | Total |       |
|-------------|---------------|-------|-----------------------|-------|-------|-------|
| 20–24 years | 10            | 0,7%  | 3                     | 0,5%  | 13    | 0,6%  |
| 25–29 years | 296           | 20,9% | 140                   | 21,1% | 436   | 20,9% |
| 30–34 years | 352           | 24,8% | 170                   | 25,6% | 522   | 25,1% |
| 35–39 years | 183           | 12,9% | 121                   | 18,2% | 304   | 14,6% |
| 40–44 years | 103           | 7,3%  | 60                    | 9%    | 163   | 7,8%  |
| 45–49 years | 119           | 8,4%  | 45                    | 6,8%  | 164   | 7,9%  |
| 50–54 years | 133           | 9,4%  | 46                    | 6,9%  | 179   | 8,6%  |
| 55–59 years | 112           | 7,9%  | 28                    | 4,2%  | 140   | 6,7%  |
| 60+ years   | 84            | 5,9%  | 41                    | 6,2%  | 125   | 6%    |
| N.s.        | 25            | 1,8%  | 11                    | 1,7%  | 36    | 1,7%  |
| Total       | 1.419         | 100%  | 665                   | 100%  | 2.084 | 100%  |

\*Universities of applied sciences, art colleges and academies of music included

**Table 3: Total sample by age**

Base: Scientists at German universities and research institutions, n=2.084

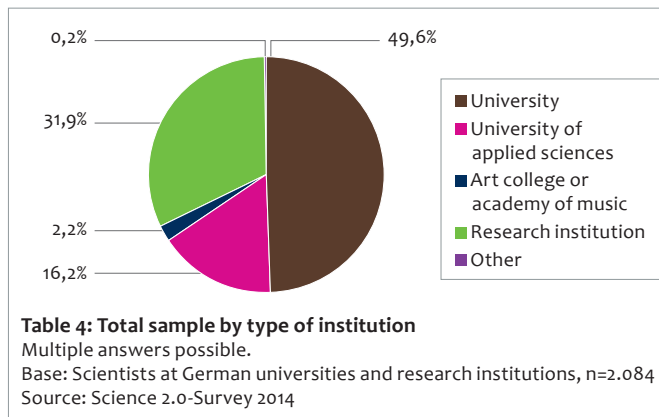
Source: Science 2.0-Survey 2014



## Type of institution

|                                 | Universities* |             | Research institutions |             | Total        |             |
|---------------------------------|---------------|-------------|-----------------------|-------------|--------------|-------------|
|                                 | Count         | %           | Count                 | %           | Count        | %           |
| University                      | 1.033         | 72,7%       | 0                     | 0%          | 1.033        | 49,6%       |
| University of applied sciences  | 338           | 23,8%       | 0                     | 0%          | 338          | 16,2%       |
| Art college or academy of music | 46            | 3,3%        | 0                     | 0%          | 46           | 2,2%        |
| Research institution            | 0             | 0%          | 665                   | 100%        | 665          | 31,9%       |
| Other                           | 4             | 0,3%        | 0                     | 0%          | 4            | 0,2%        |
| <b>Total</b>                    | <b>1.421</b>  | <b>100%</b> | <b>665</b>            | <b>100%</b> | <b>2.086</b> | <b>100%</b> |

\*Universities of applied sciences, art colleges and academies of music included



**Table 4: Total sample by type of institution**

Multiple answers possible.

Base: Scientists at German universities and research institutions, n=2.084

Source: Science 2.0-Survey 2014

### Chart 3: Total sample by type of institution

Multiple answers possible.

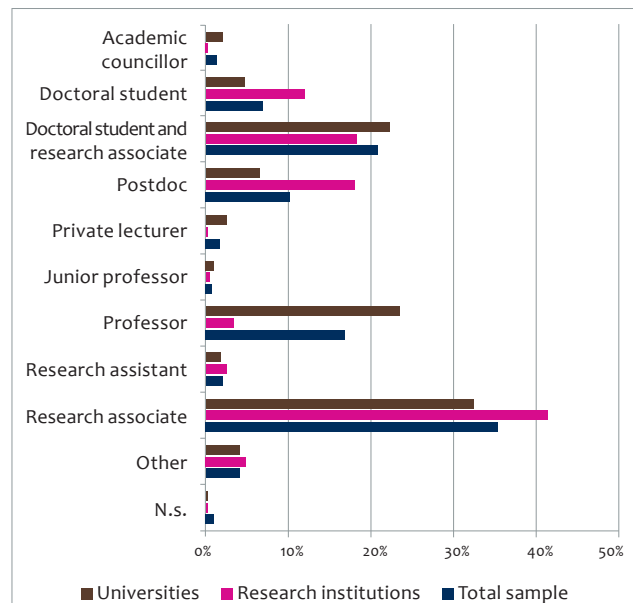
Base: Scientists at German universities and research institutions, n=2.084

Source: Science 2.0-Survey 2014

## Academic position

|   | Universities* |             | Research institutions |             | Total        |             |
|---|---------------|-------------|-----------------------|-------------|--------------|-------------|
|   | Count         | %           | Count                 | %           | Count        | %           |
| Academic councillor <sup>6</sup>        | 27            | 1,9%        | 1                     | 0,2%        | 28           | 1,3%        |
| Doctoral student                        | 67            | 4,7%        | 79                    | 11,9%       | 146          | 7%          |
| Doctoral student and research associate | 315           | 22,2%       | 121                   | 18,2%       | 436          | 20,9%       |
| Postdoc                                 | 90            | 6,4%        | 118                   | 17,7%       | 208          | 10%         |
| Private lecturer                        | 34            | 2,4%        | 2                     | 0,3%        | 36           | 1,7%        |
| Junior professor                        | 15            | 1,1%        | 3                     | 0,5%        | 18           | 0,9%        |
| Professor                               | 332           | 23,4%       | 20                    | 3%          | 352          | 16,9%       |
| Research assistant                      | 25            | 1,7%        | 16                    | 2,4%        | 41           | 2%          |
| Research associate                      | 459           | 32,4%       | 275                   | 41,4%       | 734          | 35,2%       |
| Other                                   | 54            | 3,8%        | 29                    | 4,4%        | 83           | 4%          |
| N.s.                                    | 1             | 0,1%        | 1                     | 0,2%        | 2            | 1%          |
| <b>Total</b>                            | <b>1.419</b>  | <b>100%</b> | <b>665</b>            | <b>100%</b> | <b>2.084</b> | <b>100%</b> |

\*Universities of applied sciences, art colleges and academies of music included



**Chart 4: Total sample by academic position**

Base: Scientists at German universities and research institutions, n=2.084

Source: Science 2.0-Survey 2014

### Table 5: Total sample by academic position

Base: Scientists at German universities and research institutions, n=2.084

Source: Science 2.0-Survey 2014

<sup>7</sup> In the English questionnaire this category was described as „Member of the academic council“.

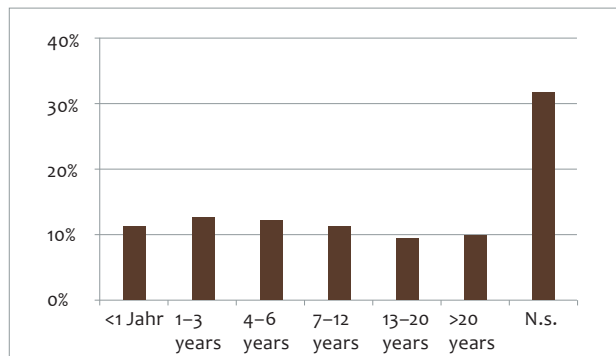
## Duration of employment in academic context

|              | Universities* |             | Research institutions |             | Total        |             |
|--------------|---------------|-------------|-----------------------|-------------|--------------|-------------|
|              | Count         | %           | Count                 | %           | Count        | %           |
| <1 year      | 165           | 11,6%       | 73                    | 11%         | 238          | 11,4%       |
| 1-3 years    | 185           | 13%         | 78                    | 11,7%       | 263          | 12,6%       |
| 4-6 years    | 166           | 11,7%       | 94                    | 14,1%       | 260          | 12,5%       |
| 7-12 years   | 151           | 10,7%       | 92                    | 13,8%       | 243          | 11,7%       |
| 13-20 years  | 141           | 9,9%        | 62                    | 9,3%        | 203          | 9,7%        |
| >20 years    | 137           | 9,7%        | 71                    | 10,7%       | 208          | 10%         |
| N.s.         | 473           | 33,4%       | 195                   | 29,3%       | 668          | 32,1%       |
| <b>Total</b> | <b>1.419</b>  | <b>100%</b> | <b>665</b>            | <b>100%</b> | <b>2.084</b> | <b>100%</b> |

\*Universities of applied sciences, art colleges and academies of music included

**Table 6: Total sample by duration of employment in academic context**

Base: Scientists at German universities and research institutions, n=2.084  
Source: Science 2.0-Survey 2014



**Chart 5: Total sample by duration of employment in academic context**

Base: Scientists at German universities and research institutions, n=2.084  
Source: Science 2.0-Survey 2014

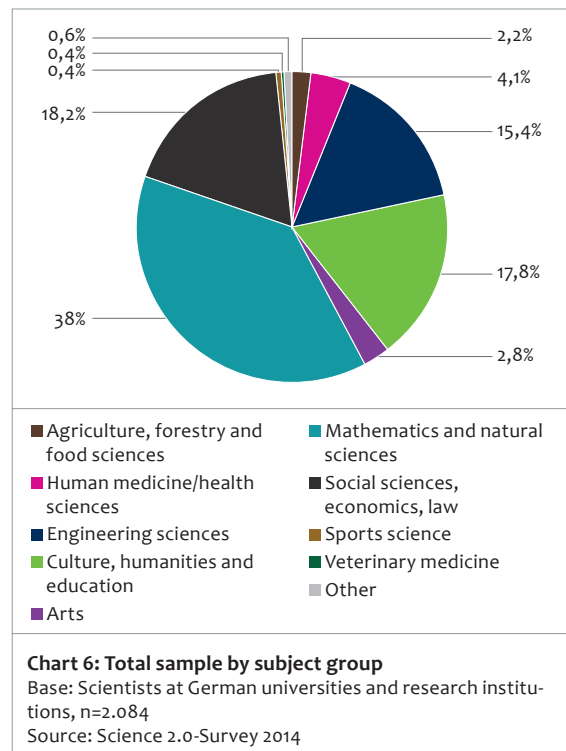
## Subject group

|   | Universities* |             | Research institutions |             | Total        |             |
|---|---------------|-------------|-----------------------|-------------|--------------|-------------|
|   | Count         | %           | Count                 | %           | Count        | %           |
| Agriculture, forestry and food sciences | 37            | 2,6%        | 8                     | 1,2%        | 45           | 2,2%        |
| Human medicine/health sciences          | 67            | 4,7%        | 18                    | 2,7%        | 85           | 4,1%        |
| Engineering sciences                    | 296           | 20,8%       | 26                    | 3,9%        | 322          | 15,4%       |
| Culture, humanities and education       | 257           | 18,1%       | 113                   | 17%         | 370          | 17,8%       |
| Arts                                    | 57            | 4%          | 2                     | 0,3%        | 59           | 2,8%        |
| Mathematics and natural sciences        | 433           | 30,5%       | 360                   | 54,1%       | 793          | 38%         |
| Social sciences, economics, law         | 249           | 17,5%       | 131                   | 19,7%       | 380          | 18,2%       |
| Sports science                          | 8             | 0,6%        | 0                     | 0%          | 8            | 0,4%        |
| Veterinary medicine                     | 6             | 0,4%        | 3                     | 0,5%        | 9            | 0,4%        |
| Other                                   | 8             | 0,6%        | 4                     | 0,6%        | 12           | 0,6%        |
| <b>Total</b>                            | <b>1.419</b>  | <b>100%</b> | <b>665</b>            | <b>100%</b> | <b>2.084</b> | <b>100%</b> |

\*Universities of applied sciences, art colleges and academies of music included

**Table 7: Total sample by subject group**

Base: Scientists at German universities and research institutions, n=2.084  
Source: Science 2.0-Survey 2014



**Chart 6: Total sample by subject group**

Base: Scientists at German universities and research institutions, n=2.084  
Source: Science 2.0-Survey 2014

## Fields of activity

|                        | Universities*         |     | Research institutions |       | Total |       |       |
|------------------------|-----------------------|-----|-----------------------|-------|-------|-------|-------|
| Research               | 0%                    | 119 | 8,4%                  | 38    | 5,7%  | 157   | 7,5%  |
|                        | 1-10%                 | 227 | 16%                   | 50    | 7,5%  | 277   | 13,3% |
|                        | 11-30%                | 375 | 26,4%                 | 91    | 13,7% | 466   | 22,4% |
|                        | 31-50%                | 290 | 20,5%                 | 115   | 17,3% | 405   | 19,5% |
|                        | 51-70%                | 165 | 11,6%                 | 109   | 16,4% | 274   | 13,2% |
|                        | 71-90%                | 181 | 12,7%                 | 158   | 23,8% | 339   | 16,3% |
|                        | 91-100%               | 62  | 4,3%                  | 104   | 15,6% | 166   | 7,9%  |
|                        | Teaching              | 0%  | 234                   | 16,5% | 385   | 57,9% | 619   |
| 1-10%                  |                       | 215 | 15,2%                 | 196   | 29,5% | 411   | 19,7% |
| 11-30%                 |                       | 378 | 26,6%                 | 73    | 11%   | 451   | 21,6% |
| 31-50%                 |                       | 274 | 19,3%                 | 10    | 1,5%  | 284   | 13,6% |
| 51-70%                 |                       | 152 | 10,7%                 | 0     | 0%    | 152   | 7,3%  |
| 71-90%                 |                       | 118 | 8,3%                  | 0     | 0%    | 118   | 5,7%  |
| 91-100%                |                       | 47  | 3,3%                  | 1     | 0,2%  | 48    | 2,3%  |
| Science administration |                       | 0%  | 490                   | 34,5% | 264   | 39,7% | 754   |
|                        | 1-10%                 | 403 | 28,4%                 | 152   | 22,9% | 555   | 26,6% |
|                        | 11-30%                | 399 | 28,1%                 | 142   | 21,4% | 541   | 26%   |
|                        | 31-50%                | 94  | 6,6%                  | 62    | 9,3%  | 156   | 7,5%  |
|                        | 51-70%                | 23  | 1,6%                  | 25    | 3,8%  | 48    | 2,3%  |
|                        | 71-90%                | 9   | 0,6%                  | 16    | 2,4%  | 25    | 1,2%  |
|                        | 91-100%               | 1   | 0,1%                  | 4     | 0,6%  | 5     | 0,2%  |
|                        | Science communication | 0%  | 646                   | 45,5% | 300   | 45,1% | 946   |
| 1-10%                  |                       | 587 | 41,4%                 | 241   | 36,2% | 828   | 39,7% |
| 11-30%                 |                       | 167 | 11,7%                 | 90    | 13,5% | 257   | 12,3% |
| 31-50%                 |                       | 14  | 1%                    | 25    | 3,8%  | 39    | 1,9%  |
| 51-70%                 |                       | 4   | 0,3%                  | 3     | 0,5%  | 7     | 0,3%  |
| 71-90%                 |                       | 2   | 0,1%                  | 5     | 0,8%  | 7     | 0,3%  |
| 91-100%                |                       | 0   | 0%                    | 1     | 0,2%  | 1     | 0,1%  |

\*Universities of applied sciences, art colleges and academies of music included

**Table 8: Total sample by fields of activity**

Base: Scientists at German universities and research institutions, n=2.084

Source: Science 2.0-Survey 2014

## 4. Use of social media and online-based tools

The main objective of this study is to detect the current state of the spread of social media applications and online-based tools among scientists and to draw conclusions about the intensity, context and reasons for their use in academia. The survey thus focuses on work-related use, as described in the following. Respondents were asked about their use of 18 different tools and applications. To achieve a common understanding of the tools among the surveyed scientists, typical examples of each particular tool were given wherever possible (table 9).

In general, the total sample (N=2,084) is used as the basis for presenting the survey results. Where information on the use of the tools and applications refers to one of the sub-samples (universities, research institutions) or another sub-group for reasons of clarity, this will be clearly indicated in the text.

| Tool                                | Example applications named in the questionnaire |
|-------------------------------------|---|
| Wikipedia*                          | ---   |
| Mailing list                        | ---   |
| Online archive/database             | Deutsche Digitale Bibliothek, Arxiv.org         |
| Content sharing/cloud service       | Dropbox, Slideshare                             |
| Discussion forum*                   | ---   |
| Other wiki*                         | Corporate wiki, subject-specific wikis          |
| Videoconference/VoIP                | Skype, Adobe Connect                            |
| Reference manager                   | Mendeley, Zotero                                |
| Video/photo community platform*     | YouTube, Flickr                                 |
| Learning management system          | OLAT/OPAL, Moodle                               |
| Chat/instant messenger              | Skype, ICQ                                      |
| Professional and academic SNS       | Xing, Academia.edu                              |
| Personal organizer/schedule manager | Foodle, Asana, Trello                           |
| Social network site (SNS)*          | Facebook, Google+                               |
| Online text editor                  | EtherPad, Google Docs                           |
| Weblog*                             | ---   |
| Microblog*                          | Twitter   |
| Social bookmarking service          | Delicious, Bibsonomy                            |

**Table 9: Overview of queried tools and example applications**  
An asterisk (\*) marks tools for which additionally active and passive use was requested.

### 4.1 General use of social media und online-based tools

Overall, the queried tools and applications are well known among the scientists surveyed, with more than 90 per cent of the scientists at least recognising the majority of the tools (table 10). Only five tools are less known among scientists: these include reference managers (about which 14% answered „I do not know“), online text editors (17%), learning management systems (21%), personal organizers/schedule managers (29%) and social bookmarking services (49%).

The **general use of online tools** is also widespread among scientists. Twelve of the 18 online-based tools and social media applications surveyed are used by at least half of the respondents (table 10), with only online text editors, weblogs, and microblogs, as well as social bookmarking services not used by a majority of scientists surveyed. When comparing the university sample with scientists at

research institutions, almost all tools – with the exception of learning management systems – are used more prevalently at research institutions, particularly mailing lists (77% vs. 85%), wikis (59% vs. 68%) and microblogs (13% vs. 18%).

However, the usage of online-based tools is still subject to dynamic development. At the moment, no clear trend can be identified with regard to the general use of online tools among scientists. Considering compared the evolution on Internet usage within the total population, it can be observed that this continues to increase, with different motivations for different usage patterns, while highly individualised use of Internet services is evident in connection with flexibility of access to technologies (van Eimeren & Frees 2014). Transferred to the scientific use of online-based tools, it can be derived that specific patterns of usage anchored in everyday work will also emerge – as the results of this report also prove.

With regard to **devices**, in 2014, most researchers still use notebooks (83%) and stationary PCs (79%) to work with online-based tools (table 11). However, half of the scientists also access the various tools and applications via smartphone. Tablet PCs are used by 26 per cent of the scientists for digital work in academia.

## General usage

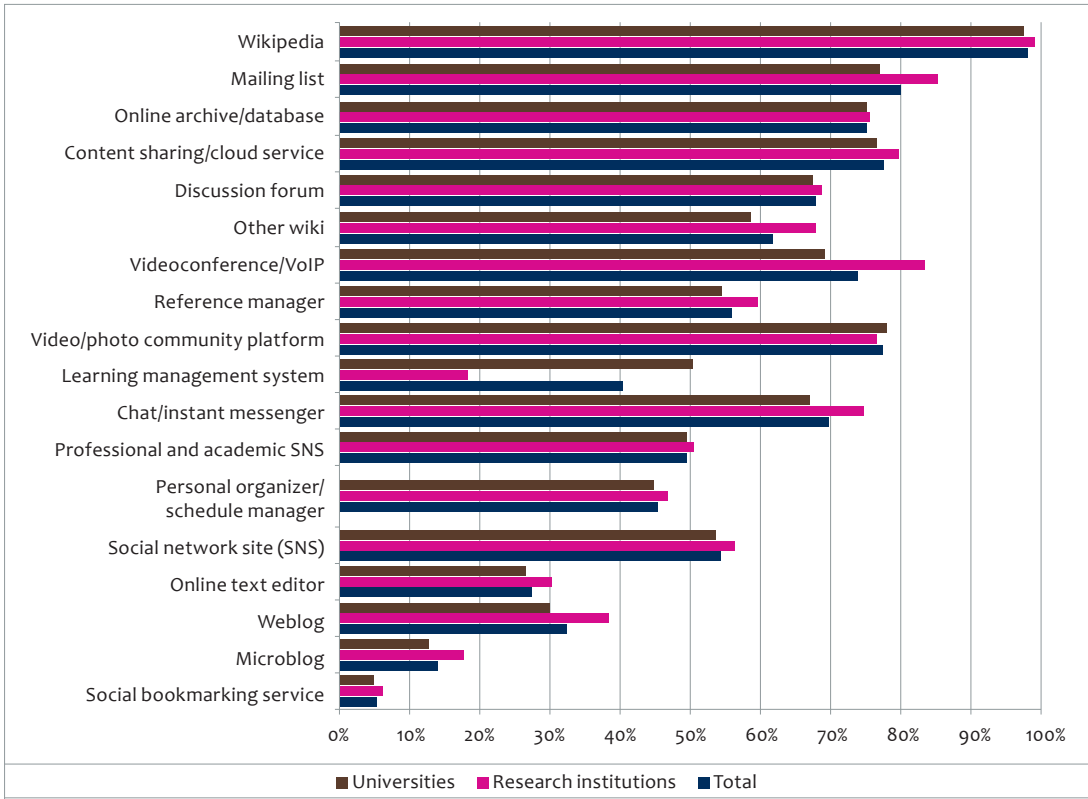
|   | I do use      |       |                       |       |              |       | I don't use   |       |                       |       |              |       | I don't know  |       |                       |       |              |       |
|---|---------------|-------|-----------------------|-------|--------------|-------|---------------|-------|-----------------------|-------|--------------|-------|---------------|-------|-----------------------|-------|--------------|-------|
|   | Universities* |       | Research institutions |       | Total sample |       | Universities* |       | Research institutions |       | Total sample |       | Universities* |       | Research institutions |       | Total sample |       |
| Wikipedia                               | 1.383         | 97,5% | 656                   | 98,6% | 2.039        | 97,8% | 31            | 2,2%  | 7                     | 1,1%  | 38           | 1,8%  | 1             | 0,1%  | 0                     | 0%    | 1            | 0%    |
| Mailing list                            | 1.095         | 77,1% | 568                   | 85,4% | 1.663        | 79,8% | 288           | 20,3% | 90                    | 13,5% | 378          | 18,1% | 32            | 2,3%  | 5                     | 0,8%  | 37           | 1,8%  |
| Online archive/<br>database             | 1.065         | 75,1% | 502                   | 75,5% | 1.567        | 75,2% | 274           | 19,3% | 116                   | 17,4% | 390          | 18,7% | 73            | 5,1%  | 45                    | 6,8%  | 118          | 5,6%  |
| Content sharing/<br>cloud service       | 1.085         | 76,5% | 529                   | 79,5% | 1.614        | 77,4% | 283           | 19,9% | 123                   | 18,5% | 406          | 19,5% | 43            | 3,1%  | 11                    | 1,7%  | 54           | 2,6%  |
| Discussion forum                        | 956           | 67,4% | 458                   | 68,9% | 1.414        | 67,9% | 440           | 31%   | 199                   | 29,9% | 639          | 30,7% | 18            | 1,2%  | 6                     | 0,9%  | 24           | 1,1%  |
| Other wiki                              | 836           | 59%   | 452                   | 68%   | 1.288        | 61,8% | 503           | 35,4% | 172                   | 25,9% | 675          | 32,4% | 71            | 5%    | 39                    | 5,9%  | 110          | 5,3%  |
| Videoconference/VoIP                    | 983           | 69,3% | 554                   | 83,3% | 1.537        | 73,8% | 418           | 29,5% | 106                   | 15,9% | 524          | 25,2% | 8             | 0,6%  | 3                     | 0,5%  | 11           | 0,5%  |
| Reference manager                       | 775           | 54,6% | 396                   | 59,5% | 1.171        | 56,2% | 434           | 30,6% | 186                   | 28%   | 620          | 29,8% | 203           | 14,3% | 81                    | 12,2% | 284          | 13,6% |
| Video/photo communi-<br>ty platform     | 1.105         | 77,9% | 510                   | 76,7% | 1.615        | 77,5% | 296           | 20,9% | 151                   | 22,7% | 447          | 21,5% | 10            | 0,7%  | 2                     | 0,3%  | 12           | 0,6%  |
| Learning management<br>system           | 718           | 50,6% | 125                   | 18,8% | 843          | 40,4% | 473           | 33,3% | 314                   | 47,2% | 787          | 37,7% | 221           | 15,6% | 224                   | 33,7% | 445          | 21,4% |
| Chat/instant messen-<br>ger             | 951           | 67%   | 498                   | 74,9% | 1.449        | 69,5% | 449           | 31,6% | 161                   | 24,2% | 610          | 29,3% | 12            | 0,8%  | 4                     | 0,6%  | 16           | 0,8%  |
| Professional and<br>academic SNS        | 703           | 49,6% | 335                   | 50,4% | 1.038        | 49,8% | 659           | 46,4% | 307                   | 46,2% | 966          | 46,4% | 50            | 3,5%  | 21                    | 3,2%  | 71           | 3,4%  |
| Personal organizer/<br>schedule manager | 639           | 45%   | 312                   | 46,9% | 951          | 45,6% | 359           | 25,3% | 169                   | 25,4% | 528          | 25,3% | 415           | 29,2% | 182                   | 27,4% | 597          | 28,6% |
| Social network site<br>(SNS)            | 762           | 53,7% | 376                   | 56,5% | 1.138        | 54,6% | 641           | 45,2% | 281                   | 42,3% | 922          | 44,2% | 9             | 0,7%  | 6                     | 0,9%  | 15           | 0,7%  |
| Online text editor                      | 379           | 26,7% | 203                   | 30,5% | 582          | 27,9% | 782           | 55,1% | 349                   | 52,5% | 1131         | 54,3% | 249           | 17,6% | 111                   | 16,7% | 360          | 17,3% |
| Weblog                                  | 429           | 30,3% | 256                   | 38,5% | 685          | 32,9% | 853           | 60,1% | 337                   | 50,7% | 1.190        | 57,1% | 126           | 8,9%  | 70                    | 10,5% | 196          | 9,4%  |
| Microblog                               | 184           | 12,9% | 121                   | 18,2% | 305          | 14,6% | 1.188         | 83,7% | 531                   | 79,8% | 1.719        | 82,5% | 39            | 2,8%  | 11                    | 1,7%  | 50           | 2,4%  |
| Social bookmarking<br>service           | 75            | 5,3%  | 44                    | 6,6%  | 119          | 5,7%  | 647           | 45,6% | 297                   | 44,7% | 944          | 45,3% | 691           | 48,7% | 322                   | 48,4% | 1013         | 48,6% |

\*Universities of Applied Sciences, Art Colleges and Academies of Music included

**Table 10: General usage of social media and online-based tools**

Base: Scientists at German universities and research institutions (Universities: n=1.419, Research institutions: n=665, Total sample: n=2.084)

Source: Science 2.0-Survey 2014



**Chart 7: General usage of social media and online-based tools in comparison („I do use“)**  
 Base: Scientists at German universities and research institutions (Universities: n=1.419, Research institutions: n=665, Total sample: n=2.084)  
 Source: Science 2.0-Survey 2014

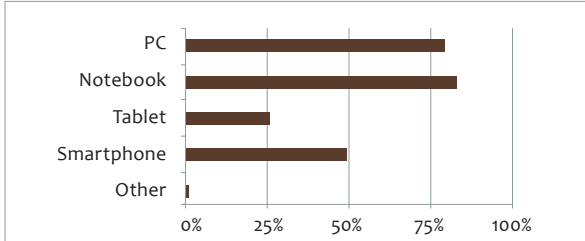
**Devices**

|            | Universities* |       | Research institutions |       | Total |       |
|------------|---------------|-------|-----------------------|-------|-------|-------|
| PC         | 1.109         | 78,1% | 531                   | 79,8% | 1.640 | 78,7% |
| Notebook   | 1.180         | 83,1% | 541                   | 81,4% | 1.721 | 82,6% |
| Tablet     | 383           | 27%   | 160                   | 24,1% | 543   | 26,1% |
| Smartphone | 715           | 50,4% | 305                   | 45,9% | 1.020 | 48,9% |
| Other      | 14            | 1%    | 5                     | 0,8%  | 19    | 0,9%  |

\*Universities of applied sciences, art colleges and academies of music included

**Table 11: Devices for tool usage**

Multiple answers possible.  
 Base: Scientists at German universities and research institutions (Universities: n=1.419, Research institutions: n=665, Total sample: n=2.084)  
 Source: Science 2.0-Survey 2014



**Chart 8: Devices for tool usage**  
 Multiple answers possible.  
 Base: Scientists at German universities and research institutions (Universities: n=1.419, Research institutions: n=665, Total sample: n=2.084)  
 Source: Science 2.0-Survey 2014



## 4.2 Use of social media and online-based tools in academic work

While work-related usage of online tools and social media applications appears to be widespread, a closer look at this form of use also reveals differences between general and work-related usage of online-based tools. In a professional context, nine of the 18 tools surveyed are still used by half of the respondents (table 14). The most popular tools within the professional context are Wikipedia (95%), mailing lists (78%), online archives/databases (75%), content sharing/cloud services (70%), videoconferences/VoIP (62%), wikis (59%) and discussion forums (58%). Less prevalent are Web 2.0 tools such as SNS (28%), weblogs, (26%), online text editors (25%), microblogs (10%) and social bookmarking services (5%) in particular. When comparing scientists from universities and research institutions (table 12/13), the proportion of professional users of most tools is again higher for research institutions, especially with regard to mailing lists (76% vs. 84%), wikis (57% vs. 66%) and videoconferences/VoIP (56% vs. 74%). Scientists at universities instead use video/photo communities more often for professional purposes (54% vs. 43%).

When looking at the **frequency of use** (table 17), most online-based tools and social media applications are used in a professional context either frequently (one to several times a week) or at least occasionally (monthly or less often). Only a few online-based tools or Web 2.0 applications are used very often, i.e. at least once a day, to support scientists in their everyday professional life. Looking only at scientists who use the respective tools professionally, SNS (36%), microblogs (30%), Wikipedia (29%), mailing lists (28%), content sharing/cloud services (27%) and reference managers (27%) were used very frequently (at least once a day), while professional and academic SNS (5%), video conferencing (4%) and video/photo communities (8%) were only used by a small proportion of the scientists surveyed very frequently in a professional context. The main online tools used frequently for professional purposes, i.e. at least once a week, are online archives/databases (62%) as well as discussion forums (60%). Videoconferences/VoIP (68%) and personal organizers/schedule managers (65%) are generally used occasionally, i.e. not more than once a month, to support scientists in their academic work. Other tools primarily used occasionally by a majority of the scientists surveyed are online text editors (55%), professional and academic SNS (50%) and wikis (48%).

Only very small differences between men and women can be observed with regard to the use of online-based tools (table 20). Women use mailing lists (81% vs. 76% use by men), content sharing/cloud services (74% vs. 67%), reference managers (63% vs. 50%) and SNS (33% vs. 24%) more intensively, while men are more frequent users of wikis (65% vs. 54% use by women) and personal organizers/schedule managers (46% vs. 42%).

A gap in usage rates between younger and older scientists (table 23) can generally be observed – although this is not the case for every tool. For example, reference managers are particularly prevalent among scientists aged between 25 and 34 (70% resp. 69%), while they are only used by between 36 and 39 per cent of 45- to 59-year-olds. Similarly, 33 per cent of respondents aged between 30 and 34 make use of online text editors, while this figure reaches just 14 to 17 per cent among scientists aged 45 and older. A similar picture emerges for content sharing/cloud services, where the 35–39 years age group lead the way with a 80 per cent usage rate. However, although the proportion of 55- to 59-year-olds using this type of tool is only 58 per cent, usage is not higher among those aged between 20 and 24 years, at 55 per cent. In contrast, online archives/databases are as popular among those in the 55 to 59 age bracket (80% usage rate) as they are among those aged 40 to 44 (81%) or 30 to 34 years (76%). On the other hand, learning management systems are the preserve of older respondents. Almost half of scientists aged 55 to 59 use such tools compared to just 36 per cent of 30- to 34-year-olds, with personal organizers/schedule managers also proving particularly popular among those aged between 40 and 54. Use of professional and academic SNS is particularly prevalent among the middle age group (30–44 years) in the qualification and profiling phases (just over 50% in both cases) but less popular with scientists aged 25 to 29 years at 41 per cent. While weblogs are most intensively maintained by respondents aged between 30 and 45 years (28–32%), the figure is just under 20 per cent among those over 45 years.

With regard to **status groups** (table 29), online-based tools and social media applications are most commonly used by postdocs and junior professors, while online-based tools also play an important role in the everyday academic life of PhD students who also serve as research associates and private lecturers. Although they only comprise a small group within the sample, junior professors are especially active when it comes to using content sharing/cloud services (96% vs. 69% use by professors), videoconferences/VoIP (91% vs. 64%), chat/instant messengers (77% vs. 48%) and online text editors (53% vs. 21%). Private lecturers are comparatively active in using professional and academic SNS (66% vs. 38% use by doctoral students) and other SNS (43% vs. 27%). Doctoral students who also serve as research associates use reference managers very intensively (79% vs. 40% use by private lecturers). Postdocs stand out for their use of weblogs (33% vs. 20% use by professors). Learning management systems are most widely used by junior professors and professors (61% each vs. 23% use by postdocs).

When focusing on **subject groups** (table 26), scientists from social sciences, economics and law use online tools most intensively for scientific purposes, closely followed by scientists from culture, humanities and education. Professional and academic SNS (59%) and microblogs (16%) are more often used in social sciences, economics and law than in any of the other four major subject groups. The tools most popular among culture, humanities and education scientists are online archives/databases (83%) as well as video/photo communities (62%) and personal organizers/schedule managers (52%), while reference managers (59% and 62% respectively) and mailing lists (83% each) are similarly popular among respondents from both culture, humanities and education as well as social sciences, economics and law. The latter of these two tools is also prevalent among those working in mathematics and natural sciences (81%). Wikis (68%) are used particularly intensively in mathematics and natural sciences in comparison to the other three major subject groups. In contrast, engineers are generally more reluctant to use online-based tools and social media applications. This reticence is particularly noticeable in their use of professional and academic SNS (33% vs. 60% in social sciences) and weblogs (15% vs. 34% in humanities). However, discussion forums (59%) and wikis (64%) are two exceptions to this trend.

## Professional and private usage

|                                     | Universities               |       |                                    |       |  |       |                               |       |                       |       |      |                                     |
|-------------------------------------|----------------------------|-------|------------------------------------|-------|--|-------|-------------------------------|-------|-----------------------|-------|------|-------------------------------------|
|                                     | Only professionally<br>(1) |       | Primarily<br>professionally<br>(2) |       | Professionally<br>and privately<br>(3) |       | Primarily<br>privately<br>(4) |       | Only privately<br>(5) |       | M    | N<br>professional<br>usage<br>(1-4) |
| Wikipedia                           | 18                         | 1,3%  | 71                                 | 5%    | 1.098                                  | 77,4% | 142                           | 10%   | 54                    | 3,8%  | 3,10 | 1.330                               |
| Mailing list                        | 335                        | 23,6% | 321                                | 22,6% | 402                                    | 28,4% | 18                            | 1,3%  | 18                    | 1,3%  | 2,14 | 1.077                               |
| Online archive/database             | 444                        | 31,3% | 423                                | 29,8% | 184                                    | 13%   | 8                             | 0,6%  | 6                     | 0,4%  | 1,79 | 1.059                               |
| Content sharing/cloud service       | 127                        | 9%    | 186                                | 13,1% | 576                                    | 40,6% | 103                           | 7,2%  | 93                    | 6,6%  | 2,86 | 991                                 |
| Discussion forum                    | 52                         | 3,6%  | 115                                | 8,1%  | 473                                    | 33,3% | 167                           | 11,8% | 150                   | 10,6% | 3,26 | 806                                 |
| Other wiki                          | 183                        | 12,9% | 244                                | 17,2% | 342                                    | 24,1% | 35                            | 2,5%  | 32                    | 2,3%  | 2,39 | 804                                 |
| Videoconference/VoIP                | 105                        | 7,4%  | 151                                | 10,7% | 377                                    | 26,6% | 165                           | 11,6% | 185                   | 13%   | 3,18 | 798                                 |
| Reference manager                   | 499                        | 35,1% | 173                                | 12,2% | 91                                     | 6,4%  | 7                             | 0,5%  | 5                     | 0,3%  | 1,51 | 770                                 |
| Video/photo community platform      | 25                         | 1,7%  | 49                                 | 3,5%  | 387                                    | 27,3% | 307                           | 21,6% | 337                   | 23,7% | 3,80 | 768                                 |
| Learning management system          | 521                        | 36,7% | 147                                | 10,4% | 30                                     | 2,1%  | 8                             | 0,6%  | 11                    | 0,8%  | 1,38 | 706                                 |
| Chat/instant messenger              | 32                         | 2,2%  | 70                                 | 4,9%  | 348                                    | 24,5% | 212                           | 14,9% | 289                   | 20,4% | 3,69 | 662                                 |
| Professional and academic SNS       | 231                        | 16,3% | 207                                | 14,6% | 173                                    | 12,2% | 46                            | 3,2%  | 46                    | 3,3%  | 2,25 | 657                                 |
| Personal organizer/schedule manager | 163                        | 11,5% | 180                                | 12,7% | 249                                    | 17,6% | 24                            | 1,7%  | 23                    | 1,6%  | 4,18 | 616                                 |
| Social network site (SNS)           | 27                         | 1,9%  | 18                                 | 1,3%  | 170                                    | 12%   | 182                           | 12,8% | 365                   | 25,7% | 4,10 | 397                                 |
| Online text editor                  | 82                         | 5,8%  | 112                                | 7,9%  | 116                                    | 8,2%  | 31                            | 2,2%  | 37                    | 2,6%  | 2,54 | 342                                 |
| Weblog                              | 29                         | 2%    | 42                                 | 3%    | 179                                    | 12,6% | 89                            | 6,3%  | 90                    | 6,4%  | 3,40 | 339                                 |
| Microblog                           | 19                         | 1,3%  | 30                                 | 2,1%  | 30                                     | 2,1%  | 42                            | 3%    | 62                    | 4,4%  | 3,54 | 121                                 |
| Social bookmarking service          | 16                         | 1,1%  | 19                                 | 1,3%  | 24                                     | 1,7%  | 7                             | 0,5%  | 8                     | 0,6%  | 2,64 | 67                                  |

**Table 12: Professional and private usage at universities**

Base: Scientists at German universities, n=1.419

Source: Science 2.0-Survey 2014

|  | Research institutions      |       |                                    |       |  |       |                               |       |                       |       |      |                                     |
|--|----------------------------|-------|------------------------------------|-------|--|-------|-------------------------------|-------|-----------------------|-------|------|-------------------------------------|
|  | Only professionally<br>(1) |       | Primarily<br>professionally<br>(2) |       | Professionally<br>and privately<br>(3) |       | Primarily<br>privately<br>(4) |       | Only privately<br>(5) |       | M    | N<br>professional<br>usage<br>(1-4) |
| Wikipedia                              | 2                          | 0,3%  | 26                                 | 3,9%  | 531                                    | 79,8% | 80                            | 12%   | 17                    | 2,6%  | 3,13 | 639                                 |
| Mailing list                           | 186                        | 28%   | 175                                | 26,3% | 191                                    | 28,7% | 6                             | 0,9%  | 10                    | 1,5%  | 2,08 | 558                                 |
| Online archive/database                | 263                        | 39,5% | 169                                | 25,4% | 64                                     | 9,6%  | 5                             | 0,8%  | 1                     | 0,2%  | 1,63 | 501                                 |
| Content sharing/cloud service          | 56                         | 8,4%  | 95                                 | 14,3% | 258                                    | 38,8% | 61                            | 9,2%  | 59                    | 8,9%  | 2,95 | 470                                 |
| Discussion forum                       | 23                         | 3,5%  | 54                                 | 8,1%  | 230                                    | 34,6% | 89                            | 13,4% | 62                    | 9,3%  | 3,25 | 396                                 |
| Other wiki                             | 126                        | 18,9% | 128                                | 19,2% | 164                                    | 24,7% | 18                            | 2,7%  | 16                    | 2,4%  | 2,27 | 436                                 |
| Videoconference/VoIP                   | 99                         | 14,9% | 88                                 | 13,2% | 224                                    | 33,7% | 82                            | 12,3% | 61                    | 9,2%  | 2,85 | 493                                 |
| Reference manager                      | 280                        | 42,1% | 86                                 | 12,9% | 28                                     | 4,2%  | 1                             | 0,2%  | 1                     | 0,2%  | 1,38 | 395                                 |
| Video/photo community<br>platform      | 3                          | 0,5%  | 9                                  | 1,4%  | 99                                     | 14,9% | 176                           | 26,5% | 223                   | 33,5% | 4,19 | 287                                 |
| Learning management system             | 86                         | 12,9% | 23                                 | 3,5%  | 8                                      | 1,2%  | 3                             | 0,5%  | 5                     | 0,8%  | 1,54 | 120                                 |
| Chat/instant messenger                 | 20                         | 3%    | 33                                 | 5%    | 188                                    | 28,3% | 111                           | 16,7% | 146                   | 22%   | 3,66 | 352                                 |
| Professional and academic SNS          | 135                        | 20,3% | 116                                | 17,4% | 55                                     | 8,3%  | 17                            | 2,6%  | 12                    | 1,8%  | 1,97 | 323                                 |
| Personal organizer/schedule<br>manager | 78                         | 11,7% | 94                                 | 14,1% | 126                                    | 18,9% | 8                             | 1,2%  | 6                     | 0,9%  | 4,11 | 306                                 |
| Social network site (SNS)              | 11                         | 1,7%  | 9                                  | 1,4%  | 61                                     | 9,2%  | 101                           | 15,2% | 194                   | 29,2% | 4,22 | 182                                 |
| Online text editor                     | 42                         | 6,3%  | 51                                 | 7,7%  | 65                                     | 9,8%  | 28                            | 4,2%  | 17                    | 2,6%  | 2,64 | 186                                 |
| Weblog                                 | 13                         | 2%    | 31                                 | 4,7%  | 103                                    | 15,5% | 50                            | 7,5%  | 59                    | 8,9%  | 3,43 | 197                                 |
| Microblog                              | 17                         | 2,6%  | 16                                 | 2,4%  | 33                                     | 5%    | 14                            | 2,1%  | 41                    | 6,2%  | 3,38 | 80                                  |
| Social bookmarking service             | 12                         | 1,8%  | 12                                 | 1,8%  | 16                                     | 2,4%  | 2                             | 0,3%  | 2                     | 0,3%  | 2,32 | 42                                  |

**Table 13: Professional and private usage at research institutions**

Base: Scientists at research institutions, n=665

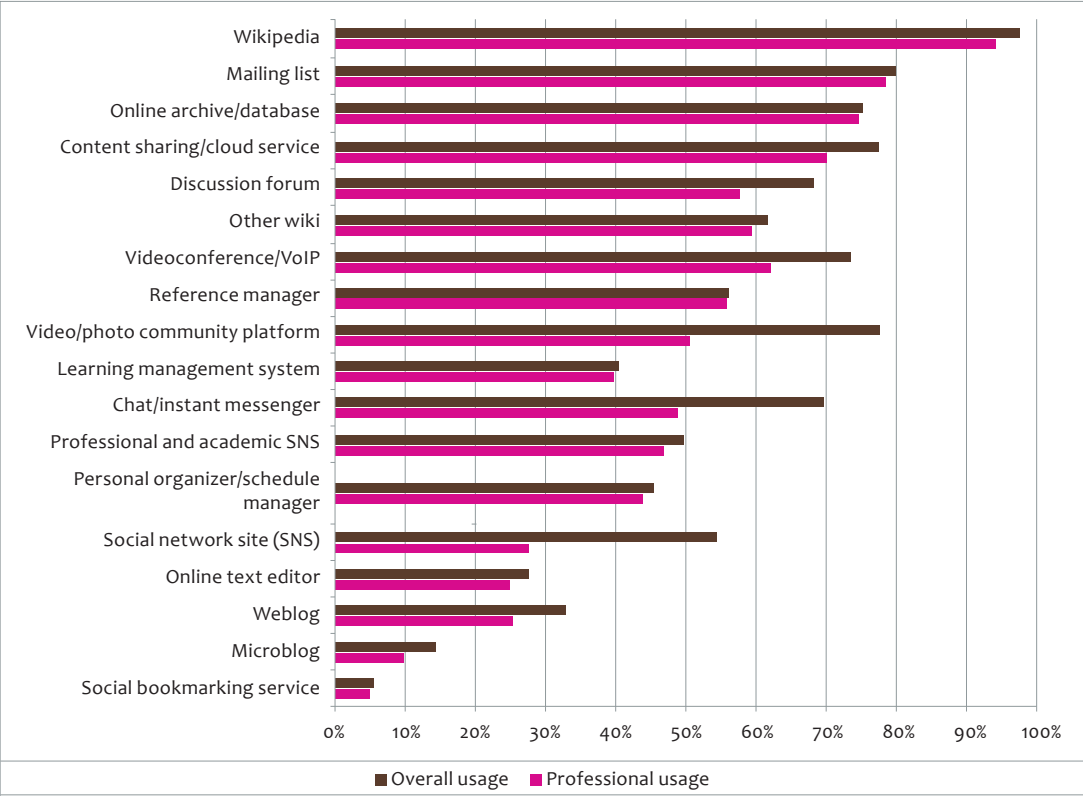
Source: Science 2.0-Survey 2014

|  | Total sample               |       |                                    |       |  |       |                               |       |                       |       |      |                                     |
|--|----------------------------|-------|------------------------------------|-------|--|-------|-------------------------------|-------|-----------------------|-------|------|-------------------------------------|
|  | Only professionally<br>(1) |       | Primarily<br>professionally<br>(2) |       | Professionally<br>and privately<br>(3) |       | Primarily<br>privately<br>(4) |       | Only privately<br>(5) |       | M    | N<br>professional<br>usage<br>(1-4) |
| Wikipedia                              | 20                         | 1%    | 97                                 | 4,7%  | 1.629                                  | 78,2% | 222                           | 10,7% | 71                    | 3,4%  | 3,11 | 1.969                               |
| Mailing list                           | 521                        | 25%   | 496                                | 23,8% | 593                                    | 28,5% | 24                            | 1,2%  | 28                    | 1,3%  | 2,12 | 1.635                               |
| Online archive/database                | 707                        | 33,9% | 592                                | 28,4% | 248                                    | 11,9% | 13                            | 0,6%  | 7                     | 0,3%  | 1,74 | 1.560                               |
| Content sharing/cloud service          | 183                        | 8,8%  | 281                                | 13,5% | 834                                    | 40%   | 164                           | 7,8%  | 152                   | 7,3%  | 2,89 | 1.461                               |
| Discussion forum                       | 75                         | 3,6%  | 169                                | 8,1%  | 703                                    | 33,7% | 256                           | 12,3% | 212                   | 10,2% | 3,26 | 1.202                               |
| Other wiki                             | 309                        | 14,8% | 372                                | 17,9% | 506                                    | 24,3% | 53                            | 2,6%  | 48                    | 2,3%  | 2,35 | 1.240                               |
| Videoconference/VoIP                   | 204                        | 9,8%  | 239                                | 11,5% | 601                                    | 28,8% | 247                           | 11,9% | 246                   | 11,8% | 3,06 | 1.291                               |
| Reference manager                      | 779                        | 37,4% | 259                                | 12,4% | 119                                    | 5,7%  | 8                             | 0,4%  | 6                     | 0,3%  | 1,46 | 1.165                               |
| Video/photo community<br>platform      | 28                         | 1,3%  | 58                                 | 2,8%  | 486                                    | 23,3% | 483                           | 23,2% | 560                   | 26,9% | 3,92 | 1.055                               |
| Learning management system             | 607                        | 29,1% | 170                                | 8,2%  | 38                                     | 1,8%  | 11                            | 0,5%  | 16                    | 0,8%  | 1,41 | 826                                 |
| Chat/instant messenger                 | 52                         | 2,5%  | 103                                | 5%    | 536                                    | 25,7% | 323                           | 15,5% | 435                   | 20,9% | 3,68 | 1.014                               |
| Professional and academic SNS          | 366                        | 17,6% | 323                                | 15,5% | 228                                    | 10,9% | 63                            | 3%    | 58                    | 2,8%  | 2,16 | 980                                 |
| Personal organizer/schedule<br>manager | 241                        | 11,5% | 274                                | 13,2% | 375                                    | 18%   | 32                            | 1,5%  | 29                    | 1,4%  | 2,30 | 922                                 |
| Social network site (SNS)              | 38                         | 1,8%  | 27                                 | 1,3%  | 231                                    | 11,1% | 283                           | 13,6% | 559                   | 26,8% | 4,14 | 579                                 |
| Online text editor                     | 124                        | 6%    | 163                                | 7,8%  | 181                                    | 8,7%  | 59                            | 2,8%  | 54                    | 2,6%  | 2,58 | 528                                 |
| Weblog                                 | 42                         | 2%    | 73                                 | 3,5%  | 282                                    | 13,5% | 139                           | 6,7%  | 149                   | 7,2%  | 3,41 | 536                                 |
| Microblog                              | 36                         | 1,7%  | 46                                 | 2,2%  | 63                                     | 3%    | 56                            | 2,7%  | 103                   | 5%    | 3,48 | 201                                 |
| Social bookmarking service             | 28                         | 1,4%  | 31                                 | 1,5%  | 40                                     | 1,9%  | 9                             | 0,5%  | 10                    | 0,5%  | 2,52 | 109                                 |

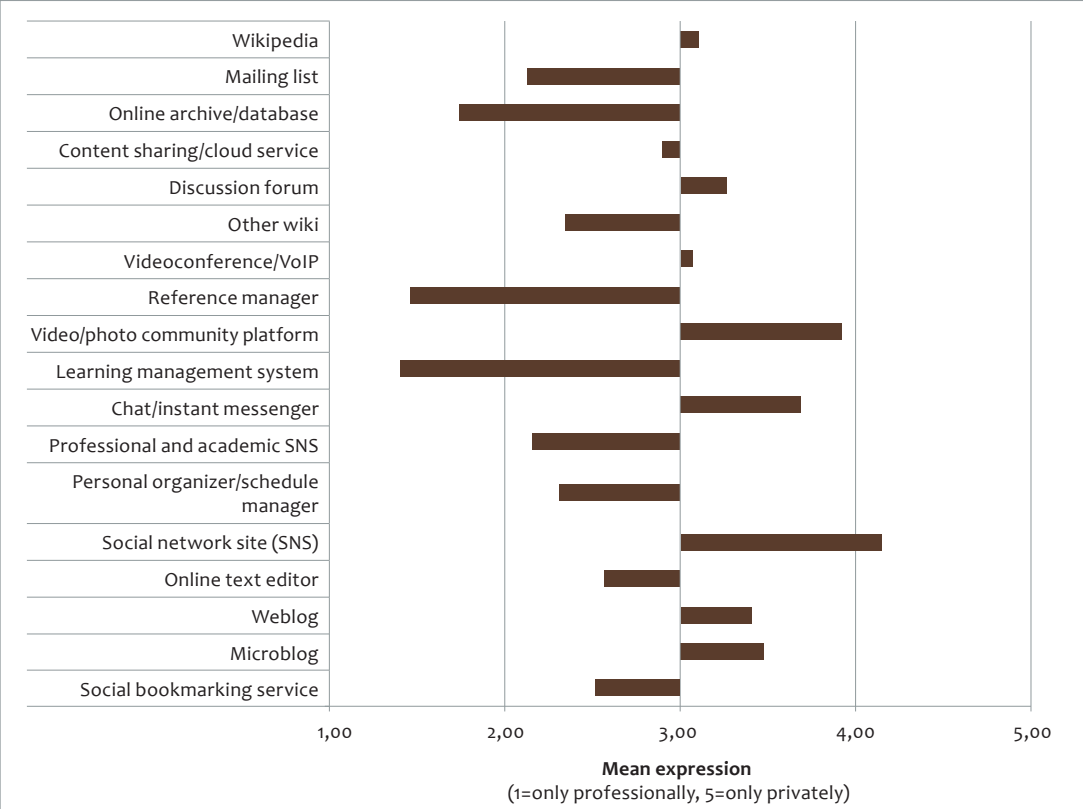
**Table 14: Professional and private usage – total sample**

Base: Scientists at German universities and research institutions, n=2.084

Source: Science 2.0-Survey 2014



**Chart 9: General and professional usage – total sample**  
 „Professional usage“ means that the respondents use the respective tool at least partially in their working context (including the category „primarily privately“).  
 Base: Scientists at German universities and research institutions, n=2.084 | Source: Science 2.0-Survey 2014



**Chart 10: Professional and private usage – total sample**  
 Given are the averages of the answers to the focus of usage (professional/private) for the queried tools. The scale ranges from 1 (only professionally) to 5 (only privately). | Base: Scientists at German universities and research institutions who use the respective tool (tab. 10). | Source: Science 2.0-Survey 2014

## Frequency of professional usage

|                                     | Universities        |       |            |       |                      |       |             |       |              |       |        |       |      |      | Total |
|-------------------------------------|---------------------|-------|------------|-------|----------------------|-------|-------------|-------|--------------|-------|--------|-------|------|------|-------|
|                                     | Several times a day |       | Once a day |       | Several times a week |       | Once a week |       | Once a month |       | Rarely |       | N.s. |      |       |
| Wikipedia                           | 138                 | 10,4% | 223        | 16,8% | 454                  | 34,1% | 293         | 22%   | 161          | 12,1% | 43     | 3,2%  | 17   | 1,3% | 1.330 |
| Mailing list                        | 79                  | 7,4%  | 164        | 15,2% | 233                  | 21,6% | 256         | 23,8% | 207          | 19,2% | 121    | 11,2% | 17   | 1,5% | 1.077 |
| Online archive/database             | 58                  | 5,4%  | 81         | 7,7%  | 252                  | 23,8% | 222         | 20,9% | 267          | 25,2% | 165    | 15,5% | 15   | 1,4% | 1.059 |
| Content sharing/cloud service       | 147                 | 14,8% | 117        | 11,8% | 169                  | 17%   | 183         | 18,5% | 204          | 20,6% | 161    | 16,3% | 10   | 1,1% | 991   |
| Discussion forum                    | 30                  | 3,7%  | 51         | 6,4%  | 187                  | 23,2% | 217         | 26,9% | 182          | 22,5% | 121    | 15%   | 19   | 2,4% | 806   |
| Other wiki                          | 29                  | 3,6%  | 52         | 6,4%  | 134                  | 16,6% | 201         | 25%   | 233          | 29%   | 144    | 17,9% | 12   | 1,5% | 804   |
| Videoconference/VoIP                | 15                  | 1,9%  | 15         | 1,9%  | 79                   | 9,9%  | 146         | 18,3% | 263          | 32,9% | 266    | 33,3% | 15   | 1,8% | 798   |
| Reference manager                   | 70                  | 9%    | 113        | 14,6% | 206                  | 26,8% | 148         | 19,2% | 118          | 15,3% | 100    | 12,9% | 16   | 2,1% | 770   |
| Video/photo community platform      | 16                  | 2,1%  | 51         | 6,6%  | 151                  | 19,7% | 239         | 31,1% | 187          | 24,4% | 114    | 14,8% | 10   | 1,2% | 768   |
| Learning management system          | 56                  | 8%    | 84         | 11,9% | 202                  | 28,6% | 129         | 18,2% | 130          | 18,4% | 96     | 13,6% | 10   | 1,4% | 706   |
| Chat/instant messenger              | 73                  | 11%   | 61         | 9,2%  | 107                  | 16,2% | 111         | 16,7% | 148          | 22,4% | 150    | 22,7% | 12   | 1,8% | 662   |
| Professional and academic SNS       | 7                   | 1,1%  | 30         | 4,5%  | 107                  | 16,2% | 169         | 25,7% | 193          | 29,4% | 138    | 21%   | 13   | 2%   | 657   |
| Personal organizer/schedule manager | 20                  | 3,2%  | 30         | 4,8%  | 54                   | 8,7%  | 99          | 16,1% | 259          | 42%   | 146    | 23,7% | 8    | 1,4% | 616   |
| Social network site (SNS)           | 69                  | 17,3% | 71         | 17,8% | 74                   | 18,5% | 77          | 19,3% | 42           | 10,6% | 56     | 14,1% | 9    | 2,3% | 397   |
| Online text editor                  | 16                  | 4,8%  | 17         | 4,9%  | 49                   | 14,2% | 65          | 19,1% | 106          | 31%   | 82     | 24%   | 7    | 2%   | 342   |
| Weblog                              | 11                  | 3,2%  | 24         | 7,1%  | 71                   | 20,9% | 83          | 24,5% | 87           | 25,8% | 54     | 15,9% | 9    | 2,6% | 339   |
| Microblog                           | 22                  | 17,8% | 14         | 11,7% | 25                   | 20,9% | 22          | 18,5% | 17           | 13,9% | 19     | 15,9% | 2    | 1,4% | 121   |
| Social bookmarking service          | 5                   | 6,8%  | 7          | 10,1% | 10                   | 15,5% | 6           | 9,4%  | 10           | 15,7% | 25     | 36,9% | 4    | 5,6% | 67    |

**Table 15: Frequency of professional usage at universities**

Base: Scientists at German universities who use the respective tool professionally (see column Total)

Source: Science 2.0-Survey 2014

|                                     | Research institutions |       |            |       |                      |       |             |       |              |       |        |       |      |      | Total |
|-------------------------------------|-----------------------|-------|------------|-------|----------------------|-------|-------------|-------|--------------|-------|--------|-------|------|------|-------|
|                                     | Several times a day   |       | Once a day |       | Several times a week |       | Once a week |       | Once a month |       | Rarely |       | N.s. |      |       |
| Wikipedia                           | 90                    | 14,1% | 98         | 15,3% | 215                  | 33,6% | 142         | 22,2% | 65           | 10,2% | 24     | 3,8%  | 5    | 0,8% | 639   |
| Mailing list                        | 73                    | 13,1% | 117        | 21%   | 115                  | 20,6% | 95          | 17%   | 94           | 16,8% | 56     | 10%   | 8    | 1,4% | 558   |
| Online archive/database             | 46                    | 9,2%  | 62         | 12,4% | 114                  | 22,8% | 99          | 19,8% | 90           | 18%   | 85     | 17%   | 5    | 1%   | 501   |
| Content sharing/cloud service       | 64                    | 13,6% | 54         | 11,5% | 58                   | 12,3% | 79          | 16,8% | 106          | 22,6% | 102    | 21,7% | 7    | 1,5% | 470   |
| Discussion forum                    | 10                    | 2,5%  | 25         | 6,3%  | 86                   | 21,7% | 116         | 29,3% | 83           | 21%   | 70     | 17,7% | 6    | 1,5% | 396   |
| Other wiki                          | 18                    | 4,1%  | 30         | 6,9%  | 82                   | 18,8% | 98          | 22,5% | 136          | 31,2% | 71     | 16,3% | 1    | 0,2% | 436   |
| Videoconference/VoIP                | 8                     | 1,6%  | 11         | 2,2%  | 46                   | 9,3%  | 90          | 18,3% | 171          | 34,7% | 163    | 33,1% | 4    | 0,8% | 493   |
| Reference manager                   | 49                    | 12,4% | 66         | 16,7% | 97                   | 24,6% | 69          | 17,5% | 63           | 15,9% | 47     | 11,9% | 4    | 1%   | 395   |
| Video/photo community platform      | 7                     | 2,4%  | 12         | 4,2%  | 45                   | 15,7% | 72          | 25,1% | 75           | 26,1% | 72     | 25,1% | 4    | 1,4% | 287   |
| Learning management system          | 1                     | 0,8%  | 2          | 1,7%  | 11                   | 9,2%  | 20          | 16,7% | 35           | 29,2% | 50     | 41,7% | 1    | 0,8% | 120   |
| Chat/instant messenger              | 38                    | 10,8% | 30         | 8,5%  | 52                   | 14,8% | 54          | 15,3% | 77           | 21,9% | 99     | 28,1% | 2    | 0,6% | 352   |
| Professional and academic SNS       | 2                     | 0,6%  | 12         | 3,7%  | 47                   | 14,6% | 106         | 32,8% | 88           | 27,2% | 63     | 19,5% | 5    | 1,5% | 323   |
| Personal organizer/schedule manager | 15                    | 4,9%  | 10         | 3,3%  | 27                   | 8,8%  | 56          | 18,3% | 116          | 37,9% | 81     | 26,5% | 1    | 0,3% | 306   |
| Social network site (SNS)           | 37                    | 20,3% | 28         | 15,4% | 31                   | 17%   | 31          | 17%   | 32           | 17,6% | 22     | 12,1% | 1    | 0,5% | 182   |
| Online text editor                  | 10                    | 5,4%  | 6          | 3,2%  | 25                   | 13,4% | 45          | 24,2% | 43           | 23,1% | 56     | 30,1% | 1    | 0,5% | 186   |
| Weblog                              | 9                     | 4,6%  | 18         | 9,1%  | 48                   | 24,4% | 48          | 24,4% | 39           | 19,8% | 32     | 16,2% | 3    | 1,5% | 197   |
| Microblog                           | 19                    | 23,8% | 9          | 11,3% | 14                   | 17,5% | 17          | 21,3% | 10           | 12,5% | 11     | 13,8% | 0    | 0%   | 80    |
| Social bookmarking service          | 4                     | 9,5%  | 0          | 0%    | 11                   | 26,2% | 7           | 16,7% | 11           | 26,2% | 9      | 21,4% | 0    | 0%   | 42    |

**Table 16: Frequency of professional usage at research institutions**

Base: Scientists at research institutions who use the respective tool professionally (see column Total)

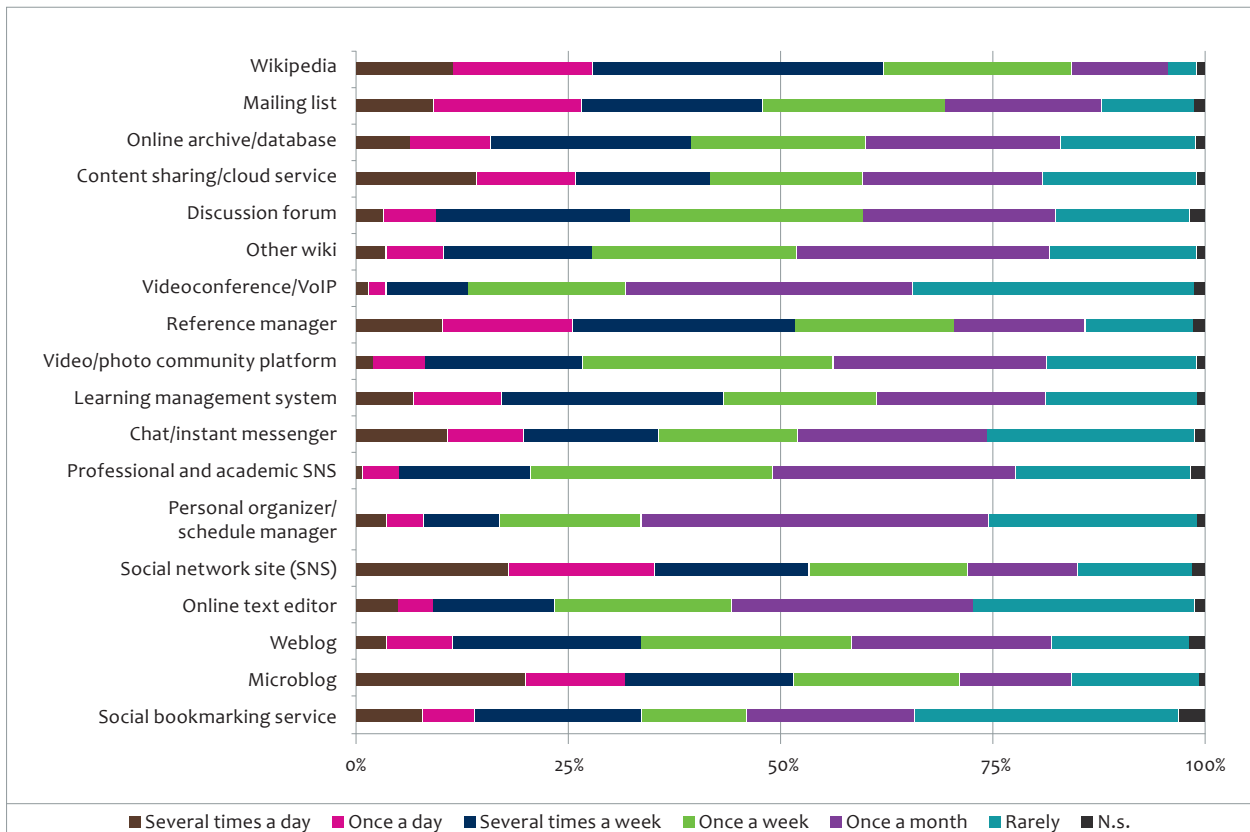
Source: Science 2.0-Survey 2014

|                                     | Total sample        |       |            |       |                      |       |             |       |              |       |        |       |      |      | Total |
|-------------------------------------|---------------------|-------|------------|-------|----------------------|-------|-------------|-------|--------------|-------|--------|-------|------|------|-------|
|                                     | Several times a day |       | Once a day |       | Several times a week |       | Once a week |       | Once a month |       | Rarely |       | N.s. |      |       |
| Wikipedia                           | 228                 | 11,6% | 321        | 16,3% | 669                  | 34%   | 435         | 22,1% | 226          | 11,5% | 67     | 3,4%  | 22   | 1,1% | 1.969 |
| Mailing list                        | 152                 | 9,3%  | 281        | 17,2% | 348                  | 21,3% | 351         | 21,5% | 301          | 18,4% | 177    | 10,8% | 25   | 1,5% | 1.635 |
| Online archive/database             | 104                 | 6,6%  | 143        | 9,2%  | 366                  | 23,4% | 321         | 20,6% | 357          | 23%   | 250    | 16%   | 20   | 1,3% | 1.560 |
| Content sharing/cloud service       | 211                 | 14,4% | 171        | 11,7% | 227                  | 15,5% | 262         | 17,9% | 310          | 21,2% | 263    | 18%   | 17   | 1,2% | 1.461 |
| Discussion forum                    | 40                  | 3,3%  | 76         | 6,3%  | 273                  | 22,7% | 333         | 27,7% | 265          | 22%   | 191    | 15,9% | 25   | 2,1% | 1.202 |
| Other wiki                          | 47                  | 3,8%  | 82         | 6,6%  | 216                  | 17,4% | 299         | 24,1% | 369          | 29,8% | 215    | 17%   | 13   | 1,1% | 1.240 |
| Videoconference/VoIP                | 23                  | 1,8%  | 26         | 2%    | 125                  | 9,7%  | 236         | 18%   | 434          | 33,6% | 429    | 33,2% | 19   | 1,4% | 1.291 |
| Reference manager                   | 119                 | 10%   | 179        | 15,3% | 303                  | 26%   | 217         | 18,6% | 181          | 15,5% | 147    | 12,6% | 20   | 1,7% | 1.165 |
| Video/photo community platform      | 23                  | 2,2%  | 63         | 6%    | 196                  | 19%   | 311         | 29,5% | 262          | 24,9% | 186    | 17,6% | 14   | 1,3% | 1.055 |
| Learning management system          | 57                  | 7%    | 86         | 10,4% | 213                  | 25,8% | 149         | 18%   | 165          | 20%   | 146    | 17,7% | 11   | 1,3% | 826   |
| Chat/instant messenger              | 111                 | 10,9% | 91         | 8,9%  | 159                  | 15,7% | 165         | 16%   | 225          | 22,2% | 249    | 24,6% | 14   | 1,4% | 1.014 |
| Professional and academic SNS       | 9                   | 1%    | 42         | 4,3%  | 154                  | 15,7% | 275         | 28,1% | 281          | 28,7% | 201    | 20,5% | 18   | 1,9% | 980   |
| Personal organizer/schedule manager | 35                  | 3,8%  | 40         | 4%    | 81                   | 8,7%  | 155         | 16,9% | 375          | 40,6% | 227    | 24,6% | 9    | 1%   | 922   |
| Social network site (SNS)           | 106                 | 18,3% | 99         | 17%   | 105                  | 18,1% | 108         | 18,6% | 74           | 12,8% | 78     | 13,5% | 10   | 1,7% | 579   |
| Online text editor                  | 26                  | 5%    | 23         | 4,3%  | 74                   | 14%   | 110         | 20,9% | 149          | 28,2% | 138    | 26%   | 8    | 1,5% | 528   |
| Weblog                              | 20                  | 3,7%  | 42         | 7,9%  | 119                  | 22,2% | 131         | 24,4% | 126          | 23,6% | 86     | 16%   | 12   | 2,2% | 536   |
| Microblog                           | 41                  | 20,2% | 23         | 11,5% | 39                   | 19,6% | 39          | 19,6% | 27           | 13,3% | 30     | 15%   | 2    | 1%   | 201   |
| Social bookmarking service          | 9                   | 7,9%  | 7          | 6,2%  | 21                   | 19,7% | 13          | 12,2% | 21           | 19,7% | 34     | 30,9% | 4    | 3,4% | 109   |

**Table 17: Frequency of professional usage – total sample**

Base: Scientists at German universities and research institutions who use the respective tool professionally (see column Total)

Source: Science 2.0-Survey 2014



**Chart 11: Frequency of professional usage – total sample**

Base: Scientists at German universities and research institutions who use the respective tool professionally (tab. 14)

Source: Science 2.0-Survey 2014

## Professional usage by gender

|                                     | Universities |       |      |       |      |      |
|-------------------------------------|--------------|-------|------|-------|------|------|
|                                     | Female       |       | Male |       | N.s. |      |
| Wikipedia                           | 577          | 43,4% | 733  | 55,1% | 20   | 1,5% |
| Mailing list                        | 479          | 44,5% | 581  | 54%   | 17   | 1,6% |
| Online archive/database             | 454          | 42,8% | 590  | 55,7% | 15   | 1,4% |
| Content sharing/cloud service       | 460          | 46,4% | 518  | 52,3% | 13   | 1,3% |
| Discussion forum                    | 338          | 42%   | 456  | 56,5% | 12   | 1,5% |
| Other wiki                          | 312          | 38,8% | 483  | 60,1% | 9    | 1,1% |
| Videoconference/VoIP                | 335          | 42%   | 449  | 56,3% | 14   | 1,8% |
| Reference manager                   | 387          | 50,2% | 376  | 48,9% | 7    | 0,9% |
| Video/photo community platform      | 324          | 42,2% | 431  | 56,1% | 13   | 1,7% |
| Learning management system          | 315          | 44,6% | 378  | 53,5% | 13   | 1,9% |
| Chat/instant messenger              | 280          | 42,4% | 369  | 55,7% | 12   | 1,9% |
| Professional and academic SNS       | 297          | 45,3% | 351  | 53,5% | 8    | 1,2% |
| Personal organizer/schedule manager | 249          | 40,4% | 361  | 58,6% | 7    | 1,1% |
| Social network site (SNS)           | 200          | 50,4% | 191  | 48,2% | 5    | 1,4% |
| Online text editor                  | 146          | 42,6% | 191  | 55,8% | 5    | 1,6% |
| Weblog                              | 137          | 40,5% | 193  | 57%   | 8    | 2,4% |
| Microblog                           | 51           | 42%   | 70   | 57,3% | 1    | 0,7% |
| Social bookmarking service          | 29           | 44,3% | 37   | 55,7% | 0    | 0%   |

**Table 18: Professional usage by gender at universities**

Base: Scientists at German universities who use the respective tool professionally (tab. 12)

Source: Science 2.0-Survey 2014

|                                     | Research institutions |       |      |       |      |      |
|-------------------------------------|-----------------------|-------|------|-------|------|------|
|                                     | Female                |       | Male |       | N.s. |      |
| Wikipedia                           | 289                   | 45,2% | 345  | 54%   | 5    | 0,8% |
| Mailing list                        | 267                   | 47,8% | 284  | 50,9% | 7    | 1,3% |
| Online archive/database             | 221                   | 44,1% | 273  | 54,5% | 7    | 1,4% |
| Content sharing/cloud service       | 216                   | 46%   | 248  | 52,8% | 6    | 1,3% |
| Discussion forum                    | 180                   | 45,5% | 213  | 53,8% | 3    | 0,8% |
| Other wiki                          | 182                   | 41,7% | 251  | 57,6% | 3    | 0,7% |
| Videoconference/VoIP                | 211                   | 42,8% | 279  | 56,6% | 3    | 0,6% |
| Reference manager                   | 194                   | 49,1% | 198  | 50,1% | 3    | 0,8% |
| Video/photo community platform      | 140                   | 48,8% | 145  | 50,5% | 2    | 0,7% |
| Learning management system          | 59                    | 49,2% | 59   | 49,2% | 2    | 1,7% |
| Chat/instant messenger              | 161                   | 45,7% | 189  | 53,7% | 2    | 0,6% |
| Professional and academic SNS       | 159                   | 49,2% | 162  | 50,2% | 2    | 0,6% |
| Personal organizer/schedule manager | 135                   | 44,1% | 167  | 54,6% | 4    | 1,3% |
| Social network site (SNS)           | 99                    | 54,4% | 83   | 45,6% | 0    | 0%   |
| Online text editor                  | 80                    | 43%   | 105  | 56,5% | 1    | 0,5% |
| Weblog                              | 87                    | 44,2% | 110  | 55,8% | 0    | 0%   |
| Microblog                           | 40                    | 50%   | 40   | 50%   | 0    | 0%   |
| Social bookmarking service          | 17                    | 40,5% | 25   | 59,5% | 0    | 0%   |

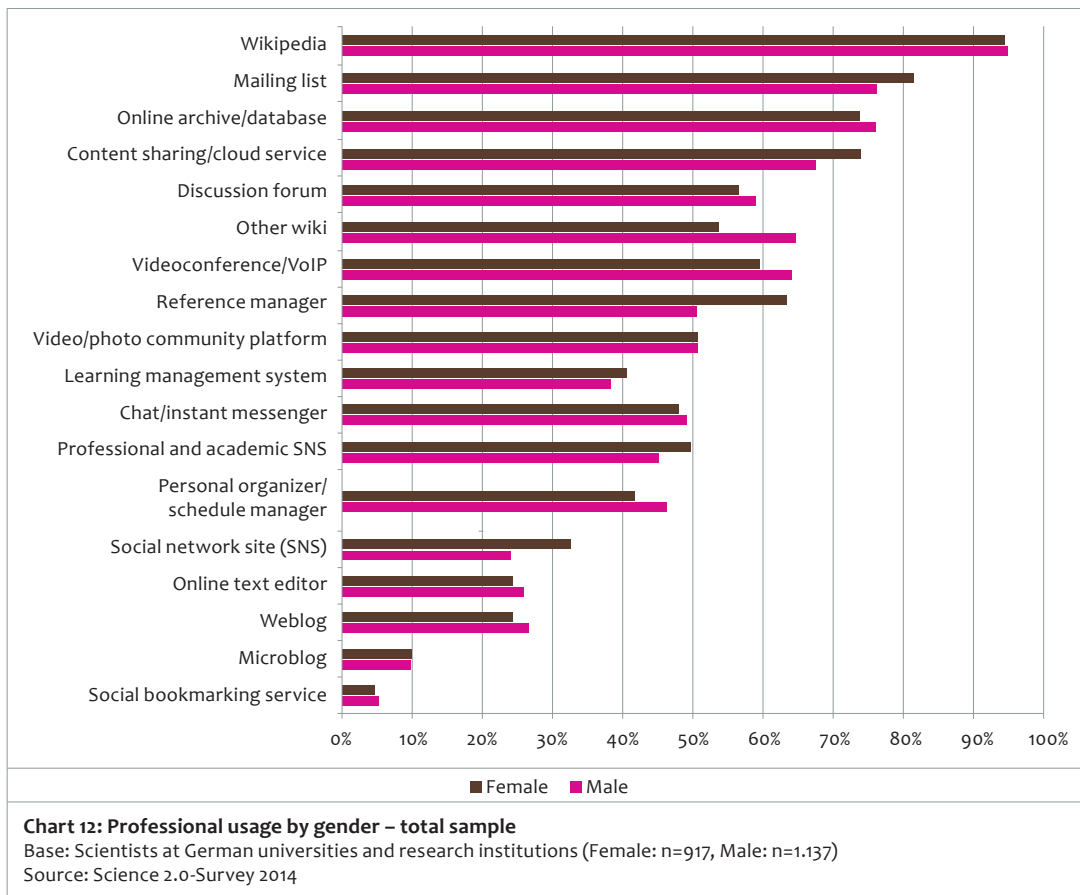
**Table 19: Professional usage by gender at research institutions**

Base: Scientists at research institutions who use the respective tool professionally (tab. 13)

Source: Science 2.0-Survey 2014

|                                     | Female |       | Male  |       | Total sample |       |
|-------------------------------------|--------|-------|-------|-------|--------------|-------|
|                                     | N.     | %     | N.    | %     | N.           | %     |
| Wikipedia                           | 866    | 94,4% | 1.078 | 94,8% | 25           | 83,5% |
| Mailing list                        | 746    | 81,3% | 865   | 76,1% | 24           | 80,1% |
| Online archive/database             | 675    | 73,6% | 863   | 75,9% | 22           | 73,8% |
| Content sharing/cloud service       | 676    | 73,7% | 766   | 67,4% | 19           | 63,1% |
| Discussion forum                    | 518    | 56,5% | 669   | 58,8% | 15           | 50,5% |
| Other wiki                          | 494    | 53,9% | 734   | 64,6% | 12           | 39,7% |
| Videoconference/VoIP                | 546    | 59,5% | 728   | 64,1% | 17           | 57,1% |
| Reference manager                   | 581    | 63,3% | 574   | 50,5% | 10           | 33,6% |
| Video/photo community platform      | 464    | 50,6% | 576   | 50,7% | 15           | 49,4% |
| Learning management system          | 374    | 40,8% | 437   | 38,4% | 15           | 51,5% |
| Chat/instant messenger              | 441    | 48,1% | 558   | 49,1% | 14           | 48,2% |
| Professional and academic SNS       | 456    | 49,7% | 513   | 45,1% | 10           | 33,6% |
| Personal organizer/schedule manager | 384    | 41,8% | 528   | 46,4% | 11           | 35,7% |
| Social network site (SNS)           | 299    | 32,6% | 274   | 24,1% | 5            | 18%   |
| Online text editor                  | 226    | 24,6% | 296   | 26%   | 6            | 21,3% |
| Weblog                              | 224    | 24,5% | 303   | 26,7% | 8            | 27,6% |
| Microblog                           | 91     | 9,9%  | 110   | 9,6%  | 1            | 2,8%  |
| Social bookmarking service          | 46     | 5,1%  | 62    | 5,5%  | 0            | 0%    |

**Table 20: Professional usage by gender – total sample**  
 Base: Scientists at German universities and research institutions (Female: n=917, Male: n=1.137, N.s.: n=30)  
 Source: Science 2.0-Survey 2014





## Professional usage by age

|   | Universities |             |             |             |             |             |             |             |           |         |  | N.s. |
|---|--------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-----------|---------|--|------|
|   | 20–24 years  | 25–29 years | 30–34 years | 35–39 years | 40–44 years | 45–49 years | 50–54 years | 55–59 years | 60+ years |         |  |      |
| Wikipedia                               | 10 0,8%      | 279 21%     | 331 24,9%   | 174 13,1%   | 94 7%       | 110 8,3%    | 119 9%      | 111 8,3%    | 80 6,1%   | 21 1,6% |  |      |
| Mailing list                            | 8 0,7%       | 236 21,9%   | 280 26%     | 137 12,7%   | 76 7%       | 84 7,8%     | 90 8,4%     | 81 7,6%     | 63 5,9%   | 21 2%   |  |      |
| Online archive/<br>database             | 8 0,7%       | 210 19,8%   | 271 25,6%   | 133 12,6%   | 81 7,7%     | 87 8,2%     | 100 9,5%    | 92 8,7%     | 59 5,6%   | 19 1,8% |  |      |
| Content sharing/<br>cloud service       | 4 0,4%       | 216 21,8%   | 250 25,2%   | 148 14,9%   | 80 8%       | 88 8,8%     | 92 9,2%     | 64 6,5%     | 34 3,4%   | 16 1,6% |  |      |
| Discussion forum                        | 5 0,6%       | 192 23,8%   | 228 28,3%   | 99 12,2%    | 62 7,7%     | 54 6,7%     | 58 7,2%     | 61 7,5%     | 34 4,3%   | 14 1,7% |  |      |
| Other wiki                              | 9 1,1%       | 175 21,8%   | 220 27,4%   | 104 12,9%   | 59 7,4%     | 62 7,7%     | 66 8,2%     | 61 7,5%     | 38 4,7%   | 11 1,3% |  |      |
| Videoconference/<br>VoIP                | 5 0,6%       | 156 19,6%   | 202 25,2%   | 115 14,3%   | 66 8,3%     | 71 8,9%     | 63 7,9%     | 66 8,3%     | 42 5,2%   | 13 1,6% |  |      |
| Reference manager                       | 4 0,5%       | 205 26,6%   | 233 30,3%   | 104 13,6%   | 53 6,9%     | 53 6,9%     | 43 5,6%     | 44 5,7%     | 22 2,9%   | 9 1,1%  |  |      |
| Video/photo com-<br>munity platform     | 7 0,9%       | 153 19,9%   | 175 22,7%   | 114 14,9%   | 60 7,8%     | 68 8,8%     | 65 8,5%     | 73 9,5%     | 39 5,1%   | 15 2%   |  |      |
| Learning manage-<br>ment system         | 3 0,4%       | 139 19,6%   | 162 22,9%   | 92 13%      | 51 7,2%     | 67 9,5%     | 79 11,1%    | 65 9,2%     | 34 4,8%   | 17 2,4% |  |      |
| Chat/instant mes-<br>senger             | 3 0,5%       | 142 21,5%   | 181 27,4%   | 98 14,8%    | 44 6,7%     | 62 9,4%     | 57 8,7%     | 39 5,9%     | 24 3,7%   | 10 1,6% |  |      |
| Professional and<br>academic SNS        | 1 0,1%       | 119 18,2%   | 177 26,9%   | 90 13,7%    | 57 8,7%     | 62 9,5%     | 59 9%       | 54 8,2%     | 32 4,8%   | 6 0,9%  |  |      |
| Personal organizer/<br>schedule manager | 2 0,3%       | 95 15,4%    | 156 25,4%   | 83 13,5%    | 54 8,8%     | 74 12%      | 62 10%      | 48 7,7%     | 35 5,7%   | 8 1,4%  |  |      |
| Social network site<br>(SNS)            | 2 0,4%       | 77 19,4%    | 111 27,9%   | 52 13,1%    | 32 8,1%     | 39 9,7%     | 34 8,6%     | 37 9,4%     | 10 2,5%   | 4 1,1%  |  |      |
| Online text editor                      | 2 0,5%       | 76 22,2%    | 110 32,1%   | 43 12,7%    | 28 8,1%     | 26 7,6%     | 17 4,9%     | 19 5,7%     | 15 4,4%   | 6 1,8%  |  |      |
| Weblog                                  | 1 0,2%       | 72 21,3%    | 96 28,3%    | 49 14,6%    | 28 8,4%     | 31 9,1%     | 28 8,3%     | 20 6%       | 10 3,1%   | 3 0,7%  |  |      |
| Microblog                               | 0 0%         | 25 20,3%    | 40 33,1%    | 18 15%      | 6 4,8%      | 13 10,7%    | 7 5,8%      | 12 9,5%     | 1 0,7%    | 0 0%    |  |      |
| Social bookmarking<br>service           | 0 0%         | 12 17,6%    | 18 27%      | 12 18,1%    | 3 5%        | 3 3,8%      | 5 8,1%      | 9 13%       | 4 6,1%    | 1 1,3%  |  |      |

**Table 21: Professional usage by age at universities**

Base: Scientists at German universities who use the respective tool professionally (tab. 12)

Source: Science 2.0-Survey 2014

|   | Research institutions |             |             |             |             |             |             |             |           |         | N.s. |
|---|-----------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-----------|---------|------|
|   | 20-24 years           | 25-29 years | 30-34 years | 35-39 years | 40-44 years | 45-49 years | 50-54 years | 55-59 years | 60+ years |         |      |
| Wikipedia                               | 3 0,5%                | 137 21,4%   | 161 25,2%   | 114 17,8%   | 60 9,4%     | 44 6,9%     | 45 7%       | 28 4,4%     | 41 6,4%   | 6 0,9%  |      |
| Mailing list                            | 3 0,5%                | 119 21,3%   | 149 26,7%   | 96 17,2%    | 53 9,5%     | 38 6,8%     | 39 7%       | 25 4,5%     | 26 4,7%   | 10 1,8% |      |
| Online archive/<br>database             | 3 0,6%                | 94 18,8%    | 123 24,6%   | 92 18,4%    | 51 10,2%    | 36 7,2%     | 37 7,4%     | 20 4%       | 36 7,2%   | 9 1,8%  |      |
| Content sharing/<br>cloud service       | 3 0,6%                | 107 22,8%   | 123 26,2%   | 94 20%      | 46 9,8%     | 25 5,3%     | 31 6,6%     | 16 3,4%     | 18 3,8%   | 7 1,5%  |      |
| Discussion forum                        | 3 0,8%                | 86 21,7%    | 104 26,3%   | 78 19,7%    | 35 8,8%     | 19 4,8%     | 28 7,1%     | 15 3,8%     | 22 5,6%   | 6 1,5%  |      |
| Other wiki                              | 3 0,7%                | 83 19%      | 110 25,2%   | 83 19%      | 42 9,6%     | 28 6,4%     | 30 6,9%     | 24 5,5%     | 29 6,7%   | 4 0,9%  |      |
| Videoconference/<br>VoIP                | 2 0,4%                | 88 17,8%    | 128 26%     | 101 20,5%   | 45 9,1%     | 34 6,9%     | 35 7,1%     | 24 4,9%     | 30 6,1%   | 6 1,2%  |      |
| Reference manager                       | 2 0,5%                | 101 25,6%   | 124 31,4%   | 76 19,2%    | 28 7,1%     | 12 3%       | 24 6,1%     | 10 2,5%     | 14 3,5%   | 4 1%    |      |
| Video/photo com-<br>munity platform     | 1 0,3%                | 68 23,7%    | 76 26,5%    | 57 19,9%    | 28 9,8%     | 17 5,9%     | 13 4,5%     | 11 3,8%     | 12 4,2%   | 4 1,4%  |      |
| Learning manage-<br>ment system         | 0 0%                  | 27 22,5%    | 28 23,3%    | 34 28,3%    | 11 9,2%     | 4 3,3%      | 7 5,8%      | 5 4,2%      | 1 0,8%    | 3 2,5%  |      |
| Chat/instant mes-<br>senger             | 1 0,3%                | 80 22,7%    | 101 28,7%   | 74 21%      | 33 9,4%     | 15 4,3%     | 23 6,5%     | 12 3,4%     | 9 2,6%    | 4 1,1%  |      |
| Professional and<br>academic SNS        | 0 0%                  | 59 18,3%    | 86 26,6%    | 68 21,1%    | 32 9,9%     | 16 5%       | 25 7,7%     | 14 4,3%     | 20 6,2%   | 3 0,9%  |      |
| Personal organizer/<br>schedule manager | 2 0,7%                | 52 17%      | 75 24,5%    | 61 19,9%    | 30 9,8%     | 20 6,5%     | 29 9,5%     | 14 4,6%     | 15 4,9%   | 8 2,6%  |      |
| Social network site<br>(SNS)            | 1 0,5%                | 46 25,3%    | 58 31,9%    | 38 20,9%    | 14 7,7%     | 5 2,7%      | 7 3,8%      | 5 2,7%      | 7 3,8%    | 1 0,5%  |      |
| Online text editor                      | 2 1,1%                | 38 20,4%    | 60 32,3%    | 41 22%      | 18 9,7%     | 5 2,7%      | 8 4,3%      | 4 2,2%      | 5 2,7%    | 5 2,7%  |      |
| Weblog                                  | 2 1%                  | 39 19,8%    | 54 27,4%    | 49 24,9%    | 18 9,1%     | 7 3,6%      | 13 6,6%     | 6 3%        | 8 4,1%    | 1 0,5%  |      |
| Microblog                               | 1 1,3%                | 17 21,3%    | 21 26,3%    | 18 22,5%    | 10 12,5%    | 1 1,3%      | 6 7,5%      | 3 3,8%      | 1 1,3%    | 2 2,5%  |      |
| Social bookmarking<br>service           | 0 0%                  | 6 14,3%     | 11 26,2%    | 11 26,2%    | 5 11,9%     | 3 7,1%      | 1 2,4%      | 2 4,8%      | 2 4,8%    | 1 2,4%  |      |

**Table 22: Professional usage by age at research institutions**

Base: Scientists at research institutions who use the respective tool professionally (tab. 13)

Source: Science 2.0-Survey 2014

|   | Total sample |             |             |             |             |             |             |             |           |          |  | N.s. |
|---|--------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-----------|----------|--|------|
|   | 20–24 years  | 25–29 years | 30–34 years | 35–39 years | 40–44 years | 45–49 years | 50–54 years | 55–59 years | 60+ years |          |  |      |
| Wikipedia                               | 13 100%      | 416 95,5%   | 492 94,2%   | 288 94,6%   | 154 94,3%   | 154 86,1%   | 164 91,8%   | 139 99,1%   | 121 97,2% | 27 75,6% |  |      |
| Mailing list                            | 11 80,7%     | 355 81,5%   | 429 82,1%   | 233 76,6%   | 129 79%     | 122 68,4%   | 129 72,2%   | 106 76%     | 89 71,4%  | 31 86,7% |  |      |
| Online archive/<br>database             | 11 80,7%     | 304 69,6%   | 394 75,5%   | 225 74,1%   | 132 81,1%   | 123 68,5%   | 137 76,7%   | 112 79,8%   | 95 76,3%  | 28 77%   |  |      |
| Content sharing/<br>cloud service       | 7 55,1%      | 323 74%     | 373 71,5%   | 242 79,6%   | 126 77,2%   | 113 63%     | 123 68,5%   | 80 57,5%    | 52 41,7%  | 23 63,4% |  |      |
| Discussion forum                        | 8 61,5%      | 278 63,8%   | 332 63,6%   | 177 58,1%   | 97 59,8%    | 73 40,6%    | 86 48%      | 76 54%      | 56 45,1%  | 20 54,7% |  |      |
| Other wiki                              | 12 93,6%     | 258 59,2%   | 330 63,3%   | 187 61,4%   | 101 62,1%   | 90 50,1%    | 96 53,6%    | 85 60,5%    | 67 53,2%  | 15 41,1% |  |      |
| Videoconference/<br>VoIP                | 7 53,8%      | 244 56,1%   | 330 63,1%   | 216 70,9%   | 111 68,2%   | 105 58,7%   | 98 54,8%    | 90 64,4%    | 72 57,3%  | 19 52,6% |  |      |
| Reference manager                       | 6 47,4%      | 306 70,1%   | 357 68,5%   | 180 59,4%   | 81 49,6%    | 65 36,3%    | 67 37,4%    | 54 38,5%    | 36 28,8%  | 13 35,4% |  |      |
| Video/photo com-<br>munity platform     | 8 59%        | 221 50,7%   | 251 48%     | 171 56,3%   | 88 53,9%    | 85 47,3%    | 78 43,6%    | 84 59,8%    | 51 40,8%  | 19 52,8% |  |      |
| Learning manage-<br>ment system         | 3 19,3%      | 166 38%     | 190 36,3%   | 126 41,4%   | 62 37,8%    | 71 39,6%    | 86 47,8%    | 70 49,9%    | 35 28%    | 20 55,7% |  |      |
| Chat/instant mes-<br>senger             | 4 33,3%      | 222 51%     | 282 54%     | 172 56,5%   | 77 47,3%    | 77 43%      | 80 45%      | 51 36,3%    | 33 26,8%  | 14 40%   |  |      |
| Professional and<br>academic SNS        | 1 6,4%       | 178 40,9%   | 263 50,3%   | 158 51,9%   | 89 54,5%    | 78 43,8%    | 84 47,1%    | 68 48,6%    | 52 41,3%  | 9 24,6%  |  |      |
| Personal organizer/<br>schedule manager | 4 28,2%      | 147 33,7%   | 231 44,3%   | 144 47,4%   | 84 51,6%    | 94 52,3%    | 91 50,8%    | 62 43,9%    | 50 39,9%  | 16 45,5% |  |      |
| Social network site<br>(SNS)            | 3 20,5%      | 123 28,2%   | 169 32,3%   | 90 29,6%    | 46 28,2%    | 44 24,4%    | 41 22,9%    | 42 30,1%    | 17 13,4%  | 5 14,4%  |  |      |
| Online text editor                      | 4 28,2%      | 114 26,1%   | 170 32,5%   | 84 27,7%    | 46 27,9%    | 31 17,4%    | 25 13,8%    | 23 16,8%    | 20 16,1%  | 11 31,2% |  |      |
| Weblog                                  | 3 21,7%      | 111 25,5%   | 150 28,7%   | 98 32,4%    | 46 28,4%    | 38 21,1%    | 41 22,9%    | 26 18,8%    | 18 14,7%  | 4 9,8%   |  |      |
| Microblog                               | 1 7,7%       | 42 9,5%     | 61 11,7%    | 36 11,9%    | 16 9,7%     | 14 7,8%     | 13 7,3%     | 15 10,4%    | 2 1,5%    | 2 5,6%   |  |      |
| Social bookmarking<br>service           | 0 0%         | 18 4,1%     | 29 5,5%     | 23 7,6%     | 8 5,1%      | 6 3,1%      | 6 3,6%      | 11 7,6%     | 6 4,9%    | 2 5,1%   |  |      |

**Table 23: Professional usage by age – total sample**

Base: Scientists at German universities and research institutions (20–24: n=13, 25–29: n=436, 30–34: n=522, 35–39, n=304, 40–44: n=163, 45–49: n=164, 50–54: n=179, 55–59: n=140, 60+: n=125, N.s.: n=36)

Source: Science 2.0-Survey 2014

## Professional usage by subject group

|                                     | Universities                            |      |                                |      |                      |       |                                   |       |      |      |
|-------------------------------------|---|------|--------------------------------|------|----------------------|-------|-----------------------------------|-------|------|------|
|                                     | Agriculture, forestry and food sciences |      | Human medicine/health sciences |      | Engineering sciences |       | Culture, humanities and education |       | Arts |      |
| Wikipedia                           | 37                                      | 2,8% | 67                             | 5,1% | 277                  | 20,8% | 233                               | 17,5% | 53   | 4%   |
| Mailing list                        | 22                                      | 2%   | 52                             | 4,8% | 193                  | 18%   | 202                               | 18,8% | 41   | 3,8% |
| Online archive/database             | 24                                      | 2,3% | 52                             | 4,9% | 213                  | 20,1% | 213                               | 20,1% | 42   | 3,9% |
| Content sharing/cloud service       | 25                                      | 2,5% | 47                             | 4,8% | 184                  | 18,5% | 191                               | 19,3% | 47   | 4,7% |
| Discussion forum                    | 14                                      | 1,8% | 33                             | 4%   | 171                  | 21,2% | 129                               | 16%   | 31   | 3,9% |
| Other wiki                          | 15                                      | 1,8% | 39                             | 4,8% | 187                  | 23,3% | 122                               | 15,2% | 29   | 3,5% |
| Videoconference/VoIP                | 19                                      | 2,4% | 33                             | 4,1% | 146                  | 18,2% | 137                               | 17,2% | 33   | 4,1% |
| Reference manager                   | 24                                      | 3,2% | 48                             | 6,2% | 128                  | 16,6% | 146                               | 18,9% | 20   | 2,6% |
| Video/photo community platform      | 17                                      | 2,2% | 29                             | 3,7% | 151                  | 19,6% | 177                               | 23%   | 42   | 5,5% |
| Learning management system          | 15                                      | 2,2% | 22                             | 3,1% | 147                  | 20,9% | 169                               | 24%   | 30   | 4,3% |
| Chat/instant messenger              | 14                                      | 2,1% | 22                             | 3,3% | 96                   | 14,5% | 120                               | 18,1% | 39   | 5,8% |
| Professional and academic SNS       | 17                                      | 2,5% | 33                             | 5,1% | 95                   | 14,4% | 118                               | 18%   | 36   | 5,5% |
| Personal organizer/schedule manager | 14                                      | 2,3% | 31                             | 5%   | 118                  | 19,2% | 128                               | 20,8% | 20   | 3,3% |
| Social network site (SNS)           | 9                                       | 2,3% | 16                             | 4%   | 37                   | 9,4%  | 88                                | 22,3% | 30   | 7,5% |
| Online text editor                  | 3                                       | 0,8% | 14                             | 4%   | 49                   | 14,2% | 80                                | 23,5% | 12   | 3,5% |
| Weblog                              | 4                                       | 1,1% | 9                              | 2,7% | 45                   | 13,2% | 89                                | 26,3% | 18   | 5,3% |
| Microblog                           | 0                                       | 0%   | 4                              | 3,5% | 15                   | 12,3% | 27                                | 21,8% | 7    | 5,5% |
| Social bookmarking service          | 0                                       | 0%   | 2                              | 2,5% | 3                    | 3,8%  | 20                                | 29,4% | 3    | 4,4% |

**Table 24: Professional usage by subject group at universities**

Base: Scientists at German universities who use the respective tool professionally (tab. 12)

Source: Science 2.0-Survey 2014

|                                     | Research institutions                   |      |                                |      |                      |      |                                   |       |      |      |
|-------------------------------------|---|------|--------------------------------|------|----------------------|------|-----------------------------------|-------|------|------|
|                                     | Agriculture, forestry and food sciences |      | Human medicine/health sciences |      | Engineering sciences |      | Culture, humanities and education |       | Arts |      |
| Wikipedia                           | 8                                       | 1,3% | 18                             | 2,8% | 25                   | 3,9% | 107                               | 16,7% | 2    | 0,3% |
| Mailing list                        | 4                                       | 0,7% | 15                             | 2,7% | 17                   | 3%   | 104                               | 18,6% | 2    | 0,4% |
| Online archive/database             | 4                                       | 0,8% | 9                              | 1,8% | 21                   | 4,2% | 93                                | 18,6% | 2    | 0,4% |
| Content sharing/cloud service       | 5                                       | 1,1% | 13                             | 2,8% | 17                   | 3,6% | 82                                | 17,4% | 2    | 0,4% |
| Discussion forum                    | 5                                       | 1,3% | 8                              | 2%   | 18                   | 4,5% | 69                                | 17,4% | 2    | 0,5% |
| Other wiki                          | 6                                       | 1,4% | 6                              | 1,4% | 17                   | 3,9% | 72                                | 16,5% | 2    | 0,5% |
| Videoconference/VoIP                | 5                                       | 1%   | 15                             | 3%   | 18                   | 3,7% | 83                                | 16,8% | 1    | 0,2% |
| Reference manager                   | 3                                       | 0,8% | 10                             | 2,5% | 15                   | 3,8% | 74                                | 18,7% | 1    | 0,3% |
| Video/photo community platform      | 4                                       | 1,4% | 11                             | 3,8% | 10                   | 3,5% | 52                                | 18,1% | 1    | 0,3% |
| Learning management system          | 2                                       | 1,7% | 1                              | 0,8% | 1                    | 0,8% | 44                                | 36,7% | 0    | 0%   |
| Chat/instant messenger              | 4                                       | 1,1% | 12                             | 3,4% | 11                   | 3,1% | 54                                | 15,3% | 1    | 0,3% |
| Professional and academic SNS       | 3                                       | 0,9% | 11                             | 3,4% | 12                   | 3,7% | 58                                | 18%   | 2    | 0,6% |
| Personal organizer/schedule manager | 4                                       | 1,3% | 5                              | 1,6% | 12                   | 3,9% | 65                                | 21,2% | 1    | 0,3% |
| Social network site (SNS)           | 1                                       | 0,5% | 4                              | 2,2% | 4                    | 2,2% | 37                                | 20,3% | 0    | 0%   |
| Online text editor                  | 1                                       | 0,5% | 1                              | 0,5% | 3                    | 1,6% | 34                                | 18,3% | 0    | 0%   |
| Weblog                              | 2                                       | 1%   | 2                              | 1%   | 4                    | 2%   | 37                                | 18,8% | 1    | 0,5% |
| Microblog                           | 0                                       | 0%   | 0                              | 0%   | 1                    | 1,3% | 18                                | 22,5% | 0    | 0%   |
| Social bookmarking service          | 0                                       | 0%   | 0                              | 0%   | 1                    | 2,4% | 11                                | 26,2% | 0    | 0%   |

**Table 25: Professional usage by subject group at research institutions**

Base: Scientists at research institutions who use the respective tool professionally (tab. 13)

Source: Science 2.0-Survey 2014

## Professional usage by subject group

| Mathematics and natural sciences |       | Social sciences, economics, law |       | Universities   |      |                     |      |       |      |                                     |
|----------------------------------|-------|---------------------------------|-------|----------------|------|---------------------|------|-------|------|-------------------------------------|
|                                  |       |                                 |       | Sports science |      | Veterinary medicine |      | Other |      |                                     |
| 416                              | 31,3% | 224                             | 16,8% | 8              | 0,6% | 6                   | 0,5% | 8     | 0,6% | Wikipedia                           |
| 341                              | 31,7% | 206                             | 19,1% | 7              | 0,6% | 5                   | 0,5% | 7     | 0,7% | Mailing list                        |
| 310                              | 29,3% | 190                             | 17,9% | 7              | 0,6% | 4                   | 0,4% | 5     | 0,5% | Online archive/database             |
| 288                              | 29%   | 194                             | 19,6% | 6              | 0,6% | 5                   | 0,5% | 5     | 0,5% | Content sharing/cloud service       |
| 267                              | 33,1% | 154                             | 19%   | 4              | 0,5% | 1                   | 0,1% | 3     | 0,3% | Discussion forum                    |
| 279                              | 34,7% | 129                             | 16,1% | 3              | 0,3% | 2                   | 0,2% | 0     | 0%   | Other wiki                          |
| 254                              | 31,8% | 167                             | 20,9% | 4              | 0,5% | 2                   | 0,2% | 5     | 0,6% | Videoconference/VoIP                |
| 248                              | 32,2% | 147                             | 19,1% | 3              | 0,3% | 3                   | 0,4% | 3     | 0,3% | Reference manager                   |
| 198                              | 25,7% | 146                             | 19%   | 6              | 0,8% | 2                   | 0,2% | 3     | 0,3% | Video/photo community platform      |
| 166                              | 23,6% | 145                             | 20,6% | 6              | 0,8% | 2                   | 0,3% | 3     | 0,4% | Learning management system          |
| 209                              | 31,5% | 154                             | 23,2% | 3              | 0,5% | 2                   | 0,3% | 4     | 0,6% | Chat/instant messenger              |
| 192                              | 29,2% | 155                             | 23,7% | 4              | 0,6% | 3                   | 0,4% | 4     | 0,6% | Professional and academic SNS       |
| 176                              | 28,5% | 119                             | 19,3% | 3              | 0,5% | 3                   | 0,4% | 3     | 0,5% | Personal organizer/schedule manager |
| 111                              | 27,9% | 95                              | 23,9% | 3              | 0,8% | 3                   | 0,7% | 5     | 1,1% | Social network site (SNS)           |
| 116                              | 34,1% | 65                              | 19,1% | 2              | 0,5% | 0                   | 0%   | 1     | 0,2% | Online text editor                  |
| 102                              | 30,1% | 70                              | 20,7% | 2              | 0,5% | 0                   | 0%   | 1     | 0,2% | Weblog                              |
| 35                               | 28,8% | 34                              | 28,1% | 0              | 0%   | 0                   | 0%   | 0     | 0%   | Microblog                           |
| 18                               | 26,4% | 22                              | 33,6% | 0              | 0%   | 0                   | 0%   | 0     | 0%   | Social bookmarking service          |

| Mathematics and natural sciences |       | Social sciences, economics, law |       | Research institutions |    |                     |      |       |      |                                     |
|----------------------------------|-------|---------------------------------|-------|-----------------------|----|---------------------|------|-------|------|-------------------------------------|
|                                  |       |                                 |       | Sports science        |    | Veterinary medicine |      | Other |      |                                     |
| 351                              | 54,9% | 121                             | 18,9% | 0                     | 0% | 3                   | 0,5% | 4     | 0,6% | Wikipedia                           |
| 302                              | 54,1% | 108                             | 19,4% | 0                     | 0% | 2                   | 0,4% | 4     | 0,7% | Mailing list                        |
| 276                              | 55,1% | 91                              | 18,2% | 0                     | 0% | 2                   | 0,4% | 3     | 0,6% | Online archive/database             |
| 252                              | 53,6% | 94                              | 20%   | 0                     | 0% | 3                   | 0,6% | 2     | 0,4% | Content sharing/cloud service       |
| 218                              | 55,1% | 72                              | 18,2% | 0                     | 0% | 1                   | 0,3% | 3     | 0,8% | Discussion forum                    |
| 260                              | 59,6% | 70                              | 16,1% | 0                     | 0% | 2                   | 0,5% | 1     | 0,2% | Other wiki                          |
| 272                              | 55,2% | 94                              | 19,1% | 0                     | 0% | 2                   | 0,4% | 3     | 0,6% | Videoconference/VoIP                |
| 204                              | 51,6% | 88                              | 22,3% | 0                     | 0% | 0                   | 0%   | 0     | 0%   | Reference manager                   |
| 149                              | 51,9% | 56                              | 19,5% | 0                     | 0% | 3                   | 1%   | 1     | 0,3% | Video/photo community platform      |
| 40                               | 33,3% | 31                              | 25,8% | 0                     | 0% | 1                   | 0,8% | 0     | 0%   | Learning management system          |
| 196                              | 55,7% | 70                              | 19,9% | 0                     | 0% | 2                   | 0,6% | 2     | 0,6% | Chat/instant messenger              |
| 165                              | 51,1% | 70                              | 21,7% | 0                     | 0% | 1                   | 0,3% | 1     | 0,3% | Professional and academic SNS       |
| 159                              | 52%   | 55                              | 18%   | 0                     | 0% | 1                   | 0,3% | 4     | 1,3% | Personal organizer/schedule manager |
| 92                               | 50,5% | 42                              | 23,1% | 0                     | 0% | 1                   | 0,5% | 1     | 0,5% | Social network site (SNS)           |
| 98                               | 52,7% | 48                              | 25,8% | 0                     | 0% | 0                   | 0%   | 1     | 0,5% | Online text editor                  |
| 103                              | 52,3% | 46                              | 23,4% | 0                     | 0% | 1                   | 0,5% | 1     | 0,5% | Weblog                              |
| 32                               | 40%   | 28                              | 35%   | 0                     | 0% | 0                   | 0%   | 1     | 1,3% | Microblog                           |
| 16                               | 38,1% | 14                              | 33,3% | 0                     | 0% | 0                   | 0%   | 0     | 0%   | Social bookmarking service          |

|                                     | Agriculture, forestry and food sciences |       | Human medicine/health sciences |       | Engineering sciences |       | Culture, humanities and education |       | Arts |       |
|-------------------------------------|---|-------|--------------------------------|-------|----------------------|-------|-----------------------------------|-------|------|-------|
|                                     | n                                       | %     | n                              | %     | n                    | %     | n                                 | %     | n    | %     |
| Wikipedia                           | 45                                      | 100%  | 85                             | 100%  | 302                  | 93,7% | 340                               | 91,9% | 55   | 94%   |
| Mailing list                        | 26                                      | 57,7% | 67                             | 78,5% | 210                  | 65,4% | 306                               | 82,8% | 43   | 73,5% |
| Online archive/database             | 28                                      | 63,2% | 61                             | 71,4% | 234                  | 72,5% | 306                               | 82,7% | 44   | 73,8% |
| Content sharing/cloud service       | 30                                      | 66,3% | 60                             | 70,8% | 201                  | 62,3% | 273                               | 73,8% | 49   | 82,6% |
| Discussion forum                    | 19                                      | 43,1% | 41                             | 47,7% | 189                  | 58,6% | 198                               | 53,5% | 33   | 56,6% |
| Other wiki                          | 21                                      | 45,6% | 45                             | 52,6% | 204                  | 63,5% | 194                               | 52,5% | 31   | 51,7% |
| Videoconference/VoIP                | 24                                      | 53,3% | 48                             | 56,5% | 164                  | 50,8% | 220                               | 59,5% | 34   | 57,1% |
| Reference manager                   | 27                                      | 61%   | 58                             | 68,1% | 143                  | 44,3% | 220                               | 59,4% | 21   | 36,1% |
| Video/photo community platform      | 21                                      | 46,5% | 40                             | 46,8% | 161                  | 49,9% | 229                               | 61,8% | 43   | 72,7% |
| Learning management system          | 17                                      | 38,3% | 23                             | 26,7% | 148                  | 46,1% | 213                               | 57,7% | 30   | 51,2% |
| Chat/instant messenger              | 18                                      | 40,1% | 34                             | 40,2% | 107                  | 33,2% | 174                               | 47%   | 40   | 67%   |
| Professional and academic SNS       | 20                                      | 43,4% | 44                             | 52,1% | 107                  | 33,2% | 176                               | 47,6% | 38   | 64,4% |
| Personal organizer/schedule manager | 18                                      | 40,9% | 36                             | 42,1% | 130                  | 40,5% | 193                               | 52,2% | 21   | 36,2% |
| Social network site (SNS)           | 10                                      | 22,5% | 20                             | 23,3% | 41                   | 12,9% | 125                               | 33,9% | 30   | 50,4% |
| Online text editor                  | 4                                       | 8,6%  | 15                             | 17,4% | 52                   | 16%   | 114                               | 30,9% | 12   | 20,4% |
| Weblog                              | 6                                       | 12,7% | 11                             | 13,2% | 49                   | 15,1% | 126                               | 34,1% | 19   | 31,9% |
| Microblog                           | 0                                       | 0%    | 4                              | 4,9%  | 16                   | 5%    | 45                                | 12%   | 7    | 11,2% |
| Social bookmarking service          | 0                                       | 0%    | 2                              | 2%    | 4                    | 1,1%  | 31                                | 8,3%  | 3    | 4,9%  |

**Table 26: Professional usage by subject group – total sample**

Base: Scientists at German universities and research institutions (Agriculture, forestry and food sciences: n=45, Medicine/health sciences: n=85, Engineering: n=322, Culture, humanities and education, n=370, Arts: n=59, Mathematics and natural sciences: n=793, Social sciences, economics, law: n=380, Sports science: n=8, Veterinary medicine: n=9, Other: n=12)

Source: Science 2.0-Survey 2014

| Mathematics and natural sciences |       | Social sciences, economics, law |       | Total sample   |                     |   |       | Other |       |                                     |
|----------------------------------|-------|---------------------------------|-------|----------------|---------------------|---|-------|-------|-------|-------------------------------------|
|                                  |       |                                 |       | Sports science | Veterinary medicine |   |       |       |       |                                     |
| 767                              | 96,8% | 345                             | 90,8% | 8              | 94,2%               | 9 | 100%  | 12    | 99,2% | Wikipedia                           |
| 643                              | 81,1% | 314                             | 82,5% | 7              | 83,7%               | 7 | 82,1% | 11    | 92,2% | Mailing list                        |
| 586                              | 73,9% | 281                             | 73,9% | 7              | 83,7%               | 6 | 68,7% | 8     | 69,9% | Online archive/database             |
| 540                              | 68,1% | 288                             | 75,9% | 6              | 73,2%               | 8 | 84%   | 7     | 61,6% | Content sharing/cloud service       |
| 485                              | 61,2% | 226                             | 59,3% | 4              | 52,3%               | 2 | 20,4% | 6     | 45,9% | Discussion forum                    |
| 539                              | 68%   | 199                             | 52,5% | 3              | 31,4%               | 4 | 40,8% | 1     | 8,3%  | Other wiki                          |
| 526                              | 66,3% | 261                             | 68,7% | 4              | 52,3%               | 4 | 40,8% | 8     | 63%   | Videoconference/VoIP                |
| 452                              | 57%   | 235                             | 61,9% | 3              | 31,4%               | 3 | 37,2% | 3     | 20,9% | Reference manager                   |
| 347                              | 43,7% | 202                             | 53,1% | 6              | 73,2%               | 5 | 51,9% | 4     | 29,3% | Video/photo community platform      |
| 206                              | 26%   | 176                             | 46,4% | 6              | 73,2%               | 3 | 33,8% | 3     | 20,9% | Learning management system          |
| 405                              | 51%   | 224                             | 58,8% | 3              | 41,9%               | 4 | 40,8% | 6     | 47,7% | Chat/instant messenger              |
| 357                              | 45%   | 225                             | 59,3% | 4              | 52,3%               | 4 | 39%   | 5     | 39,3% | Professional and academic SNS       |
| 335                              | 42,2% | 174                             | 45,8% | 3              | 41,9%               | 4 | 39%   | 7     | 61,2% | Personal organizer/schedule manager |
| 203                              | 25,5% | 137                             | 36%   | 3              | 41,9%               | 4 | 43,1% | 6     | 46,3% | Social network site (SNS)           |
| 214                              | 27%   | 113                             | 29,8% | 2              | 20,9%               | 0 | 0%    | 2     | 15,3% | Online text editor                  |
| 205                              | 25,8% | 116                             | 30,5% | 2              | 20,9%               | 1 | 11,1% | 2     | 15,3% | Weblog                              |
| 67                               | 8,4%  | 62                              | 16,3% | 0              | 0%                  | 0 | 0%    | 1     | 8,3%  | Microblog                           |
| 34                               | 4,2%  | 36                              | 9,6%  | 0              | 0%                  | 0 | 0%    | 0     | 0%    | Social bookmarking service          |

## Professional usage by position

|   | Universities        |      |                  |      |   |       |         |       |                  |      |
|---|---------------------|------|------------------|------|---|-------|---------|-------|------------------|------|
|   | Academic councillor |      | Doctoral student |      | Doctoral student and research associate |       | Postdoc |       | Private lecturer |      |
| Wikipedia                               | 26                  | 2%   | 64               | 4,8% | 297                                     | 22,3% | 85      | 6,4%  | 34               | 2,5% |
| Mailing list                            | 23                  | 2,1% | 51               | 4,7% | 252                                     | 23,4% | 76      | 7,1%  | 24               | 2,2% |
| Online archive/database                 | 23                  | 2,1% | 48               | 4,6% | 240                                     | 22,7% | 68      | 6,4%  | 21               | 2%   |
| Content sharing/cloud service           | 17                  | 1,7% | 50               | 5,1% | 229                                     | 23%   | 73      | 7,4%  | 21               | 2,1% |
| Discussion forum                        | 17                  | 2,1% | 42               | 5,2% | 202                                     | 25,1% | 57      | 7,1%  | 17               | 2,1% |
| Other wiki                              | 14                  | 1,8% | 40               | 5%   | 200                                     | 24,8% | 48      | 6%    | 24               | 3%   |
| Videoconference/VoIP                    | 11                  | 1,4% | 32               | 4%   | 170                                     | 21,2% | 64      | 8,1%  | 18               | 2,3% |
| Reference manager                       | 11                  | 1,4% | 44               | 5,7% | 241                                     | 31,3% | 58      | 7,6%  | 12               | 1,6% |
| Video/photo community platform          | 18                  | 2,3% | 37               | 4,9% | 153                                     | 19,9% | 39      | 5,1%  | 22               | 2,8% |
| Learning management system              | 16                  | 2,3% | 17               | 2,4% | 151                                     | 21,4% | 28      | 3,9%  | 13               | 1,9% |
| Chat/instant messenger                  | 8                   | 1,1% | 36               | 5,4% | 148                                     | 22,4% | 51      | 7,6%  | 19               | 2,8% |
| Professional and academic SNS           | 10                  | 1,5% | 26               | 3,9% | 138                                     | 21%   | 54      | 8,3%  | 23               | 3,5% |
| Personal organizer/<br>schedule manager | 11                  | 1,8% | 22               | 3,6% | 119                                     | 19,3% | 36      | 5,9%  | 16               | 2,6% |
| Social network site (SNS)               | 8                   | 2,1% | 22               | 5,5% | 95                                      | 24%   | 20      | 5,1%  | 16               | 3,9% |
| Online text editor                      | 6                   | 1,7% | 20               | 5,8% | 83                                      | 24,2% | 23      | 6,7%  | 7                | 1,9% |
| Weblog                                  | 5                   | 1,5% | 21               | 6,3% | 79                                      | 23,4% | 23      | 6,9%  | 8                | 2,3% |
| Microblog                               | 1                   | 0,7% | 3                | 2,1% | 29                                      | 24,1% | 8       | 6,2%  | 4                | 3,1% |
| Social bookmarking service              | 1                   | 1,3% | 4                | 5,6% | 9                                       | 13,8% | 8       | 12,6% | 2                | 3,1% |

**Table 27: Professional usage by position at universities**

Base: Scientists at German universities who use the respective tool professionally (tab. 12)

Source: Science 2.0-Survey 2014

|   | Research institutions |      |                  |       |   |       |         |       |                  |      |
|---|-----------------------|------|------------------|-------|---|-------|---------|-------|------------------|------|
|   | Academic councillor   |      | Doctoral student |       | Doctoral student and research associate |       | Postdoc |       | Private lecturer |      |
| Wikipedia                               | 1                     | 0,2% | 77               | 12,1% | 114                                     | 17,8% | 110     | 17,2% | 2                | 0,3% |
| Mailing list                            | 1                     | 0,2% | 69               | 12,4% | 102                                     | 18,3% | 102     | 18,3% | 2                | 0,4% |
| Online archive/database                 | 0                     | 0%   | 52               | 10,4% | 86                                      | 17,2% | 89      | 17,8% | 2                | 0,4% |
| Content sharing/cloud service           | 1                     | 0,2% | 59               | 12,6% | 93                                      | 19,8% | 87      | 18,5% | 2                | 0,4% |
| Discussion forum                        | 1                     | 0,3% | 51               | 12,9% | 78                                      | 19,7% | 71      | 17,9% | 1                | 0,3% |
| Other wiki                              | 1                     | 0,2% | 49               | 11,2% | 80                                      | 18,3% | 80      | 18,3% | 1                | 0,2% |
| Videoconference/VoIP                    | 1                     | 0,2% | 44               | 8,9%  | 86                                      | 17,4% | 100     | 20,3% | 2                | 0,4% |
| Reference manager                       | 0                     | 0%   | 51               | 12,9% | 96                                      | 24,3% | 79      | 20%   | 2                | 0,5% |
| Video/photo community platform          | 1                     | 0,3% | 40               | 13,9% | 60                                      | 20,9% | 47      | 16,4% | 2                | 0,7% |
| Learning management system              | 0                     | 0%   | 12               | 10%   | 23                                      | 19,2% | 20      | 16,7% | 1                | 0,8% |
| Chat/instant messenger                  | 0                     | 0%   | 41               | 11,6% | 73                                      | 20,7% | 74      | 21%   | 2                | 0,6% |
| Professional and academic SNS           | 1                     | 0,3% | 29               | 9%    | 59                                      | 18,3% | 64      | 19,8% | 1                | 0,3% |
| Personal organizer/<br>schedule manager | 1                     | 0,3% | 23               | 7,5%  | 64                                      | 20,9% | 53      | 17,3% | 2                | 0,7% |
| Social network site (SNS)               | 1                     | 0,5% | 24               | 13,2% | 37                                      | 20,3% | 42      | 23,1% | 0                | 0%   |
| Online text editor                      | 0                     | 0%   | 18               | 9,7%  | 44                                      | 23,7% | 47      | 25,3% | 1                | 0,5% |
| Weblog                                  | 0                     | 0%   | 20               | 10,2% | 39                                      | 19,8% | 47      | 23,9% | 0                | 0%   |
| Microblog                               | 0                     | 0%   | 7                | 8,8%  | 20                                      | 25%   | 17      | 21,3% | 0                | 0%   |
| Social bookmarking service              | 0                     | 0%   | 1                | 2,4%  | 11                                      | 26,2% | 12      | 28,6% | 0                | 0%   |

**Table 28: Professional usage by position at research institutions**

Base: Scientists at research institutions who use the respective tool professionally (tab. 13)

Source: Science 2.0-Survey 2014



## Professional usage by position

| Universities     |      |           |       |                    |      |                    |       |       |       |      |      |   |
|------------------|------|-----------|-------|--------------------|------|--------------------|-------|-------|-------|------|------|---|
| Junior professor |      | Professor |       | Research assistant |      | Research associate |       | Other |       | N.s. |      |   |
| 14               | 1,1% | 299       | 22,5% | 22                 | 1,7% | 435                | 32,7% | 53    | 4%    | 1    | 0,1% | Wikipedia                               |
| 12               | 1,1% | 232       | 21,6% | 15                 | 1,4% | 350                | 32,5% | 42    | 3,9%  | 0    | 0%   | Mailing list                            |
| 11               | 1%   | 254       | 24%   | 15                 | 1,5% | 347                | 32,7% | 32    | 3%    | 1    | 0,1% | Online archive/database                 |
| 14               | 1,4% | 226       | 22,8% | 11                 | 1,1% | 313                | 31,6% | 36    | 3,6%  | 1    | 0,1% | Content sharing/cloud service           |
| 7                | 0,8% | 151       | 18,8% | 15                 | 1,8% | 269                | 33,4% | 29    | 3,6%  | 0    | 0%   | Discussion forum                        |
| 9                | 1,1% | 164       | 20,4% | 15                 | 1,9% | 264                | 32,8% | 26    | 3,3%  | 0    | 0%   | Other wiki                              |
| 13               | 1,7% | 209       | 26,2% | 6                  | 0,7% | 248                | 31,1% | 27    | 3,4%  | 0    | 0%   | Videoconference/VoIP                    |
| 8                | 1%   | 121       | 15,7% | 10                 | 1,3% | 251                | 32,7% | 13    | 1,7%  | 0    | 0%   | Reference manager                       |
| 12               | 1,5% | 178       | 23,1% | 9                  | 1,1% | 265                | 34,5% | 36    | 4,7%  | 0    | 0%   | Video/photo community platform          |
| 10               | 1,4% | 211       | 29,9% | 13                 | 1,8% | 227                | 32,1% | 20    | 2,8%  | 1    | 0,1% | Learning management system              |
| 11               | 1,6% | 157       | 23,7% | 8                  | 1,2% | 201                | 30,3% | 25    | 3,8%  | 0    | 0%   | Chat/instant messenger                  |
| 8                | 1,3% | 178       | 27,2% | 5                  | 0,8% | 192                | 29,2% | 22    | 3,4%  | 0    | 0%   | Professional and academic SNS           |
| 8                | 1,2% | 176       | 28,6% | 5                  | 0,9% | 210                | 34,2% | 12    | 2%    | 0    | 0%   | Personal organizer/<br>schedule manager |
| 5                | 1,3% | 91        | 22,8% | 3                  | 0,6% | 119                | 29,9% | 19    | 4,8%  | 0    | 0%   | Social network site (SNS)               |
| 8                | 2,2% | 71        | 20,9% | 7                  | 2%   | 108                | 31,6% | 10    | 2,9%  | 0    | 0%   | Online text editor                      |
| 4                | 1,2% | 69        | 20,3% | 5                  | 1,3% | 111                | 32,7% | 13    | 3,8%  | 1    | 0,2% | Weblog                                  |
| 2                | 1,4% | 30        | 24,5% | 1                  | 0,7% | 38                 | 31,1% | 7     | 6,1%  | 0    | 0%   | Microblog                               |
| 3                | 3,8% | 15        | 22,4% | 1                  | 1,3% | 16                 | 24,5% | 8     | 11,8% | 0    | 0%   | Social bookmarking service              |

| Research institutions |      |           |      |                    |      |                    |       |       |      |      |      |   |
|-----------------------|------|-----------|------|--------------------|------|--------------------|-------|-------|------|------|------|---|
| Junior professor      |      | Professor |      | Research assistant |      | Research associate |       | Other |      | N.s. |      |   |
| 2                     | 0,3% | 19        | 3%   | 16                 | 2,5% | 268                | 41,9% | 29    | 4,5% | 1    | 0,2% | Wikipedia                               |
| 3                     | 0,5% | 11        | 2%   | 13                 | 2,3% | 229                | 41%   | 25    | 4,5% | 1    | 0,2% | Mailing list                            |
| 2                     | 0,4% | 14        | 2,8% | 14                 | 2,8% | 217                | 43,3% | 24    | 4,8% | 1    | 0,2% | Online archive/database                 |
| 3                     | 0,6% | 15        | 3,2% | 11                 | 2,3% | 178                | 37,9% | 20    | 4,3% | 1    | 0,2% | Content sharing/cloud service           |
| 2                     | 0,5% | 10        | 2,5% | 11                 | 2,8% | 161                | 40,7% | 9     | 2,3% | 1    | 0,3% | Discussion forum                        |
| 2                     | 0,5% | 10        | 2,3% | 11                 | 2,5% | 182                | 41,7% | 19    | 4,4% | 1    | 0,2% | Other wiki                              |
| 3                     | 0,6% | 16        | 3,2% | 8                  | 1,6% | 208                | 42,2% | 24    | 4,9% | 1    | 0,2% | Videoconference/VoIP                    |
| 1                     | 0,3% | 8         | 2%   | 11                 | 2,8% | 133                | 33,7% | 13    | 3,3% | 1    | 0,3% | Reference manager                       |
| 0                     | 0%   | 7         | 2,4% | 6                  | 2,1% | 113                | 39,4% | 11    | 3,8% | 0    | 0%   | Video/photo community platform          |
| 1                     | 0,8% | 5         | 4,2% | 5                  | 4,2% | 47                 | 39,2% | 6     | 5%   | 0    | 0%   | Learning management system              |
| 3                     | 0,9% | 12        | 3,4% | 7                  | 2%   | 123                | 34,9% | 16    | 4,5% | 1    | 0,3% | Chat/instant messenger                  |
| 1                     | 0,3% | 10        | 3,1% | 8                  | 2,5% | 137                | 42,4% | 12    | 3,7% | 1    | 0,3% | Professional and academic SNS           |
| 1                     | 0,3% | 9         | 2,9% | 6                  | 2%   | 131                | 42,8% | 16    | 5,2% | 0    | 0%   | Personal organizer/<br>schedule manager |
| 0                     | 0%   | 4         | 2,2% | 6                  | 3,3% | 63                 | 34,6% | 5     | 2,7% | 0    | 0%   | Social network site (SNS)               |
| 2                     | 1,1% | 2         | 1,1% | 6                  | 3,2% | 60                 | 32,3% | 5     | 2,7% | 1    | 0,5% | Online text editor                      |
| 0                     | 0%   | 3         | 1,5% | 6                  | 3%   | 78                 | 39,6% | 4     | 2%   | 0    | 0%   | Weblog                                  |
| 0                     | 0%   | 1         | 1,3% | 2                  | 2,5% | 32                 | 40%   | 1     | 1,3% | 0    | 0%   | Microblog                               |
| 0                     | 0%   | 1         | 2,4% | 0                  | 0%   | 17                 | 40,5% | 0     | 0%   | 0    | 0%   | Social bookmarking service              |

|                                     | Total sample        |       |                  |       |   |       |         |       |                  |       |
|-------------------------------------|---------------------|-------|------------------|-------|---|-------|---------|-------|------------------|-------|
|                                     | Academic councillor |       | Doctoral student |       | Doctoral student and research associate |       | Postdoc |       | Private lecturer |       |
| Wikipedia                           | 27                  | 96,3% | 141              | 96,4% | 411                                     | 94,3% | 195     | 93,9% | 36               | 98,6% |
| Mailing list                        | 24                  | 84,3% | 120              | 82,1% | 354                                     | 81,1% | 178     | 85,6% | 26               | 72,2% |
| Online archive/database             | 23                  | 80,7% | 100              | 68,7% | 326                                     | 74,8% | 157     | 75,4% | 23               | 63,2% |
| Content sharing/cloud service       | 18                  | 63,4% | 109              | 74,9% | 322                                     | 74%   | 160     | 77%   | 23               | 63%   |
| Discussion forum                    | 18                  | 63,4% | 93               | 63,8% | 280                                     | 64,3% | 128     | 61,7% | 18               | 50,9% |
| Other wiki                          | 15                  | 54,4% | 89               | 61%   | 280                                     | 64,2% | 128     | 61,6% | 25               | 69,5% |
| Videoconference/VoIP                | 12                  | 42,4% | 76               | 51,9% | 256                                     | 58,6% | 164     | 79%   | 20               | 56%   |
| Reference manager                   | 11                  | 38,9% | 95               | 65,2% | 337                                     | 77,3% | 137     | 65,9% | 14               | 40,2% |
| Video/photo community platform      | 19                  | 66,4% | 77               | 53,1% | 213                                     | 48,8% | 86      | 41,5% | 24               | 66,3% |
| Learning management system          | 16                  | 56,8% | 29               | 19,9% | 174                                     | 39,9% | 48      | 22,9% | 14               | 39,5% |
| Chat/instant messenger              | 8                   | 26,9% | 77               | 52,6% | 221                                     | 50,7% | 125     | 59,9% | 21               | 57%   |
| Professional and academic SNS       | 11                  | 39,4% | 55               | 37,6% | 197                                     | 45,2% | 118     | 56,9% | 24               | 65,9% |
| Personal organizer/schedule manager | 12                  | 42,4% | 45               | 30,9% | 183                                     | 42%   | 89      | 43%   | 18               | 49,3% |
| Social network site (SNS)           | 9                   | 33,5% | 46               | 31,3% | 132                                     | 30,3% | 62      | 29,9% | 16               | 43,4% |
| Online text editor                  | 6                   | 20,9% | 38               | 26%   | 127                                     | 29,1% | 70      | 33,6% | 8                | 21,2% |
| Weblog                              | 5                   | 17,9% | 41               | 28,3% | 118                                     | 27,1% | 70      | 33,9% | 8                | 21,7% |
| Microblog                           | 1                   | 3%    | 10               | 6,5%  | 49                                      | 11,3% | 25      | 11,8% | 4                | 10,4% |
| Social bookmarking service          | 1                   | 3%    | 5                | 3,2%  | 20                                      | 4,6%  | 20      | 9,8%  | 2                | 5,7%  |

**Table 29: Professional usage by position – total sample**

Base: Scientists at German universities and research institutions (Academic councillor: n=28, Doctoral student: n=146, Doctoral student/research associate: n=436, Postdoc, n=208, Private lecturer: n=36, Junior professor: n=18, Professor: n=352, Research assistant: n=41, Research associate: n=734, Other: n=83, N.s.: n=2)

Source: Science 2.0-Survey 2014

| Total sample     |           |                    |                    |       |       |     |       |    |       |   |       |   |
|------------------|-----------|--------------------|--------------------|-------|-------|-----|-------|----|-------|---|-------|---|
| Junior professor | Professor | Research assistant | Research associate | Other | N.s.  |     |       |    |       |   |       |   |
| 16               | 90,2%     | 318                | 90,3%              | 38    | 93%   | 703 | 95,7% | 82 | 99%   | 2 | 91,9% | Wikipedia                               |
| 15               | 81,8%     | 243                | 69,1%              | 28    | 69,4% | 579 | 78,9% | 67 | 81,1% | 1 | 50%   | Mailing list                            |
| 13               | 71,6%     | 268                | 76,1%              | 29    | 71,8% | 564 | 76,8% | 56 | 67,6% | 2 | 91,9% | Online archive/database                 |
| 17               | 95,7%     | 241                | 68,6%              | 22    | 54,3% | 491 | 66,9% | 56 | 67%   | 2 | 91,9% | Content sharing/cloud service           |
| 9                | 48,3%     | 161                | 45,8%              | 26    | 62,4% | 430 | 58,6% | 38 | 45,5% | 1 | 50%   | Discussion forum                        |
| 11               | 62,3%     | 174                | 49,3%              | 26    | 64,5% | 446 | 60,7% | 45 | 54,5% | 1 | 50%   | Other wiki                              |
| 16               | 91,1%     | 225                | 63,9%              | 14    | 33,8% | 456 | 62,2% | 51 | 61,3% | 1 | 50%   | Videoconference/VoIP                    |
| 9                | 47,4%     | 129                | 36,7%              | 21    | 51,3% | 384 | 52,4% | 26 | 31,2% | 1 | 50%   | Reference manager                       |
| 12               | 65,1%     | 185                | 52,4%              | 15    | 36%   | 378 | 51,5% | 47 | 56,6% | 0 | 0%    | Video/photo community platform          |
| 11               | 61,4%     | 216                | 61,4%              | 18    | 43,7% | 274 | 37,3% | 26 | 31,4% | 1 | 41,9% | Learning management system              |
| 14               | 77,1%     | 169                | 48,1%              | 15    | 36,4% | 324 | 44,1% | 41 | 49,3% | 1 | 50%   | Chat/instant messenger                  |
| 9                | 52,1%     | 188                | 53,5%              | 13    | 31,8% | 329 | 44,8% | 34 | 41,1% | 1 | 50%   | Professional and academic SNS           |
| 9                | 47,4%     | 185                | 52,6%              | 11    | 27,8% | 341 | 46,5% | 28 | 33,8% | 0 | 0%    | Personal organizer/<br>schedule manager |
| 5                | 27,9%     | 95                 | 26,9%              | 9     | 20,8% | 182 | 24,8% | 24 | 28,9% | 0 | 0%    | Social network site (SNS)               |
| 10               | 53%       | 73                 | 20,8%              | 13    | 31%   | 168 | 22,9% | 15 | 18%   | 1 | 50%   | Online text editor                      |
| 4                | 23,3%     | 72                 | 20,3%              | 11    | 26%   | 189 | 25,7% | 17 | 20,3% | 1 | 41,9% | Weblog                                  |
| 2                | 9,3%      | 31                 | 8,7%               | 3     | 6,9%  | 70  | 9,5%  | 8  | 10,2% | 0 | 0%    | Microblog                               |
| 3                | 14%       | 16                 | 4,5%               | 1     | 2%    | 33  | 4,5%  | 8  | 9,5%  | 0 | 0%    | Social bookmarking service              |

## 4.3 Use of online-based tools and social media applications in various areas of academic activity

In order to better understand professional usage practices, enquiries regarding the specific areas of activity in which scientists use online-based tools and social media applications are also relevant. While designing the survey, the models provided by Nentwich (2003) and Nentwich & König (2012) as well as Weller (2011) were used as a basis for the structure of academic areas of activity and were expanded and substantiated. As a result, this study differentiates between research, teaching, science administration<sup>8</sup> and science communication<sup>9</sup> as the central areas of academic work. In the areas of research and science communication, further in-depth questions were also asked about the use of tools for specific activities.

### Context of professional usage

|                                     | Universities |       |          |       |                        |       |                       |       | N     |
|-------------------------------------|--------------|-------|----------|-------|------------------------|-------|-----------------------|-------|-------|
|                                     | Research     |       | Teaching |       | Science administration |       | Science communication |       |       |
| Wikipedia                           | 905          | 68%   | 802      | 60,3% | 80                     | 6%    | 151                   | 11,4% | 1.330 |
| Mailing list                        | 399          | 37%   | 388      | 36%   | 315                    | 29,2% | 577                   | 53,6% | 1.077 |
| Online archive/database             | 882          | 83,3% | 409      | 38,6% | 69                     | 6,5%  | 99                    | 9,3%  | 1.059 |
| Content sharing/cloud service       | 587          | 59,2% | 371      | 37,4% | 278                    | 28,1% | 370                   | 37,3% | 991   |
| Discussion forum                    | 485          | 60,2% | 231      | 28,7% | 65                     | 8,1%  | 228                   | 28,3% | 806   |
| Other wiki                          | 486          | 60,4% | 304      | 37,8% | 144                    | 17,9% | 155                   | 19,3% | 804   |
| Videoconference/VoIP                | 316          | 39,6% | 117      | 14,7% | 205                    | 25,7% | 440                   | 55,1% | 798   |
| Reference manager                   | 671          | 87,1% | 174      | 22,6% | 95                     | 12,3% | 84                    | 10,9% | 770   |
| Video/photo community platform      | 285          | 37,1% | 465      | 60,6% | 30                     | 3,9%  | 128                   | 16,7% | 768   |
| Learning management system          | 65           | 9,2%  | 591      | 83,7% | 77                     | 10,9% | 91                    | 12,9% | 706   |
| Chat/instant messenger              | 234          | 35,3% | 97       | 14,7% | 156                    | 23,6% | 356                   | 53,8% | 662   |
| Professional and academic SNS       | 177          | 26,9% | 44       | 6,7%  | 94                     | 14,3% | 418                   | 63,6% | 657   |
| Personal organizer/schedule manager | 196          | 31,8% | 168      | 27,3% | 367                    | 59,6% | 220                   | 35,7% | 616   |
| Social network site (SNS)           | 108          | 27,2% | 90       | 22,7% | 49                     | 12,3% | 234                   | 58,9% | 397   |
| Online text editor                  | 180          | 52,6% | 101      | 29,5% | 114                    | 33,3% | 116                   | 33,9% | 342   |
| Weblog                              | 182          | 53,7% | 105      | 31%   | 15                     | 4,4%  | 121                   | 35,7% | 339   |
| Microblog                           | 49           | 40,5% | 23       | 19%   | 9                      | 7,2%  | 68                    | 56,2% | 121   |
| Social bookmarking service          | 39           | 58,2% | 18       | 26,9% | 8                      | 11,9% | 12                    | 17,9% | 67    |

**Table 30: Context of professional usage at universities**

Multiple answers possible.

Base: Scientists at German universities who use the respective tool professionally (see column N)

Source: Science 2.0-Survey 2014

<sup>8</sup> Science administration is understood to include the management and coordination of research projects and the procurement of external funding.

<sup>9</sup> Science communication is understood to include internal and external exchange on specialist topics. In addition to interaction with colleagues, presenting research findings to the general public is also considered a key component of science communication.

|                                     | Research institutions |       |          |       |                        |       |                       |       | N   |
|-------------------------------------|-----------------------|-------|----------|-------|------------------------|-------|-----------------------|-------|-----|
|                                     | Research              |       | Teaching |       | Science administration |       | Science communication |       |     |
| Wikipedia                           | 497                   | 77,8% | 171      | 26,8% | 54                     | 8,5%  | 120                   | 18,8% | 639 |
| Mailing list                        | 250                   | 44,8% | 56       | 10%   | 190                    | 34,1% | 338                   | 60,6% | 558 |
| Online archive/database             | 436                   | 87%   | 68       | 13,6% | 38                     | 7,6%  | 67                    | 13,4% | 501 |
| Content sharing/cloud service       | 301                   | 64%   | 56       | 11,9% | 125                    | 26,6% | 193                   | 41,1% | 470 |
| Discussion forum                    | 265                   | 66,9% | 34       | 8,6%  | 40                     | 10,1% | 112                   | 28,3% | 396 |
| Other wiki                          | 255                   | 58,5% | 44       | 10,1% | 123                    | 28,2% | 114                   | 26,1% | 436 |
| Videoconference/VoIP                | 197                   | 40%   | 21       | 4,3%  | 155                    | 31,4% | 279                   | 56,6% | 493 |
| Reference manager                   | 345                   | 87,3% | 34       | 8,6%  | 51                     | 12,9% | 47                    | 11,9% | 395 |
| Video/photo community platform      | 144                   | 50,2% | 59       | 20,6% | 16                     | 5,6%  | 79                    | 27,5% | 287 |
| Learning management system          | 20                    | 16,7% | 77       | 64,2% | 8                      | 6,7%  | 8                     | 6,7%  | 120 |
| Chat/instant messenger              | 139                   | 39,5% | 21       | 6%    | 100                    | 28,4% | 196                   | 55,7% | 352 |
| Professional and academic SNS       | 102                   | 31,6% | 9        | 2,8%  | 36                     | 11,1% | 209                   | 64,7% | 323 |
| Personal organizer/schedule manager | 101                   | 33%   | 23       | 7,5%  | 192                    | 62,7% | 110                   | 35,9% | 306 |
| Social network site (SNS)           | 63                    | 34,6% | 10       | 5,5%  | 19                     | 10,4% | 129                   | 70,9% | 182 |
| Online text editor                  | 112                   | 60,2% | 9        | 4,8%  | 69                     | 37,1% | 59                    | 31,7% | 186 |
| Weblog                              | 125                   | 63,5% | 15       | 7,6%  | 12                     | 6,1%  | 86                    | 43,7% | 197 |
| Microblog                           | 38                    | 47,5% | 4        | 5%    | 6                      | 7,5%  | 53                    | 66,3% | 80  |
| Social bookmarking service          | 24                    | 57,1% | 5        | 11,9% | 9                      | 21,4% | 12                    | 28,6% | 42  |

**Table 31: Context of professional usage at research institutions**

Multiple answers possible.

Base: Scientists at research institutions who use the respective tool professionally (see column N)

Source: Science 2.0-Survey 2014

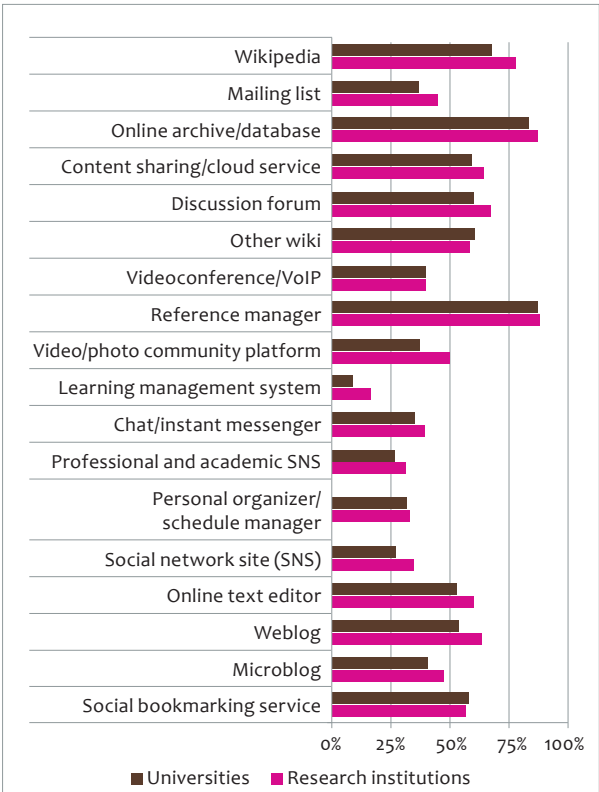
|                                     | Total sample |       |          |       |                        |       |                       |       | N     |
|-------------------------------------|--------------|-------|----------|-------|------------------------|-------|-----------------------|-------|-------|
|                                     | Research     |       | Teaching |       | Science administration |       | Science communication |       |       |
| Wikipedia                           | 1.402        | 71,2% | 973      | 49,4% | 134                    | 6,8%  | 271                   | 13,8% | 1.969 |
| Mailing list                        | 649          | 39,7% | 444      | 27,2% | 505                    | 30,9% | 915                   | 56%   | 1.635 |
| Online archive/database             | 1.318        | 84,5% | 477      | 30,6% | 107                    | 6,9%  | 166                   | 10,6% | 1.560 |
| Content sharing/cloud service       | 888          | 60,8% | 427      | 29,2% | 403                    | 27,6% | 563                   | 38,5% | 1.461 |
| Discussion forum                    | 750          | 62,4% | 265      | 22%   | 105                    | 8,7%  | 340                   | 28,3% | 1.202 |
| Other wiki                          | 741          | 59,7% | 348      | 28,1% | 267                    | 21,5% | 269                   | 21,7% | 1.240 |
| Videoconference/VoIP                | 513          | 39,7% | 138      | 10,7% | 360                    | 27,9% | 719                   | 55,7% | 1.291 |
| Reference manager                   | 1.016        | 87,2% | 208      | 17,9% | 146                    | 12,5% | 131                   | 11,2% | 1.165 |
| Video/photo community platform      | 429          | 40,7% | 524      | 49,7% | 46                     | 4,4%  | 207                   | 19,6% | 1.055 |
| Learning management system          | 85           | 10,3% | 668      | 80,8% | 85                     | 10,3% | 99                    | 12%   | 826   |
| Chat/instant messenger              | 373          | 36,8% | 118      | 11,6% | 256                    | 25,3% | 552                   | 54,5% | 1.014 |
| Professional and academic SNS       | 279          | 28,5% | 53       | 5,4%  | 130                    | 13,3% | 627                   | 64%   | 980   |
| Personal organizer/schedule manager | 297          | 32,2% | 191      | 20,7% | 559                    | 60,6% | 330                   | 35,8% | 922   |
| Social network site (SNS)           | 171          | 29,5% | 100      | 17,3% | 68                     | 11,7% | 363                   | 62,7% | 579   |
| Online text editor                  | 292          | 55,3% | 110      | 20,8% | 183                    | 34,7% | 175                   | 33,2% | 528   |
| Weblog                              | 307          | 57,3% | 120      | 22,4% | 27                     | 5%    | 207                   | 38,6% | 536   |
| Microblog                           | 87           | 43,2% | 27       | 13,4% | 15                     | 7,3%  | 121                   | 60,1% | 201   |
| Social bookmarking service          | 63           | 58,1% | 23       | 21,2% | 17                     | 15,7% | 24                    | 22,1% | 109   |

**Table 32: Context of professional usage – total sample**

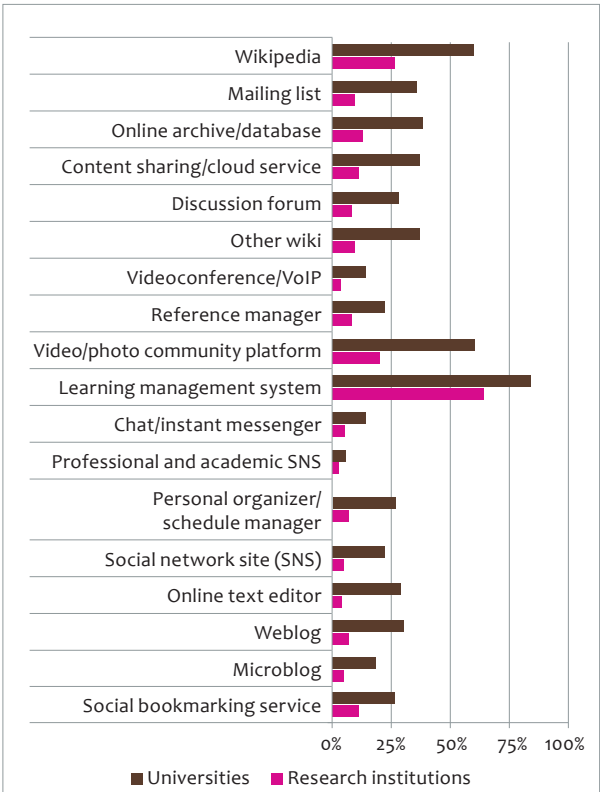
Multiple answers possible.

Base: Scientists at German universities and research institutions who use the respective tool professionally (see column N)

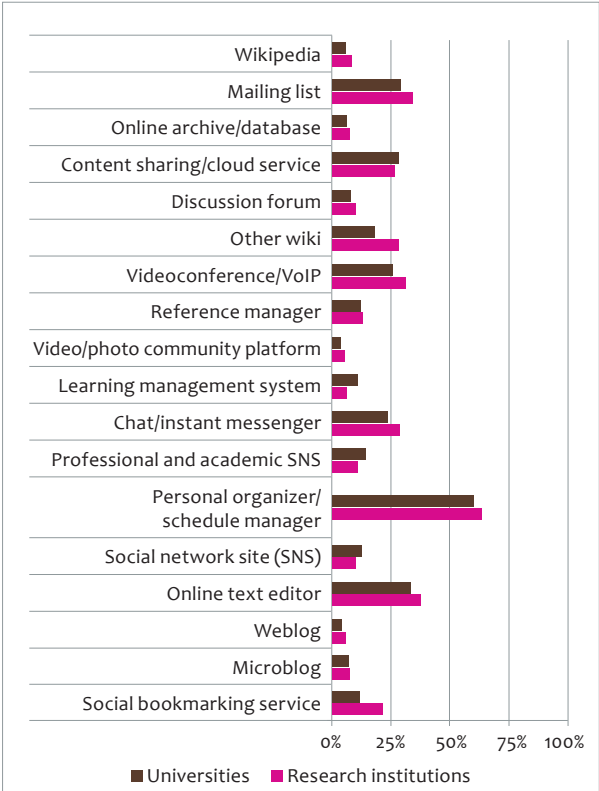
Source: Science 2.0-Survey 2014



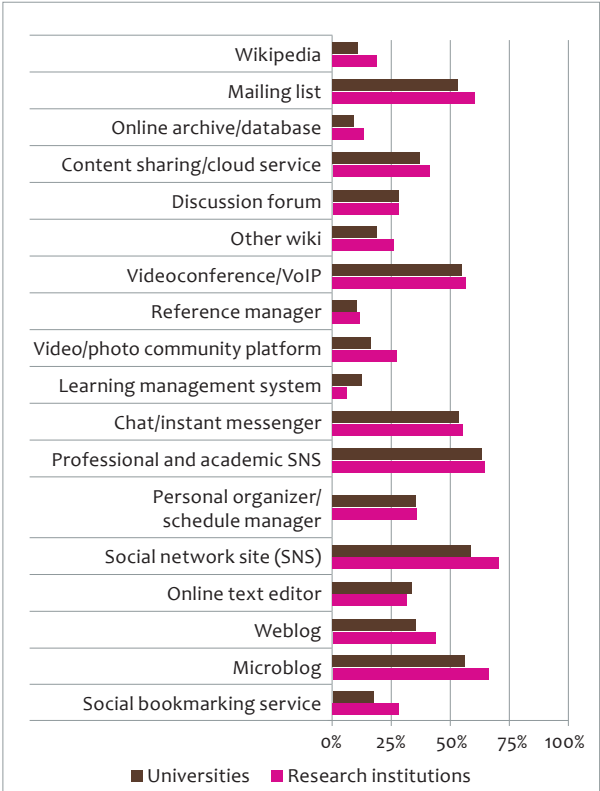
**Chart 13: Professional usage in research**  
 Base: Scientists at German universities and research institutions who use the respective tool professionally  
 Source: Science 2.0-Survey 2014



**Chart 14: Professional usage in teaching**  
 Base: Scientists at German universities and research institutions who use the respective tool professionally  
 Source: Science 2.0-Survey 2014



**Chart 15: Professional usage in science administration**  
 Base: Scientists at German universities and research institutions who use the respective tool professionally  
 Source: Science 2.0-Survey 2014



**Chart 16: Professional usage in science communication**  
 Base: Scientists at German universities and research institutions who use the respective tool professionally  
 Source: Science 2.0-Survey 2014

### 4.3.1 Use of online-based tools and social media applications in research

The use of online-based tools is generally most prevalent in the field of research. In particular, the top tools used for research by scientists at German universities (table 30) are research tools such as online archives/databases (used by 83% of professional users), Wikipedia (68%) and discussion forums (60%) as well as tools for the organisation and administration of knowledge and information, such as reference managers (87%), wikis (60%) and content sharing/cloud services (60%). Despite their overall usage rates being significantly lower, weblogs (54%) and online text editors (53%) are primarily used by their users for research purposes, while SNS (27%) and learning management systems (9%) are less relevant to research activities. A similar picture emerged among the research institutions sample, even though the proportion of users utilising each tool for research purposes was almost consistently several percentage points higher in this sample (table 31).

With regard to all respondents in the total sample, Wikipedia (67% usage rate) and online archives/databases (63%) play a particularly central role in research, followed by reference managers (49%), content sharing/cloud services (43%), discussion forums (36%), wikis (36%) and mailing lists (31%). Usage rates were less than 25 per cent for all other tools.

Scientists who use online-based tools for research purposes were also asked about the specific research-related activities for which they use each tool (table 35). The responses to these questions showed that online-based tools are most widely used for **research activities**. Ten of the 18 tools were used for this purpose by at least half of all scientists using the tools in a research context. The most popular applications in this regard are Wikipedia (92%), online archives/databases (91%), discussion forums (85%) and weblogs (81%). For the **exchange of data and materials**, scientists most commonly use tools such as content sharing/cloud services (87%), online text editors (59%), mailing lists (40%) and learning management systems (39%) as well as turning to professional and academic SNS (35%). The most relevant online-based tools for **data collection and evaluation** are reference managers (27%). Although scientists primarily use videoconferences/VoIP (91%), chats/instant messengers (84%) and mailing lists (70%) to **exchange information** and for **communication** in a research context, social media applications such as professional and academic SNS (84%), other SNS (64%), online text editors (42%) and microblogs (40%) are also used for this purpose. Although 34 per cent of users of personal organizers/schedule managers also use these tools for communication purposes and to exchange information relating to research activities, the majority of users of personal organizer/schedule managers (85%) primarily use them to **coordinate and organise working processes**. Other methods frequently used to coordinate research processes are videoconferences/VoIP (63%) and chats/instant messengers (63%). Almost half of scientists (48%) who use online-based tools in a research context also rely on mailing lists for coordination purposes. There is generally no marked difference in usage between scientists from universities and those from research institutions.

Online-based tools are thus widely used for research activities in particular. As a result, it can be observed that relatively steady usage patterns have already emerged and that specific tools such as Wikipedia or online archives/databases have already established their place in everyday scientific research. While these two tools are primarily used for research purposes, the coordination of work processes and exchange of information are generally carried out by means of videoconferences/VoIP and chats/instant messengers. Scientists prefer to exchange materials and data via content sharing/cloud services or online text editors. The influence of online-based tools on academia is particularly clear in the exchange of data and materials and recourse to browser-based technologies such as Etherpad. These tools enable work to be carried out simultaneously by several different authors. As a result, potential further questions might also be asked about the type of texts produced by online-based tools such as online text editors in order to better understand the effects of online-based tools on scientific work.

## Use of online tools in research

|                                     | Universities                                    |       |   |       |                                |       |                                |       |          |       |       |       | N   |
|-------------------------------------|---|-------|---|-------|--------------------------------|-------|--------------------------------|-------|----------|-------|-------|-------|-----|
|                                     | Coordination and organization of work processes |       | Communication and exchange of information |       | Data collection and evaluation |       | Exchange of data and materials |       | Research |       | Other |       |     |
| Wikipedia                           | 7   | 0,8%  | 23  | 2,5%  | 87                             | 9,6%  | 27                             | 3%    | 841      | 92,9% | 64    | 7,1%  | 905 |
| Mailing list                        | 193   | 48,4% | 269                                       | 67,4% | 26                             | 6,5%  | 155                            | 38,8% | 99       | 24,8% | 33    | 8,3%  | 399 |
| Online archive/database             | 8   | 0,9%  | 20  | 2,3%  | 157                            | 17,8% | 52                             | 5,9%  | 807      | 91,5% | 33    | 3,7%  | 882 |
| Content sharing/cloud service       | 123   | 21%   | 210                                       | 35,8% | 85                             | 14,5% | 515                            | 87,7% | 42       | 7,2%  | 37    | 6,3%  | 587 |
| Discussion forum                    | 15  | 3,1%  | 82  | 16,9% | 34                             | 7%    | 54                             | 11,1% | 420      | 86,6% | 33    | 6,8%  | 485 |
| Other wiki                          | 67  | 13,8% | 90  | 18,5% | 44                             | 9,1%  | 100                            | 20,6% | 379      | 78%   | 45    | 9,3%  | 486 |
| Videoconference/VoIP                | 198   | 62,7% | 288                                       | 91,1% | 34                             | 10,8% | 77                             | 24,4% | 18       | 5,7%  | 12    | 3,8%  | 316 |
| Reference manager                   | 54  | 8%    | 49  | 7,3%  | 197                            | 29,4% | 133                            | 19,8% | 406      | 60,5% | 159   | 23,7% | 671 |
| Video/photo community platform      | 3   | 1,1%  | 29  | 10,2% | 30                             | 10,5% | 26                             | 9,1%  | 232      | 81,4% | 48    | 16,8% | 285 |
| Learning management system          | 21  | 32,3% | 16  | 24,6% | 12                             | 18,5% | 25                             | 38,5% | 20       | 30,8% | 9     | 13,8% | 65  |
| Chat/instant messenger              | 145   | 62%   | 202                                       | 86,3% | 15                             | 6,4%  | 72                             | 30,8% | 13       | 5,6%  | 15    | 6,4%  | 234 |
| Professional and academic SNS       | 10  | 5,6%  | 88  | 49,7% | 16                             | 9%    | 66                             | 37,3% | 100      | 56,5% | 44    | 24,9% | 177 |
| Personal organizer/schedule manager | 163   | 83,2% | 68  | 34,7% | 3                              | 1,5%  | 5                              | 2,6%  | 2        | 1%    | 7     | 3,6%  | 196 |
| Social network site (SNS)           | 32  | 29,6% | 74  | 68,5% | 18                             | 16,7% | 31                             | 28,7% | 48       | 44,4% | 16    | 14,8% | 108 |
| Online text editor                  | 60  | 33,3% | 71  | 39,4% | 30                             | 16,7% | 98                             | 54,4% | 28       | 15,6% | 21    | 11,7% | 180 |
| Weblog                              | 3   | 1,6%  | 34  | 18,7% | 14                             | 7,7%  | 18                             | 9,9%  | 146      | 80,2% | 15    | 8,2%  | 182 |
| Microblog                           | 5   | 10,2% | 22  | 44,9% | 6                              | 12,2% | 9                              | 18,4% | 37       | 75,5% | 10    | 20,4% | 49  |
| Social bookmarking service          | 2   | 5,1%  | 1   | 2,6%  | 6                              | 15,4% | 5                              | 12,8% | 22       | 56,4% | 5     | 12,8% | 39  |

**Table 33: Use of online tools in research at universities**

Multiple answers possible.

Base: Scientists at German universities who use the respective tool in research (see column N) | Source: Science 2.0-Survey 2014

|                                     | Research institutions                           |       |   |       |                                |       |                                |       |          |       |       |       | N   |
|-------------------------------------|---|-------|---|-------|--------------------------------|-------|--------------------------------|-------|----------|-------|-------|-------|-----|
|                                     | Coordination and organization of work processes |       | Communication and exchange of information |       | Data collection and evaluation |       | Exchange of data and materials |       | Research |       | Other |       |     |
| Wikipedia                           | 4   | 0,8%  | 10  | 2%    | 56                             | 11,3% | 15                             | 3%    | 452      | 90,9% | 52    | 10,5% | 497 |
| Mailing list                        | 117   | 46,8% | 182                                       | 72,8% | 25                             | 10%   | 106                            | 42,4% | 66       | 26,4% | 23    | 9,2%  | 250 |
| Online archive/database             | 1   | 0,2%  | 17  | 3,9%  | 81                             | 18,6% | 44                             | 10,1% | 387      | 88,8% | 14    | 3,2%  | 436 |
| Content sharing/cloud service       | 52  | 17,3% | 108                                       | 35,9% | 49                             | 16,3% | 259                            | 86%   | 22       | 7,3%  | 21    | 7%    | 301 |
| Discussion forum                    | 8   | 3%    | 34  | 12,8% | 23                             | 8,7%  | 19                             | 7,2%  | 215      | 81,1% | 29    | 10,9% | 265 |
| Other wiki                          | 44  | 17,3% | 75  | 29,4% | 32                             | 12,5% | 77                             | 30,2% | 169      | 66,3% | 23    | 9%    | 255 |
| Videoconference/VoIP                | 125   | 63,5% | 179                                       | 90,9% | 21                             | 10,7% | 42                             | 21,3% | 18       | 9,1%  | 11    | 5,6%  | 197 |
| Reference manager                   | 26  | 7,5%  | 23  | 6,7%  | 80                             | 23,2% | 51                             | 14,8% | 218      | 63,2% | 85    | 24,6% | 345 |
| Video/photo community platform      | 2   | 1,4%  | 11  | 7,6%  | 12                             | 8,3%  | 11                             | 7,6%  | 109      | 75,7% | 33    | 22,9% | 144 |
| Learning management system          | 1   | 5%    | 7   | 35%   | 2                              | 10%   | 8                              | 40%   | 5        | 25%   | 6     | 30%   | 20  |
| Chat/instant messenger              | 88  | 63,3% | 111                                       | 79,9% | 13                             | 9,4%  | 33                             | 23,7% | 11       | 7,9%  | 12    | 8,6%  | 139 |
| Professional and academic SNS       | 6   | 5,9%  | 47  | 46,1% | 9                              | 8,8%  | 32                             | 31,4% | 66       | 64,7% | 23    | 22,5% | 102 |
| Personal organizer/schedule manager | 90  | 89,1% | 34  | 33,7% | 1                              | 1%    | 4                              | 4%    | 2        | 2%    | 7     | 6,9%  | 101 |
| Social network site (SNS)           | 14  | 22,2% | 36  | 57,1% | 13                             | 20,6% | 20                             | 31,7% | 24       | 38,1% | 11    | 17,5% | 63  |
| Online text editor                  | 34  | 30,4% | 51  | 45,5% | 22                             | 19,6% | 73                             | 65,2% | 9        | 8%    | 13    | 11,6% | 112 |
| Weblog                              | 4   | 3,2%  | 21  | 16,8% | 11                             | 8,8%  | 17                             | 13,6% | 101      | 80,8% | 12    | 9,6%  | 125 |
| Microblog                           | 1   | 2,6%  | 12  | 31,6% | 6                              | 15,8% | 7                              | 18,4% | 21       | 55,3% | 8     | 21,1% | 38  |
| Social bookmarking service          | 2   | 8,3%  | 3   | 12,5% | 4                              | 16,7% | 7                              | 29,2% | 17       | 70,8% | 5     | 20,8% | 24  |

**Table 34: Use of online tools in research at research institutions**

Multiple answers possible.

Base: Scientists at research institutions who use the respective tool in research (see column N) | Source: Science 2.0-Survey 2014



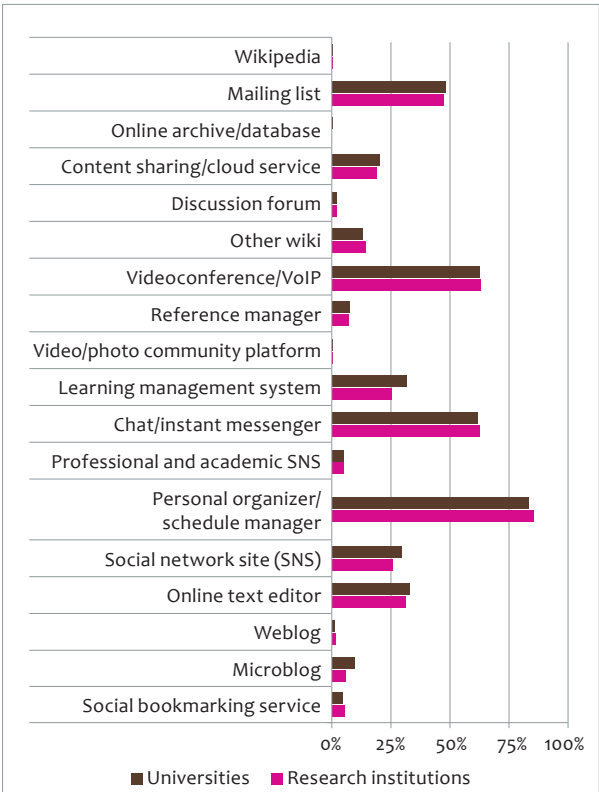
|                                     | Total sample                                    |       |   |       |                                |       |                                |       |          |       |       |       |       |  |
|-------------------------------------|---|-------|---|-------|--------------------------------|-------|--------------------------------|-------|----------|-------|-------|-------|-------|--|
|                                     | Coordination and organization of work processes |       | Communication and exchange of information |       | Data collection and evaluation |       | Exchange of data and materials |       | Research |       | Other |       | N     |  |
| Wikipedia                           | 11  | 0,8%  | 33  | 2,4%  | 143                            | 10,2% | 42                             | 3%    | 1.293    | 92,2% | 116   | 8,3%  | 1.402 |  |
| Mailing list                        | 310   | 47,8% | 451                                       | 69,5% | 51                             | 7,9%  | 261                            | 40,2% | 165      | 25,4% | 56    | 8,6%  | 649   |  |
| Online archive/database             | 9   | 0,7%  | 37  | 2,8%  | 238                            | 18,1% | 96                             | 7,3%  | 1.194    | 90,6% | 47    | 3,6%  | 1.318 |  |
| Content sharing/cloud service       | 175   | 19,7% | 318                                       | 35,8% | 134                            | 15,1% | 774                            | 87,2% | 64       | 7,2%  | 58    | 6,5%  | 888   |  |
| Discussion forum                    | 23  | 3,1%  | 116                                       | 15,5% | 57                             | 7,6%  | 73                             | 9,7%  | 635      | 84,7% | 62    | 8,3%  | 750   |  |
| Other wiki                          | 111   | 15%   | 165                                       | 22,3% | 76                             | 10,3% | 177                            | 23,9% | 548      | 74%   | 68    | 9,2%  | 741   |  |
| Videoconference/VoIP                | 323   | 63%   | 467                                       | 91%   | 55                             | 10,7% | 119                            | 23,2% | 36       | 7%    | 23    | 4,5%  | 513   |  |
| Reference manager                   | 80  | 7,9%  | 72  | 7,1%  | 277                            | 27,3% | 184                            | 18,1% | 624      | 61,4% | 244   | 24%   | 1016  |  |
| Video/photo community platform      | 5   | 1,2%  | 40  | 9,3%  | 42                             | 9,8%  | 37                             | 8,6%  | 341      | 79,5% | 81    | 18,9% | 429   |  |
| Learning management system          | 22  | 25,9% | 23  | 27,1% | 14                             | 16,5% | 33                             | 38,8% | 25       | 29,4% | 15    | 17,6% | 85    |  |
| Chat/instant messenger              | 233   | 62,5% | 313                                       | 83,9% | 28                             | 7,5%  | 105                            | 28,2% | 24       | 6,4%  | 27    | 7,2%  | 373   |  |
| Professional and academic SNS       | 16  | 5,7%  | 135                                       | 48,4% | 25                             | 9%    | 98                             | 35,1% | 166      | 59,5% | 67    | 24%   | 279   |  |
| Personal organizer/schedule manager | 253   | 85,2% | 102                                       | 34,3% | 4                              | 1,3%  | 9                              | 3%    | 4        | 1,3%  | 14    | 4,7%  | 297   |  |
| Social network site (SNS)           | 46  | 26,9% | 110                                       | 64,3% | 31                             | 18,1% | 51                             | 29,8% | 72       | 42,1% | 27    | 15,8% | 171   |  |
| Online text editor                  | 94  | 32,2% | 122                                       | 41,8% | 52                             | 17,8% | 171                            | 58,6% | 37       | 12,7% | 34    | 11,6% | 292   |  |
| Weblog                              | 7   | 2,3%  | 55  | 17,9% | 25                             | 8,1%  | 35                             | 11,4% | 247      | 80,5% | 27    | 8,8%  | 307   |  |
| Microblog                           | 6   | 6,9%  | 34  | 39,1% | 12                             | 13,8% | 16                             | 18,4% | 58       | 66,7% | 18    | 20,7% | 87    |  |
| Social bookmarking service          | 4   | 6,3%  | 4   | 6,3%  | 10                             | 15,9% | 12                             | 19%   | 39       | 61,9% | 10    | 15,9% | 63    |  |

**Table 35: Use of online tools in research – total sample**

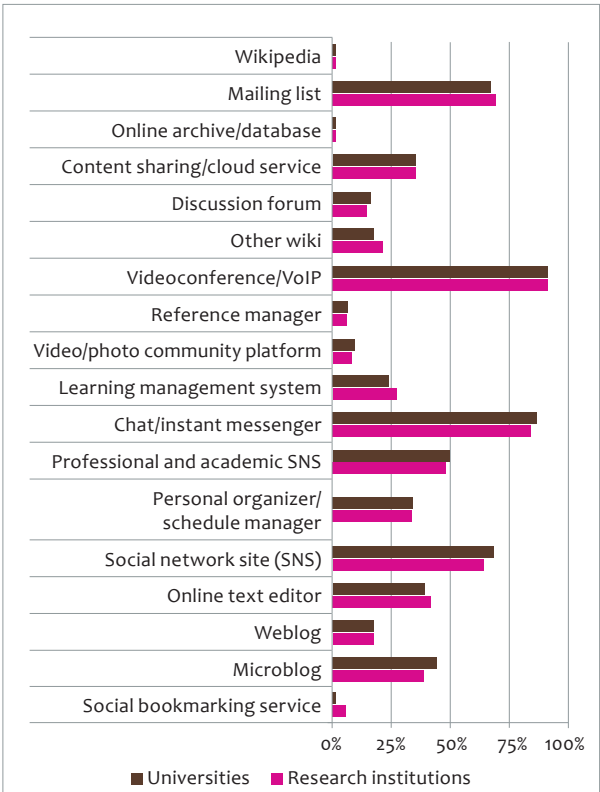
Multiple answers possible.

Base: Scientists at German universities and research institutions who use the respective tool in research (see column N)

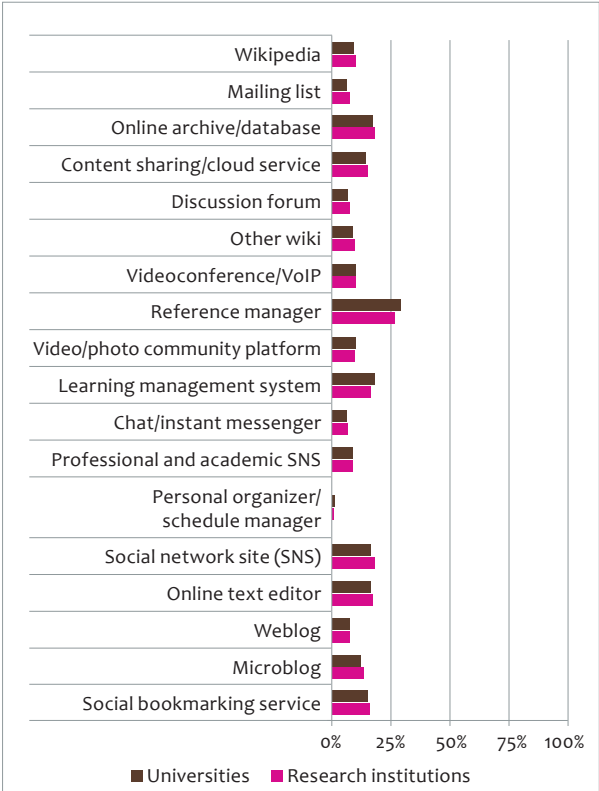
Source: Science 2.0-Survey 2014



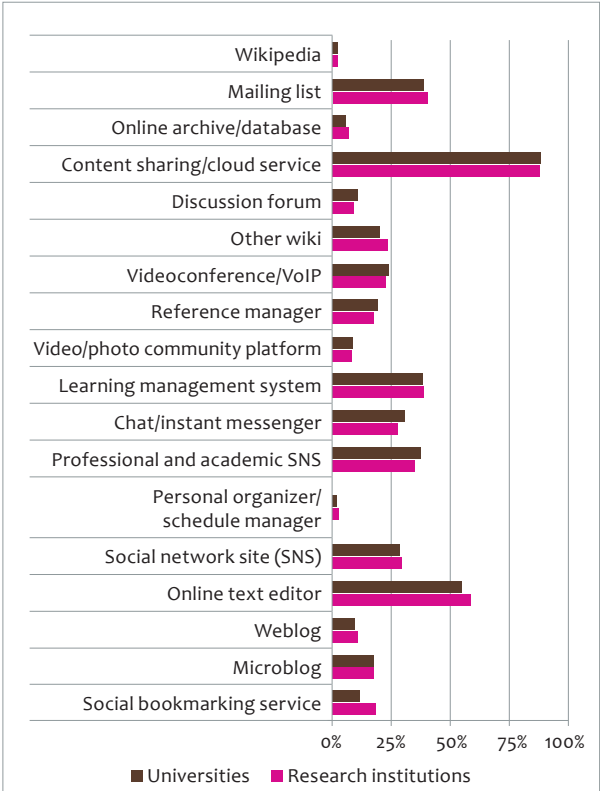
**Chart 17: Use of online tools in research: organization of work**  
 Base: Scientists at German universities and research institutions who use the respective tool in research  
 Source: Science 2.0-Survey 2014



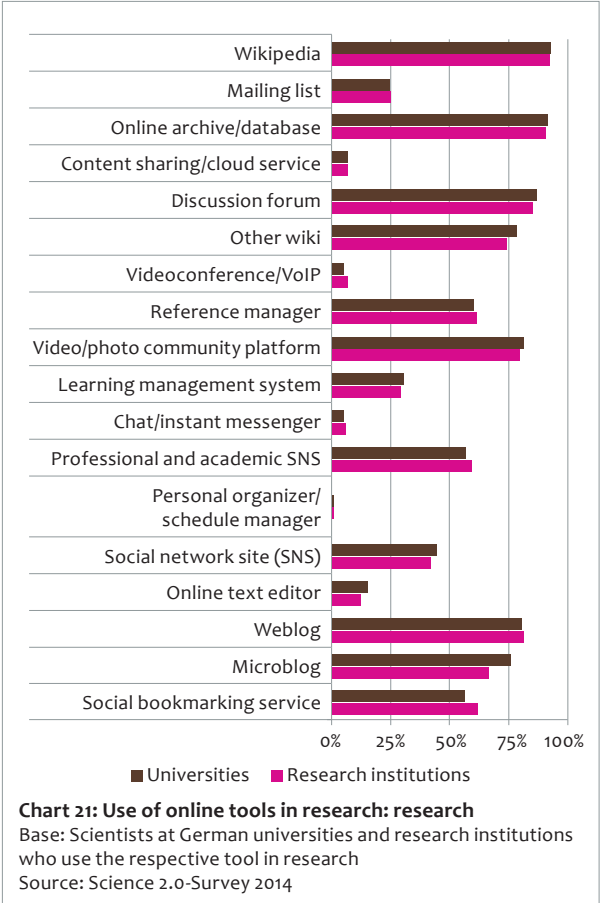
**Chart 18: Use of online tools in research: communication and exchange of information**  
 Base: Scientists at German universities and research institutions who use the respective tool in research  
 Source: Science 2.0-Survey 2014



**Chart 19: Use of online tools in research: data collection and evaluation** | Base: Scientists at German universities and research institutions who use the respective tool in research  
 Source: Science 2.0-Survey 2014



**Chart 20: Use of online tools in research: exchange of data and materials** | Base: Scientists at German universities and research institutions who use the respective tool in research  
 Source: Science 2.0-Survey 2014



### 4.3.2 Use of online-based tools and social media applications in teaching

Online-based tools are generally used to a lesser extent for teaching purposes than for research purposes, while clear differences can also be seen in the work structures of universities and research institutions. In 2014, scientists at universities primarily used Wikipedia (57%), learning management systems (42%), video/photo communities (33%), online archives/databases (29%) and content sharing/cloud services (26%) to support their teaching. Social media applications such as professional and academic SNS, microblogs and weblogs play only a marginal role in teaching, with no more than eight per cent of scientists using these tools for this purpose. Tools far more commonly used by scientists in this context include mailing lists (27%), online archives/databases (29%), content sharing/cloud services (26%) and wikis (21%). As a result, the tools primarily used in teaching are research-oriented, as well as tools enabling the exchange and sharing of data and information.

Looking specifically at university scientists who use these online-based tools in any kind of professional context (table 30), it is also clear that social media applications are of great importance to this group. Just as in the field of research, it can be observed that at least one-fifth of scientists used these tools for teaching purposes in this case, with weblogs used for teaching purposes by 31 per cent of the scientists who use this tool. Although online text editors (30%) and personal organizers/schedule managers (27%) are also used far more intensively for teaching purposes, three tools and applications are used in teaching by more than half of the scientists who use them in a professional context: Wikipedia (60%), video/photo communities (61%) and learning management systems (84%). In contrast, professional and academic SNS, chats/instant messengers and videoconferences/VoIP are less relevant for use in teaching and are deployed for this purpose by just seven or 15 per cent of scientists who use the tools professionally.

As scientists at research institutions rarely teach, the use of tools in this context is correspondingly low compared with their counterparts at universities. Usage rates for Wikipedia only amount to one quarter (26%) when taking into account all respondents in this group. Learning management systems are used by 64 per cent of respondents who use the tool in a professional context.

### 4.3.3 Use of online-based tools and social media applications in science administration

Online-based tools and social media applications are generally used least often for science administration purposes. In this context, tools that can be used to coordinate appointments, exchange information and data or build up knowledge databases play a particularly prominent role. The tools most frequently mentioned by the scientists surveyed for science administration tasks were personal organizers/schedule managers (27%), mailing lists (24%), content sharing/cloud services (19%) and videoconferences/VoIP (17%).

When considering the group of scientists who use these online-based tools in any kind of professional context (table 32), 61 per cent use personal organizers/schedule managers for administrative tasks. Furthermore, online text editors are used by 35 per cent, mailing lists by 31 per cent, content sharing/cloud services as well as videoconferences/VoIP by 28 per cent each and chats/instant messengers by 25 per cent of the scientists surveyed. A comparison of universities and research institutions shows that wikis (18% vs. 28%), chats/instant messengers (24% vs. 28%), videoconferences/VoIP (26% vs. 31%), personal organizers/schedule managers (60% vs. 63%), online text editors (22% vs. 37%) and mailing lists (29% vs. 43%) are more intensively used by research institutions.

### 4.3.4 Use of online-based tools and social media applications in science communication

In general, mailing lists (44%) top the list of the most popular tools used for (internal or external) science communication purposes, followed by videoconferences/VoIP (34%), professional and academic SNS (30%), content sharing/cloud services (27%) and chats/instant messengers (27%). Social media applications such as weblogs (10%) and microblogs (6%) are generally less often used for purposes of science communication.

However, looking only at the users of the respective tools in a professional context, we see that social media applications are used to a significant extent for science communication purposes (table 32), with professional and academic SNS (64%), other SNS (63%) and microblogs (60%) all proving popular for science communication among this sub-sample. When comparing experiences at universities and research institutions, it is also apparent that these social media applications are often used far more frequently at research institutions – a difference that is particularly apparent in the use of SNS (59% vs. 71%) and microblogs (56% vs. 66%).

In addition, and much as in the area of research activities, more in-depth questions were asked regarding specific activities within a science communication context (table 38). A majority of those surveyed use online-based tools for **internal science communication** and/or **interaction with colleagues**. The tools most commonly utilised here were videoconferences/VoIP (92%), chats/instant messengers (90%) and content sharing/cloud services (82%), although SNS (73%) and mailing lists (73%) also play a significant role when it comes to interaction with colleagues. Another area in which online-based tools are frequently used is the **gathering of information for a scientist's own field of work**. Although classical research tools such as online archives/databases (84%), Wikipedia (77%) and discussion forums (72%) tend to dominate here, wikis (60%), video/photo communities (54%), weblogs (59%) and microblogs (54%) also have a role to play. Up to now, **documenting one's own work** seems to have primarily taken place within the context of internal science communication, with reference managers (60%), online text editors (47%), wikis (37%) and content sharing/cloud services (34%) as the main tools of choice here; 27 per cent of respondents also use professional and academic SNS and weblogs for this purpose. Meanwhile, online-based tools appear to play virtually no role when it comes to **personal presentation**, with SNS, professional and academic SNS as well as microblogs being favoured in this area of science communication by 44 per cent, 67 per cent and 34 per cent of respondents respectively. This shows that, while there is still potential for development in this area, social media applications are clearly the method of choice for presenting oneself in an academic context. Although important **events and references** are still primarily disseminated via mailing lists (55%), personal organizers/schedule managers have now emerged as a similarly popular tool for this purpose. In addition, almost half of SNS users (46%) use these applications to publicising important events, although this figure drops to just eight per cent when taking into account the entire population of scientists surveyed.

It is interesting to note that general SNS are used more frequently for presenting information to the public and publicising events than specialised professional and academic SNS. Further enquiries must therefore be made into the functions fulfilled by different SNS, the kind of connections that originate from the different SNS and the functions that emerge for internal or external networking. Different usage patterns for SNS and professional or academic SNS can be observed based on the data collected. SNS are more frequently used for external science communication, i.e. primarily for presenting information to the public, while professional and academic SNS primarily facilitate networking and interaction with colleagues, personal presentation and the acquisition of information for one's own field of work. In addition to social media applications such as microblogs (55%), weblogs (59%) or video/photo communities (54%), online archives/databases (84%), discussion forums (72%) and Wikipedia (77%) are also particularly relevant for the latter purposes. Social media channels such as microblogs (59%), SNS (46%) and weblogs (39%) are most intensively used by users in the field of external science communication when it comes to presenting content to the public.

There are only occasional clear differences between universities and research institutions in their use of online-based tools for science communication (table 36/37). Scientists at German universities more commonly use tools such as reference managers (68% vs. 47%) or online text editors (53% vs. 37%) to document their work, while research institution respondents are more likely to use wikis (31% vs. 45%) or professional and academic SNS (24% vs. 32%) for the same purpose. Similarly, microblogs are more frequently utilised by scientists at research institutions when it comes to presenting information to the public (55% vs. 64%), personal presentation (28% vs. 42%) or searching for information in their own field of work (49% vs. 62%). In contrast, when it comes to publicising events, university scientists are more regular users of personal organizers/schedule managers (57% vs. 50%) and SNS (49% vs. 40%) compared to their research institution counterparts.

## Use of online tools in science communication

|                                     | Universities          |       |                          |       |                           |       |                         |       |                                      |       |   |       |       |       |     |  |
|-------------------------------------|-----------------------|-------|--------------------------|-------|---------------------------|-------|-------------------------|-------|--------------------------------------|-------|---|-------|-------|-------|-----|--|
|                                     | Addressing the public |       | Exchange with colleagues |       | Documentation of own work |       | Personal representation |       | Publishing important dates and notes |       | Gathering information for own work area |       | Other |       | N   |  |
| Wikipedia                           | 16                    | 10,6% | 5                        | 3,3%  | 9                         | 6%    | 3                       | 2%    | 4                                    | 2,6%  | 113                                     | 74,8% | 30    | 19,9% | 151 |  |
| Mailing list                        | 133                   | 23,1% | 415                      | 71,9% | 35                        | 6,1%  | 13                      | 2,3%  | 315                                  | 54,6% | 180                                     | 31,2% | 39    | 6,8%  | 577 |  |
| Online archive/database             | 10                    | 10,1% | 15                       | 15,2% | 24                        | 24,2% | 3                       | 3%    | 4                                    | 4%    | 80                                      | 80,8% | 8     | 8,1%  | 99  |  |
| Content sharing/cloud service       | 6                     | 1,6%  | 302                      | 81,6% | 132                       | 35,7% | 3                       | 0,8%  | 50                                   | 13,5% | 56                                      | 15,1% | 41    | 11,1% | 370 |  |
| Discussion forum                    | 28                    | 12,3% | 80                       | 35,1% | 15                        | 6,6%  | 14                      | 6,1%  | 35                                   | 15,4% | 157                                     | 68,9% | 27    | 11,8% | 228 |  |
| Other wiki                          | 12                    | 7,7%  | 78                       | 50,3% | 48                        | 31%   | 5                       | 3,2%  | 31                                   | 20%   | 87                                      | 56,1% | 17    | 11%   | 155 |  |
| Videoconference/VoIP                | 19                    | 4,3%  | 398                      | 90,5% | 10                        | 2,3%  | 9                       | 2%    | 66                                   | 15%   | 50                                      | 11,4% | 37    | 8,4%  | 440 |  |
| Reference manager                   | 8                     | 9,5%  | 21                       | 25%   | 57                        | 67,9% | 0                       | 0%    | 2                                    | 2,4%  | 36                                      | 42,9% | 16    | 19%   | 84  |  |
| Video/photo community platform      | 49                    | 38,2% | 20                       | 15,6% | 25                        | 19,5% | 11                      | 8,6%  | 7                                    | 5,5%  | 61                                      | 47,5% | 21    | 16,4% | 128 |  |
| Learning management system          | 22                    | 24,2% | 46                       | 50,5% | 17                        | 18,7% | 1                       | 1,1%  | 38                                   | 41,8% | 19                                      | 20,9% | 19    | 20,9% | 91  |  |
| Chat/instant messenger              | 7                     | 2%    | 319                      | 89,6% | 17                        | 4,8%  | 10                      | 2,8%  | 76                                   | 21,3% | 38                                      | 10,7% | 21    | 5,9%  | 356 |  |
| Professional and academic SNS       | 91                    | 21,8% | 249                      | 59,6% | 99                        | 23,7% | 282                     | 67,5% | 34                                   | 8,1%  | 175                                     | 41,9% | 25    | 6%    | 418 |  |
| Personal organizer/schedule manager | 4                     | 1,8%  | 143                      | 65%   | 12                        | 5,5%  | 0                       | 0%    | 125                                  | 56,8% | 16                                      | 7,3%  | 14    | 6,4%  | 220 |  |
| Social network site (SNS)           | 111                   | 47,4% | 168                      | 71,8% | 47                        | 20,1% | 104                     | 44,4% | 114                                  | 48,7% | 93                                      | 39,7% | 23    | 9,8%  | 234 |  |
| Online text editor                  | 4                     | 3,4%  | 78                       | 67,2% | 61                        | 52,6% | 2                       | 1,7%  | 21                                   | 18,1% | 12                                      | 10,3% | 18    | 15,5% | 116 |  |
| Weblog                              | 44                    | 36,4% | 39                       | 32,2% | 33                        | 27,3% | 26                      | 21,5% | 23                                   | 19%   | 69                                      | 57%   | 13    | 10,7% | 121 |  |
| Microblog                           | 37                    | 54,4% | 30                       | 44,1% | 18                        | 26,5% | 19                      | 27,9% | 29                                   | 42,6% | 33                                      | 48,5% | 5     | 7,4%  | 68  |  |
| Social bookmarking service          | 3                     | 25%   | 3                        | 25%   | 6                         | 50%   | 1                       | 8,3%  | 0                                    | 0%    | 7                                       | 58,3% | 2     | 16,7% | 12  |  |

**Table 36: Use of online tools in science communication at universities**

Multiple answers possible.

Base: Scientists at German universities who use the respective tool in science communication (see column N)

Source: Science 2.0-Survey 2014

|                                     | Research institutions |       |                          |       |                           |       |                         |       |                                      |       |   |       |       |       |     |  |
|-------------------------------------|-----------------------|-------|--------------------------|-------|---------------------------|-------|-------------------------|-------|--------------------------------------|-------|---|-------|-------|-------|-----|--|
|                                     | Addressing the public |       | Exchange with colleagues |       | Documentation of own work |       | Personal representation |       | Publishing important dates and notes |       | Gathering information for own work area |       | Other |       | N   |  |
| Wikipedia                           | 21                    | 17,5% | 5                        | 4,2%  | 10                        | 8,3%  | 0                       | 0%    | 3                                    | 2,5%  | 95                                      | 79,2% | 17    | 14,2% | 120 |  |
| Mailing list                        | 58                    | 17,2% | 253                      | 74,9% | 32                        | 9,5%  | 7                       | 2,1%  | 184                                  | 54,4% | 117                                     | 34,6% | 19    | 5,6%  | 338 |  |
| Online archive/database             | 11                    | 16,4% | 13                       | 19,4% | 21                        | 31,3% | 2                       | 3%    | 4                                    | 6%    | 59                                      | 88,1% | 8     | 11,9% | 67  |  |
| Content sharing/cloud service       | 7                     | 3,6%  | 162                      | 83,9% | 60                        | 31,1% | 2                       | 1%    | 25                                   | 13%   | 17                                      | 8,8%  | 13    | 6,7%  | 193 |  |
| Discussion forum                    | 15                    | 13,4% | 36                       | 32,1% | 3                         | 2,7%  | 6                       | 5,4%  | 17                                   | 15,2% | 88                                      | 78,6% | 8     | 7,1%  | 112 |  |
| Other wiki                          | 9                     | 7,9%  | 63                       | 55,3% | 51                        | 44,7% | 5                       | 4,4%  | 36                                   | 31,6% | 75                                      | 65,8% | 8     | 7%    | 114 |  |
| Videoconference/VoIP                | 5                     | 1,8%  | 263                      | 94,3% | 9                         | 3,2%  | 10                      | 3,6%  | 38                                   | 13,6% | 47                                      | 16,8% | 18    | 6,5%  | 279 |  |
| Reference manager                   | 2                     | 4,3%  | 10                       | 21,3% | 22                        | 46,8% | 4                       | 8,5%  | 2                                    | 4,3%  | 24                                      | 51,1% | 10    | 21,3% | 47  |  |
| Video/photo community platform      | 21                    | 26,6% | 12                       | 15,2% | 11                        | 13,9% | 3                       | 3,8%  | 2                                    | 2,5%  | 51                                      | 64,6% | 15    | 19%   | 79  |  |
| Learning management system          | 1                     | 12,5% | 4                        | 50%   | 0                         | 0%    | 0                       | 0%    | 1                                    | 12,5% | 3                                       | 37,5% | 3     | 37,5% | 8   |  |
| Chat/instant messenger              | 4                     | 2%    | 180                      | 91,8% | 5                         | 2,6%  | 4                       | 2%    | 32                                   | 16,3% | 16                                      | 8,2%  | 11    | 5,6%  | 196 |  |
| Professional and academic SNS       | 48                    | 23%   | 128                      | 61,2% | 67                        | 32,1% | 139                     | 66,5% | 18                                   | 8,6%  | 107                                     | 51,2% | 15    | 7,2%  | 209 |  |
| Personal organizer/schedule manager | 0                     | 0%    | 77                       | 70%   | 7                         | 6,4%  | 0                       | 0%    | 55                                   | 50%   | 4                                       | 3,6%  | 7     | 6,4%  | 110 |  |
| Social network site (SNS)           | 56                    | 43,4% | 97                       | 75,2% | 17                        | 13,2% | 54                      | 41,9% | 51                                   | 39,5% | 68                                      | 52,7% | 12    | 9,3%  | 129 |  |
| Online text editor                  | 0                     | 0%    | 43                       | 72,9% | 22                        | 37,3% | 0                       | 0%    | 6                                    | 10,2% | 7                                       | 11,9% | 5     | 8,5%  | 59  |  |
| Weblog                              | 36                    | 41,9% | 24                       | 27,9% | 23                        | 26,7% | 12                      | 14%   | 16                                   | 18,6% | 54                                      | 62,8% | 6     | 7%    | 86  |  |
| Microblog                           | 34                    | 64,2% | 22                       | 41,5% | 10                        | 18,9% | 22                      | 41,5% | 25                                   | 47,2% | 33                                      | 62,3% | 3     | 5,7%  | 53  |  |
| Social bookmarking service          | 2                     | 16,7% | 2                        | 16,7% | 3                         | 25%   | 1                       | 8,3%  | 1                                    | 8,3%  | 7                                       | 58,3% | 4     | 33,3% | 12  |  |

**Table 37: Use of online tools in science communication at research institutions**

Multiple answers possible.

Base: Scientists at research institutions who use the respective tool in science communication (see column N)

Source: Science 2.0-Survey 2014

|                                      | Total sample         |       |                          |       |                           |       |                         |       |                                      |       |   |       |       |       |     |  |
|--------------------------------------|----------------------|-------|--------------------------|-------|---------------------------|-------|-------------------------|-------|--------------------------------------|-------|---|-------|-------|-------|-----|--|
|                                      | Adressing the public |       | Exchange with colleagues |       | Documentation of own work |       | Personal representation |       | Publishing important dates and notes |       | Gathering information for own work area |       | Other |       | N   |  |
| Wikipedia                            | 37                   | 13,7% | 10                       | 3,7%  | 19                        | 7%    | 3                       | 1,1%  | 7                                    | 2,6%  | 208                                     | 76,8% | 47    | 17,3% | 271 |  |
| Mailing list                         | 191                  | 20,9% | 668                      | 73%   | 67                        | 7,3%  | 20                      | 2,2%  | 499                                  | 54,5% | 297                                     | 32,5% | 58    | 6,3%  | 915 |  |
| Online archive/database              | 21                   | 12,7% | 28                       | 16,9% | 45                        | 27,1% | 5                       | 3%    | 8                                    | 4,8%  | 139                                     | 83,7% | 16    | 9,6%  | 166 |  |
| Content sharing/ cloud service       | 13                   | 2,3%  | 464                      | 82,4% | 192                       | 34,1% | 5                       | 0,9%  | 75                                   | 13,3% | 73                                      | 13%   | 54    | 9,6%  | 563 |  |
| Discussion forum                     | 43                   | 12,6% | 116                      | 34,1% | 18                        | 5,3%  | 20                      | 5,9%  | 52                                   | 15,3% | 245                                     | 72,1% | 35    | 10,3% | 340 |  |
| Other wiki                           | 21                   | 7,8%  | 141                      | 52,4% | 99                        | 36,8% | 10                      | 3,7%  | 67                                   | 24,9% | 162                                     | 60,2% | 25    | 9,3%  | 269 |  |
| Videoconference/VoIP                 | 24                   | 3,3%  | 661                      | 91,9% | 19                        | 2,6%  | 19                      | 2,6%  | 104                                  | 14,5% | 97                                      | 13,5% | 55    | 7,6%  | 719 |  |
| Reference manager                    | 10                   | 7,6%  | 31                       | 23,7% | 79                        | 60,3% | 4                       | 3,1%  | 4                                    | 3,1%  | 60                                      | 45,8% | 26    | 19,8% | 131 |  |
| Video/photo community platform       | 70                   | 33,8% | 32                       | 15,4% | 36                        | 17,4% | 14                      | 6,8%  | 9                                    | 4,3%  | 112                                     | 54%   | 36    | 17,4% | 207 |  |
| Learning management system           | 23                   | 23,2% | 50                       | 50,5% | 17                        | 17,2% | 1                       | 1%    | 39                                   | 39,4% | 22                                      | 22,2% | 22    | 22,2% | 99  |  |
| Chat/instant messenger               | 11                   | 2%    | 499                      | 90,4% | 22                        | 4%    | 14                      | 2,5%  | 108                                  | 19,6% | 54                                      | 9,8%  | 32    | 5,8%  | 552 |  |
| Professional and academic SNS        | 139                  | 22,2% | 377                      | 60,1% | 166                       | 26,5% | 421                     | 67,1% | 52                                   | 8,3%  | 282                                     | 45%   | 40    | 6,4%  | 627 |  |
| Personal organizer/ schedule manager | 4                    | 1,2%  | 220                      | 66,7% | 19                        | 5,8%  | 0                       | 0%    | 180                                  | 54,5% | 20                                      | 6,1%  | 21    | 6,4%  | 330 |  |
| Social network site (SNS)            | 167                  | 46%   | 265                      | 73%   | 64                        | 17,6% | 158                     | 43,5% | 165                                  | 45,5% | 161                                     | 44,4% | 35    | 9,6%  | 363 |  |
| Online text editor                   | 4                    | 2,3%  | 121                      | 69,1% | 83                        | 47,4% | 2                       | 1,1%  | 27                                   | 15,4% | 19                                      | 10,9% | 23    | 13,1% | 175 |  |
| Weblog                               | 80                   | 38,6% | 63                       | 30,4% | 56                        | 27,1% | 38                      | 18,4% | 39                                   | 18,8% | 123                                     | 59,4% | 19    | 9,2%  | 207 |  |
| Microblog                            | 71                   | 58,7% | 52                       | 43%   | 28                        | 23,1% | 41                      | 33,9% | 54                                   | 44,6% | 66                                      | 54,5% | 8     | 6,6%  | 121 |  |
| Social bookmarking service           | 5                    | 20,8% | 5                        | 20,8% | 9                         | 37,5% | 2                       | 8,3%  | 1                                    | 4,2%  | 14                                      | 58,3% | 6     | 25%   | 24  |  |

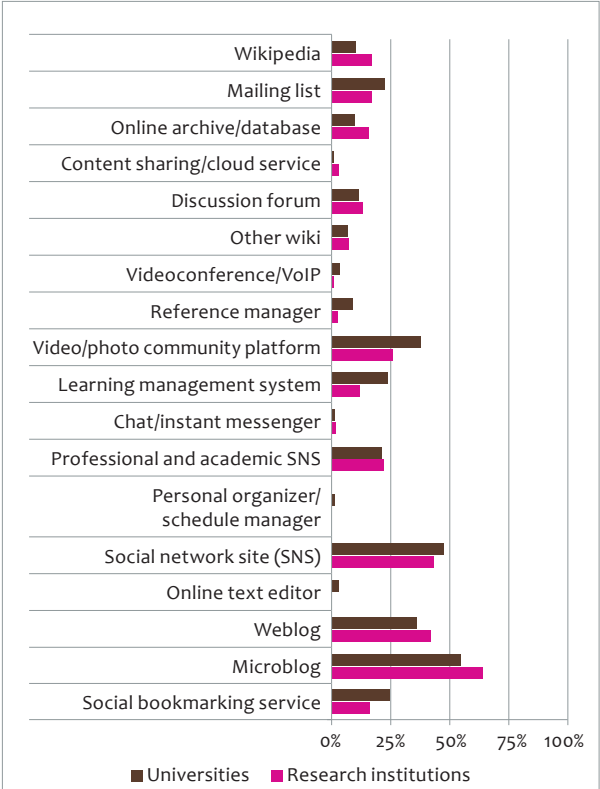
**Table 38: Use of online tools in science communication – total sample**

Multiple answers possible.

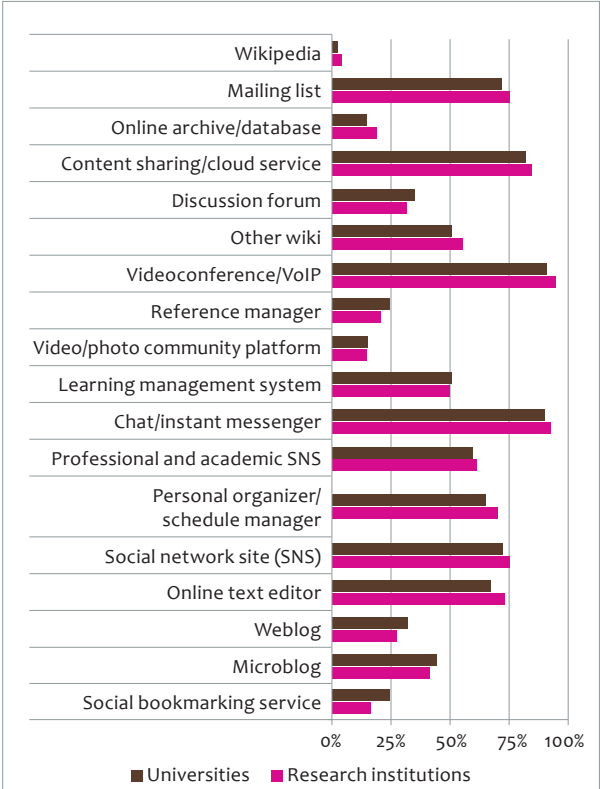
Base: Scientists at German universities and research institutions who use the respective tool in science communication (see column N)

Source: Science 2.0-Survey 2014

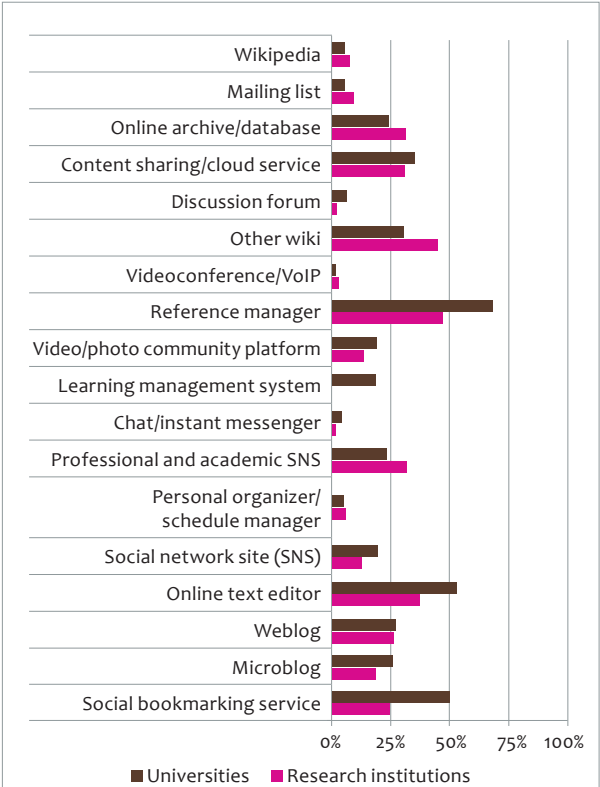




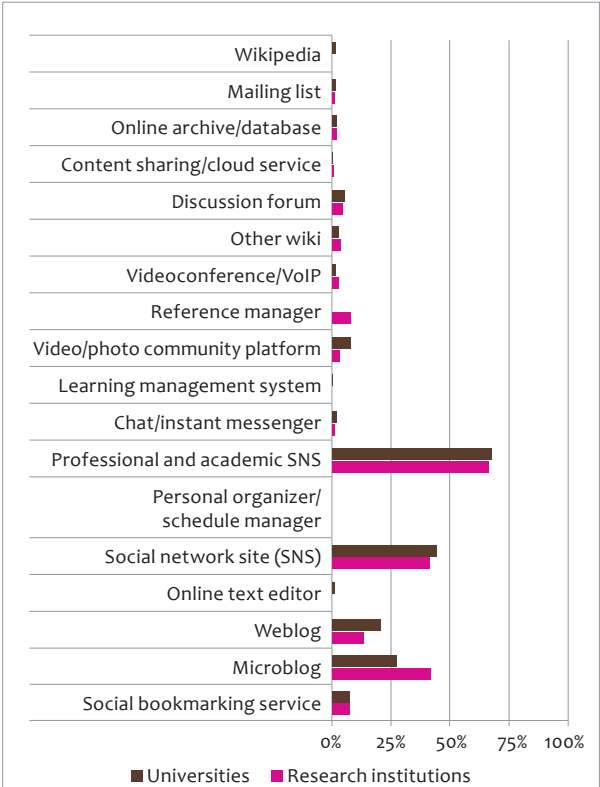
**Chart 22: Use of online tools in science communication: addressing the public** | Base: Scientists at German universities and research institutions who use the respective tool in science communication | Source: Science 2.0-Survey 2014



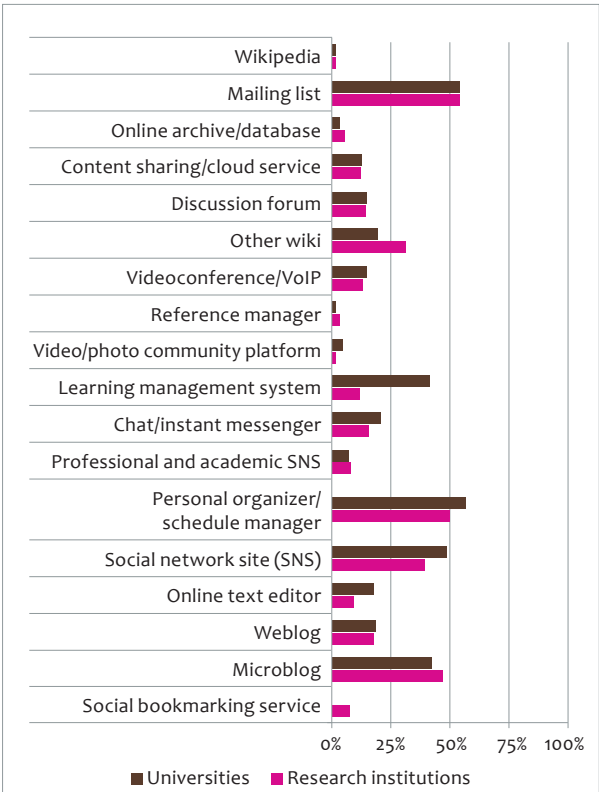
**Chart 23: Use of online tools in science communication: exchange with colleagues** | Base: Scientists at German universities and research institutions who use the respective tool in science communication | Source: Science 2.0-Survey 2014



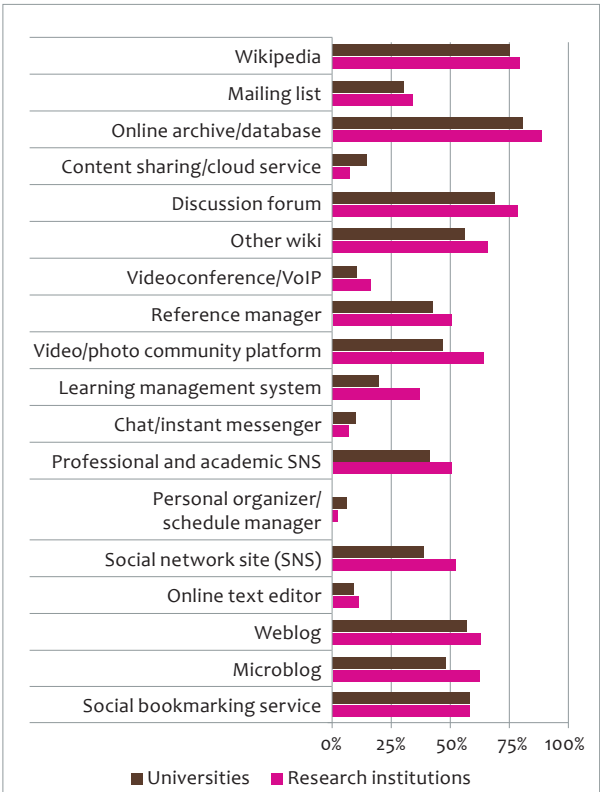
**Chart 24: Use of online tools in science communication: documentation of own work** | Base: Scientists at German universities and research institutions who use the respective tool in science communication | Source: Science 2.0-Survey 2014



**Chart 25: Use of online tools in science communication: personal representation** | Base: Scientists at German universities and research institutions who use the respective tool in science communication | Source: Science 2.0-Survey 2014



**Chart 26: Use of online tools in science communication: publishing important dates and notes**  
 Base: Scientists at German universities and research institutions who use the respective tool in science communication  
 Source: Science 2.0-Survey 2014



**Chart 27: Use of online tools in science communication: gathering information for own work**  
 Base: Scientists at German universities and research institutions who use the respective tool in science communication  
 Source: Science 2.0-Survey 2014

## 4.4 Barriers to the use of social media applications and online-based tools in everyday academic life

In 2013, motivation for using online-based tools and social media applications was ascertained by enquiring about respondents' primary reasons for use (Pscheida et al. 2014, p. 16). A slightly adjusted question about the motivation for use was also asked in 2014. However, responses to this question could not be evaluated due to technical problems when programming the questionnaire.

Scientists who do not use each online-based tool professionally were asked about the reasons for their decision (table 41). The primary factors hindering the professional use of online-based tools and social media applications were the fact that the scientists could see no added value in using the tools (30%), had no current need of technical assistance of this kind (21%) or had insufficient time to become familiar in handling the tool (15%). The tools scientists most commonly professed not to use for professional purposes due to a lack of added value were microblogs (53%), discussion forums (41%) and weblogs (40%) – tools primarily designed to facilitate interaction and communication. Scientists primarily eschew tools aimed at helping them to organize and structure their working processes, such as videoconferences/VoIP (45%), mailing lists (26%) and personal organizers/schedule managers (27%) because they have no current need of technical assistance in this context.

Online archives/databases (33%), social bookmarking services (27%) and learning management systems (24%) were among the tools not used by scientists professionally because they had no other previous experience of using them. In particular, respondents' refusal to consent to the terms of use for SNS (28%) and content sharing/cloud services (21%) presented an obstacle to their professional use, while the distinction between private and professional use was also a significant barrier to the professional use of SNS (18%). Of the few people who do not use Wikipedia professionally (109 of 2,084 respondents), 24 per cent indicated that they do not use Wikipedia because such use is not customary in their field. In addition, this does not represent a relevant reason for the non-use of online tools.

## Reasons for professional non-use of online tools

|  | Universities |              |                             |                                     |                     |            |                           |                      |                                      |  |  |  |  |  |
|--|--------------|--------------|-----------------------------|-------------------------------------|---------------------|------------|---------------------------|----------------------|--------------------------------------|--|--|--|--|--|
|  | Wikipedia    | Mailing list | Online archive/<br>database | Content<br>sharing/cloud<br>service | Discussion<br>forum | Other wiki | Videoconfer-<br>ence/VoIP | Reference<br>manager | Video/photo<br>community<br>platform |  |  |  |  |  |
| Because the application has no added value for me.   | 33 39,1%     | 80 26,1%     | 46 16,3%                    | 64 17%                              | 249 42,2%           | 127 23,8%  | 117 19,4%                 | 101 22,9%            | 235 37,2%                            |  |  |  |  |  |
| Because I don't need technical assistance in this form at the moment.  | 5 5,4%       | 80 26,1%     | 72 25,7%                    | 84 22,3%                            | 104 17,6%           | 113 21,2%  | 252 41,9%                 | 106 24,2%            | 122 19,3%                            |  |  |  |  |  |
| Because I have not yet concerned myself with it.   | 1 1%         | 51 16,8%     | 85 30,2%                    | 37 9,8%                             | 35 6%               | 121 22,6%  | 46 7,7%                   | 88 20,2%             | 18 2,9%                              |  |  |  |  |  |
| Because I don't have the time to become familiar with the application.   | 3 4%         | 17 5,4%      | 29 10,2%                    | 16 4,3%                             | 24 4%               | 23 4,3%    | 13 2,1%                   | 51 11,6%             | 3 0,5%                               |  |  |  |  |  |
| Because I do not agree with the Terms of Use.  | 1 1%         | 4 1,2%       | 2 0,6%                      | 68 18%                              | 17 2,8%             | 5 0,9%     | 12 1,9%                   | 3 0,6%               | 33 5,2%                              |  |  |  |  |  |
| Because it is uncommon to use such a tool in my scientific discipline.   | 21 25,1%     | 10 3,1%      | 7 2,4%                      | 8 2%                                | 36 6,1%             | 40 7,6%    | 30 5%                     | 3 0,8%               | 71 11,3%                             |  |  |  |  |  |
| Because I have been using it for private communication and am trying to keep private and professional communication apart. | 2 2%         | 3 0,9%       | 0 0%                        | 23 6,2%                             | 13 2,3%             | 3 0,5%     | 48 8%                     | 0 0%                 | 56 8,8%                              |  |  |  |  |  |
| For other reasons.   | 9 10,8%      | 13 4,4%      | 13 4,7%                     | 20 5,4%                             | 34 5,8%             | 28 5,3%    | 19 3,1%                   | 24 5,5%              | 20 3,2%                              |  |  |  |  |  |
| N.s.   | 10 11,8%     | 49 15,9%     | 28 9,9%                     | 56 15%                              | 79 13,3%            | 74 13,9%   | 66 10,9%                  | 63 14,3%             | 74 11,7%                             |  |  |  |  |  |
| Total  | 85 100%      | 305 100%     | 280 100%                    | 376 100%                            | 590 100%            | 535 100%   | 603 100%                  | 439 100%             | 633 100%                             |  |  |  |  |  |

**Table 39: Reasons for professional non-use of online tools at universities**

Base: Scientists at German universities who do not or only privately use the respective tool (see row Total, Deviations in the totals are due to rounding in the course of weighting within the university sample.)

Source: Science 2.0-Survey 2014

## Reasons for professional non-use of online tools

| Universities               |                        |                               |                                     |                           |                    |        |           |                            |       |     |       |     |       |       |       |     |       |  |
|----------------------------|------------------------|-------------------------------|-------------------------------------|---------------------------|--------------------|--------|-----------|----------------------------|-------|-----|-------|-----|-------|-------|-------|-----|-------|--|
| Learning management system | Chat/instant messenger | Professional and academic SNS | Personal organizer/schedule manager | Social network site (SNS) | Online text editor | Weblog | Microblog | Social bookmarking service |       |     |       |     |       |       |       |     |       |  |
| 88                         | 18,3%                  | 237                           | 32,1%                               | 217                       | 30,7%              | 86     | 22,6%     | 292                        | 29,1% | 214 | 26,1% | 381 | 40,4% | 649   | 51,9% | 219 | 33,4% | Because the application has no added value for me.   |
| 129                        | 26,6%                  | 184                           | 24,9%                               | 124                       | 17,5%              | 99     | 25,9%     | 49                         | 4,9%  | 180 | 22%   | 154 | 16,3% | 121   | 9,7%  | 99  | 15,1% | Because I don't need technical assistance in this form at the moment.  |
| 120                        | 24,8%                  | 32                            | 4,3%                                | 129                       | 18,4%              | 87     | 22,8%     | 11                         | 1,1%  | 145 | 17,8% | 147 | 15,6% | 89    | 7,1%  | 167 | 25,5% | Because I have not yet concerned myself with it.   |
| 43                         | 8,9%                   | 10                            | 1,4%                                | 40                        | 5,7%               | 20     | 5,2%      | 7                          | 0,7%  | 29  | 3,6%  | 32  | 3,4%  | 21    | 1,7%  | 20  | 3,1%  | Because I don't have the time to become familiar with the application.   |
| 3                          | 0,5%                   | 24                            | 3,2%                                | 47                        | 6,7%               | 8      | 2,1%      | 287                        | 28,6% | 104 | 12,7% | 12  | 1,3%  | 78    | 6,2%  | 12  | 1,9%  | Because I do not agree with the Terms of Use.  |
| 14                         | 2,9%                   | 41                            | 5,6%                                | 12                        | 1,7%               | 7      | 1,9%      | 29                         | 2,9%  | 12  | 1,5%  | 52  | 5,5%  | 71    | 5,7%  | 13  | 2%    | Because it is uncommon to use such a tool in my scientific discipline.   |
| 2                          | 0,4%                   | 96                            | 13%                                 | 19                        | 2,6%               | 3      | 0,7%      | 186                        | 18,5% | 1   | 0,1%  | 10  | 1,1%  | 29    | 2,3%  | 3   | 0,4%  | Because I have been using it for private communication and am trying to keep private and professional communication apart. |
| 32                         | 6,5%                   | 25                            | 3,4%                                | 36                        | 5,1%               | 11     | 3%        | 35                         | 3,5%  | 32  | 3,9%  | 40  | 4,2%  | 48    | 3,9%  | 34  | 5,1%  | For other reasons.   |
| 54                         | 11,1%                  | 88                            | 11,9%                               | 82                        | 11,6%              | 61     | 16%       | 108                        | 10,8% | 100 | 12,3% | 114 | 12,1% | 144   | 11,5% | 89  | 13,6% | N.s.   |
| 484                        | 100%                   | 738                           | 100%                                | 705                       | 100%               | 382    | 100%      | 1.006                      | 100%  | 818 | 100%  | 943 | 100%  | 1.250 | 100%  | 655 | 100%  | Total  |

|  | Research institutions |              |                             |                                     |                     |            |                           |                      |                                      |  |  |  |  |  |
|--|-----------------------|--------------|-----------------------------|-------------------------------------|---------------------|------------|---------------------------|----------------------|--------------------------------------|--|--|--|--|--|
|  | Wikipedia             | Mailing list | Online archive/<br>database | Content<br>sharing/cloud<br>service | Discussion<br>forum | Other wiki | Videoconfer-<br>ence/VoIP | Reference<br>manager | Video/photo<br>community<br>platform |  |  |  |  |  |
| Because the application has no added value for me.   | 10 41,7%              | 36 36%       | 12 10,3%                    | 33 18,1%                            | 103 39,5%           | 43 22,9%   | 18 10,8%                  | 33 17,6%             | 158 42,2%                            |  |  |  |  |  |
| Because I don't need technical assistance in this form at the moment.  | 2 8,3%                | 26 26%       | 29 24,8%                    | 45 24,7%                            | 49 18,8%            | 47 25%     | 95 56,9%                  | 47 25,1%             | 69 18,4%                             |  |  |  |  |  |
| Because I have not yet concerned myself with it.   | 0 0%                  | 19 19%       | 46 39,3%                    | 13 7,1%                             | 29 11,1%            | 47 25%     | 10 6%                     | 35 18,7%             | 10 2,7%                              |  |  |  |  |  |
| Because I don't have the time to become familiar with the application.   | 0 0%                  | 1 1%         | 2 1,7%                      | 8 4,4%                              | 7 2,7%              | 6 3,2%     | 0 0%                      | 33 17,6%             | 5 1,3%                               |  |  |  |  |  |
| Because I do not agree with the Terms of Use.  | 0 0%                  | 2 2%         | 0 0%                        | 50 27,5%                            | 8 3,1%              | 2 1,1%     | 7 4,2%                    | 4 2,1%               | 22 5,9%                              |  |  |  |  |  |
| Because it is uncommon to use such a tool in my scientific discipline.   | 5 20,8%               | 3 3%         | 6 5,1%                      | 7 3,8%                              | 22 8,4%             | 21 11,2%   | 8 4,8%                    | 5 2,7%               | 44 11,8%                             |  |  |  |  |  |
| Because I have been using it for private communication and am trying to keep private and professional communication apart. | 1 4,2%                | 0 0%         | 0 0%                        | 5 2,7%                              | 5 1,9%              | 0 0%       | 11 6,6%                   | 0 0%                 | 24 6,4%                              |  |  |  |  |  |
| For other reasons.   | 4 16,7%               | 3 3%         | 5 4,3%                      | 6 3,3%                              | 12 4,6%             | 5 2,7%     | 4 2,4%                    | 12 6,4%              | 12 3,2%                              |  |  |  |  |  |
| N.s.   | 2 8,3%                | 10 10%       | 17 14,5%                    | 15 8,2%                             | 26 10%              | 17 9%      | 14 8,4%                   | 18 9,6%              | 30 8%                                |  |  |  |  |  |
| Total  | 24 100%               | 100 100%     | 117 100%                    | 182 100%                            | 261 100%            | 188 100%   | 167 100%                  | 187 100%             | 374 100%                             |  |  |  |  |  |

**Table 40: Reasons for professional non-use of online tools at research institutions**  
 Base: Scientists at research institutions who do not or only privately use the respective tool (see row Total)  
 Source: Science 2.0-Survey 2014

| Research institutions      |                        |                               |                                     |                           |                    |        |           |                            |       |     |       |     |       |     |       |     |       |  |
|----------------------------|------------------------|-------------------------------|-------------------------------------|---------------------------|--------------------|--------|-----------|----------------------------|-------|-----|-------|-----|-------|-----|-------|-----|-------|--|
| Learning management system | Chat/instant messenger | Professional and academic SNS | Personal organizer/schedule manager | Social network site (SNS) | Online text editor | Weblog | Microblog | Social bookmarking service |       |     |       |     |       |     |       |     |       |  |
| 53                         | 16,6%                  | 97                            | 31,6%                               | 114                       | 35,7%              | 37     | 21,1%     | 160                        | 33,7% | 106 | 29%   | 155 | 39,1% | 312 | 54,5% | 97  | 32,4% | Because the application has no added value for me.   |
| 122                        | 38,2%                  | 98                            | 31,9%                               | 50                        | 15,7%              | 52     | 29,7%     | 19                         | 4%    | 86  | 23,5% | 60  | 15,2% | 54  | 9,4%  | 43  | 14,4% | Because I don't need technical assistance in this form at the moment.  |
| 74                         | 23,2%                  | 9                             | 2,9%                                | 64                        | 20,1%              | 41     | 23,4%     | 10                         | 2,1%  | 71  | 19,4% | 73  | 18,4% | 43  | 7,5%  | 86  | 28,8% | Because I have not yet concerned myself with it.   |
| 14                         | 4,4%                   | 2                             | 0,7%                                | 16                        | 5%                 | 10     | 5,7%      | 1                          | 0,2%  | 13  | 3,6%  | 14  | 3,5%  | 10  | 1,7%  | 13  | 4,3%  | Because I don't have the time to become familiar with the application.   |
| 3                          | 0,9%                   | 11                            | 3,6%                                | 20                        | 6,3%               | 4      | 2,3%      | 133                        | 28%   | 38  | 10,4% | 8   | 2%    | 41  | 7,2%  | 10  | 3,3%  | Because I do not agree with the Terms of Use.  |
| 8                          | 2,5%                   | 17                            | 5,5%                                | 11                        | 3,4%               | 3      | 1,7%      | 24                         | 5,1%  | 6   | 1,6%  | 27  | 6,8%  | 45  | 7,9%  | 7   | 2,3%  | Because it is uncommon to use such a tool in my scientific discipline.   |
| 0                          | 0%                     | 37                            | 12,1%                               | 6                         | 1,9%               | 0      | 0%        | 78                         | 16,4% | 1   | 0,3%  | 9   | 2,3%  | 11  | 1,9%  | 1   | 0,3%  | Because I have been using it for private communication and am trying to keep private and professional communication apart. |
| 15                         | 4,7%                   | 8                             | 2,6%                                | 13                        | 4,1%               | 9      | 5,1%      | 14                         | 2,9%  | 14  | 3,8%  | 14  | 3,5%  | 13  | 2,3%  | 12  | 4%    | For other reasons.   |
| 30                         | 9,4%                   | 28                            | 9,1%                                | 25                        | 7,8%               | 19     | 10,9%     | 36                         | 7,6%  | 31  | 8,5%  | 36  | 9,1%  | 43  | 7,5%  | 30  | 10%   | N.s.   |
| 319                        | 100%                   | 307                           | 100%                                | 319                       | 100%               | 175    | 100%      | 475                        | 100%  | 366 | 100%  | 396 | 100%  | 572 | 100%  | 299 | 100%  | Total  |

|  | Total sample |       |              |       |                             |       |                                     |       |                     |       |            |       |                           |       |                      |       |                                      |       |
|--|--------------|-------|--------------|-------|-----------------------------|-------|-------------------------------------|-------|---------------------|-------|------------|-------|---------------------------|-------|----------------------|-------|--------------------------------------|-------|
|  | Wikipedia    |       | Mailing list |       | Online archive/<br>database |       | Content<br>sharing/cloud<br>service |       | Discussion<br>forum |       | Other wiki |       | Videoconfer-<br>ence/VoIP |       | Reference<br>manager |       | Video/photo<br>community<br>platform |       |
| Because the application has no added value for me.   | 43           | 39,7% | 116          | 28,5% | 58                          | 14,5% | 97                                  | 17,4% | 352                 | 41,3% | 170        | 23,6% | 135                       | 17,5% | 134                  | 21,4% | 393                                  | 39,1% |
| Because I don't need technical assistance in this form at the moment.  | 7            | 6%    | 106          | 26%   | 101                         | 25,4% | 129                                 | 23,1% | 153                 | 18%   | 160        | 22,2% | 347                       | 45,1% | 153                  | 24,4% | 191                                  | 19%   |
| Because I have not yet concerned myself with it.   | 1            | 0,8%  | 70           | 17,4% | 131                         | 32,9% | 50                                  | 9%    | 64                  | 7,6%  | 168        | 23,2% | 56                        | 7,3%  | 123                  | 19,7% | 28                                   | 2,8%  |
| Because I don't have the time to become familiar with the application.   | 3            | 3,1%  | 18           | 4,4%  | 31                          | 7,7%  | 24                                  | 4,3%  | 31                  | 3,6%  | 29         | 4%    | 13                        | 1,7%  | 84                   | 13,4% | 8                                    | 0,8%  |
| Because I do not agree with the Terms of Use.  | 1            | 0,8%  | 6            | 1,4%  | 2                           | 0,4%  | 118                                 | 21,1% | 25                  | 2,9%  | 7          | 1%    | 19                        | 2,4%  | 7                    | 1%    | 55                                   | 5,5%  |
| Because it is uncommon to use such a tool in my scientific discipline.   | 26           | 24,1% | 13           | 3,1%  | 13                          | 3,2%  | 15                                  | 2,6%  | 58                  | 6,8%  | 61         | 8,5%  | 38                        | 5%    | 8                    | 1,3%  | 115                                  | 11,4% |
| Because I have been using it for private communication and am trying to keep private and professional communication apart. | 3            | 2,5%  | 3            | 0,7%  | 0                           | 0%    | 28                                  | 5%    | 18                  | 2,1%  | 3          | 0,3%  | 59                        | 7,7%  | 0                    | 0%    | 80                                   | 7,9%  |
| For other reasons.   | 13           | 12,1% | 16           | 4%    | 18                          | 4,6%  | 26                                  | 4,7%  | 46                  | 5,4%  | 33         | 4,6%  | 23                        | 3%    | 36                   | 5,8%  | 32                                   | 3,2%  |
| N.s.   | 12           | 11%   | 59           | 14,4% | 45                          | 11,3% | 71                                  | 12,8% | 105                 | 12,3% | 91         | 12,6% | 80                        | 10,3% | 81                   | 12,9% | 104                                  | 10,3% |
| Total  | 109          | 100%  | 405          | 100%  | 397                         | 100%  | 558                                 | 100%  | 851                 | 100%  | 723        | 100%  | 770                       | 100%  | 626                  | 100%  | 1.007                                | 100%  |

**Table 41: Reasons for professional non-use of online tools – total sample**

Base: Scientists at German universities and research institutions who do not or only privately use the respective tool (see row Total, Deviations in the totals are due to rounding in the course of weighting within the university sample.)

Source: Science 2.0-Survey 2014



| Total sample               |                        |       |                               |       |                                     |     |                           |       |                    |       |        |       |           |       |                            |     |       |  |
|----------------------------|------------------------|-------|-------------------------------|-------|-------------------------------------|-----|---------------------------|-------|--------------------|-------|--------|-------|-----------|-------|----------------------------|-----|-------|--|
| Learning management system | Chat/instant messenger |       | Professional and academic SNS |       | Personal organizer/schedule manager |     | Social network site (SNS) |       | Online text editor |       | Weblog |       | Microblog |       | Social bookmarking service |     |       |  |
| 141                        | 17,6%                  | 334   | 32%                           | 331   | 32,3%                               | 123 | 22,2%                     | 452   | 30,5%              | 320   | 27%    | 536   | 40%       | 961   | 52,8%                      | 316 | 33,1% | Because the application has no added value for me.   |
| 251                        | 31,2%                  | 282   | 27%                           | 174   | 17%                                 | 151 | 27,1%                     | 68    | 4,6%               | 266   | 22,5%  | 214   | 16%       | 175   | 9,6%                       | 142 | 14,9% | Because I don't need technical assistance in this form at the moment.  |
| 194                        | 24,2%                  | 41    | 3,9%                          | 193   | 18,9%                               | 128 | 23%                       | 21    | 1,4%               | 216   | 18,3%  | 220   | 16,4%     | 132   | 7,2%                       | 253 | 26,5% | Because I have not yet concerned myself with it.   |
| 57                         | 7,1%                   | 12    | 1,2%                          | 56    | 5,5%                                | 30  | 5,4%                      | 8     | 0,5%               | 42    | 3,6%   | 46    | 3,4%      | 31    | 1,7%                       | 33  | 3,5%  | Because I don't have the time to become familiar with the application.   |
| 6                          | 0,7%                   | 35    | 3,3%                          | 67    | 6,5%                                | 12  | 2,1%                      | 420   | 28,4%              | 142   | 12%    | 20    | 1,5%      | 119   | 6,5%                       | 22  | 2,4%  | Because I do not agree with the Terms of Use.  |
| 22                         | 2,8%                   | 58    | 5,6%                          | 23    | 2,3%                                | 10  | 1,8%                      | 53    | 3,6%               | 18    | 1,5%   | 79    | 5,9%      | 116   | 6,4%                       | 20  | 2,1%  | Because it is uncommon to use such a tool in my scientific discipline.   |
| 2                          | 0,3%                   | 133   | 12,8%                         | 25    | 2,4%                                | 3   | 0,5%                      | 264   | 17,8%              | 2     | 0,2%   | 19    | 1,4%      | 40    | 2,2%                       | 4   | 0,4%  | Because I have been using it for private communication and am trying to keep private and professional communication apart. |
| 47                         | 5,8%                   | 33    | 3,1%                          | 49    | 4,8%                                | 20  | 3,6%                      | 49    | 3,3%               | 46    | 3,9%   | 54    | 4%        | 61    | 3,4%                       | 46  | 4,8%  | For other reasons.   |
| 84                         | 10,4%                  | 116   | 11,1%                         | 107   | 10,4%                               | 80  | 14,4%                     | 144   | 9,7%               | 131   | 11,1%  | 150   | 11,2%     | 187   | 10,2%                      | 119 | 12,5% | N.s.   |
| 803                        | 100%                   | 1.045 | 100%                          | 1.024 | 100%                                | 557 | 100%                      | 1.481 | 100%               | 1.184 | 100%   | 1.339 | 100%      | 1.822 | 100%                       | 954 | 100%  | Total  |

## 4.5 Active and passive use of social media applications in everyday academic life

Web 2.0 is sometimes referred to as the “participatory web” (see e.g. Fisch & Gscheidle 2008, p. 356) because it enables users to publish their own content online as what is known as “user-generated content” with relatively little effort. The tools defined by the Science 2.0-Survey as being used both to consume content (passive use) and to produce content (active use) include microblogs, weblogs, other wikis, Wikipedia, discussion forums, video/photo communities and social network sites (SNS).

Although previous studies have shown that only a small proportion of users use Web 2.0 to publish and distribute their own content, whereas the majority receive existing Web 2.0 content (Busemann 2013, p. 391), this is only partly true within the scientific community. Although offerings such as weblogs, other wikis, discussion forums, microblogs and video/photo communities are more widely used in a passive sense by respondents of the Science 2.0-Survey than to publish their own contributions, videos/photos or commentaries, it cannot be said that there is a lack of interest in participating actively in Web 2.0, given that almost 30 per cent of those who use the respective offerings primarily for professional purposes or at least for both professional and private purposes equally are active users (table 42). Nevertheless, most of these tools primarily serve as sources of information and research, i.e. scientists also generally consume existing content more frequently than they create, disseminate and share content of their own.

Scientists primarily use microblogs and SNS actively. 57 per cent of respondents who use microblogs professionally and personally at least in equal measure post their own material, whereas 50 per cent comment on and share other users’ content. SNS achieve the highest levels of active scientist participation. The surveyed scientists mainly use them to make and maintain colleague contacts (73%) and keep up with the latest news from their network (72%). They also report wide use of SNS to post links and information (62%), write their own posts and comments (52%) and share information with colleagues (55%). Wikipedia is where the most significant differences between passive and active usage are evident. While Wikipedia is used by almost all scientists for academic purposes, it should also be noted that only a very small proportion take an active part in creating articles (10%) or commenting on entries created by others (4%). 32 per cent of scientists who use wikis professionally and privately at least in equal measure create and edit the pages of other wikis, whereas 25 per cent of scientists who use discussion forums professionally and privately at least in equal measure create posts, and 21 per cent respond to posts made by others. Weblogs achieve an equally high level of engagement. 25 per cent of scientists who use blogs professionally and privately at least in equal measure write their own blog posts. 17 per cent comment on other bloggers’ posts, but comments on video and photo sharing sites are not so common. Only 6 per cent of scientists who use this tool professionally comment on videos or photos.

**Gender differences** are only apparent when it comes to active use of certain social media. Men and women are relatively equally active on blogs and microblogs. In contrast, around 10 per cent of the male scientists surveyed also contribute to writing new articles and features for Wikipedia, compared to just 5 per cent of their female colleagues. The passive use of Wikipedia is also relatively equal for both sexes, with a slight increase for men (82% vs. 86%). There is a similar difference when it comes to the active use of wikis in general: only around 15 per cent of the female scientists surveyed edit their own wiki pages, compared to 22 per cent of their male counterparts. In addition, only around 5 per cent of women leave comments, compared to 8 per cent of men. There is also a slight difference in the passive use of wikis: 47 per cent of women use them passively, in contrast to 56 per cent of men, indicating that active participation in discussion forums is primarily a male activity. 14 per cent of male scientists post their own articles, whereas only 8 per cent of the female scientists surveyed do the same. 12 per cent of men respond to the questions and contributions of other users, compared to 7 per cent of the women. However, the relationship between the genders is different when it comes to SNS. Female scientists use them much more intensely than their male colleagues in all categories, although the difference of 1–2 percentage points at most is not pronounced.

35 to 44-year-olds are the most active users of social media in all of the categories surveyed. In general, there are significant **age group** differences concerning the active usage of different tools. 6 and 9 per cent of the 40 to 44-year-old scientists surveyed who use each tool professionally and privately at least in equal measure write their own posts on blogs and microblogs respectively. The figure is 5 per cent for 30 to 34-year-olds and 2 and 4 per cent for 55 to 59-year-olds. The middle age group of 35 to 39-year-olds seem to be the main active users of SNS. Wikis are most commonly actively used by 40 to 49-year-olds, and 55 to 59-year-olds are prolific commenters. Uploading and downloading videos and photos via suitable platforms is primarily done by 50 to 59-year-olds with 19 per cent, compared to only 5 and 2 per cent of 30 to 34-year-olds respectively.

In comparison between the main **subject groups** there is significant active usage of social media by scientists from the faculties of social sciences, economics, law and culture, humanities and education. In contrast, the active use of social media by engineers is surprisingly low. Around 8 per cent of scientists from the social sciences, economics, law faculties who use microblogs professionally and privately at least in equal measure share their own news in this manner, and a further 8 per cent comment on and/or share articles created by other users. In the mathematics and natural sciences group, this figure is only 3 per cent and drops again to 1 and 0.3 per cent respectively for engineers. The same applies to their active use of blogs. 9 per cent of the participating scientists from the social sciences, economics, law faculties who use blogs professionally and privately at least in equal measure also post their own content, with only 1 per cent of engineers doing the same. Scientists from the culture, humanities and education faculties are the most active users of SNS: 11 per cent of the aforementioned respondents write their own content and 12 per cent share links and information via the network, whereas only 4 and 5 per cent respectively of engineers do the same. However, a different picture emerges for active usage of wikis and discussion forums, where scientists from the mathematics and natural sciences are the most active, compared to the four main subject groups. 27 per cent of the respondents in this group who use the tool professionally and privately at least in equal measure edit their own wiki pages, and 10 per cent post comments. In contrast, only 14 and 6 per cent respectively of scientists from the culture, humanities and education faculties and 14 and 3 per cent of scientists from the social sciences, economics, law report doing the same. Viewed in isolation, the differences between the subject groups' active use of Wikipedia are rather small.

## Active and passive use of social media applications, Part I

|   | Microblog                   |       |                                    |       |   |       | Weblog                     |       |                        |       |                                  |       |
|---|-----------------------------|-------|------------------------------------|-------|---|-------|----------------------------|-------|------------------------|-------|----------------------------------|-------|
|   | Reading other user's tweets |       | Posting own messages (own account) |       | Commenting on and sharing other user's messages |       | Reading other user's blogs |       | Writing own blog-posts |       | Commenting on other user's blogs |       |
| Universities                            | 72                          | 91,1% | 44                                 | 55,7% | 37  | 46,8% | 237                        | 94,8% | 64                     | 25,6% | 47                               | 18,8% |
| Research institutions                   | 61                          | 92,4% | 38                                 | 57,6% | 35  | 53%   | 142                        | 96,6% | 35                     | 23,8% | 22                               | 15%   |
| Total sample                            | 133                         | 91,7% | 82                                 | 56,6% | 72  | 49,7% | 379                        | 95,5% | 99                     | 24,9% | 69                               | 17,4% |
| <b>Gender</b>                           |                             |       |                                    |       |   |       |                            |       |                        |       |                                  |       |
| Female                                  | 58                          | 40%   | 37                                 | 25,5% | 32  | 22,1% | 163                        | 41,1% | 41                     | 10,3% | 28                               | 7,1%  |
| Male                                    | 75                          | 51,7% | 45                                 | 31%   | 40  | 27,6% | 210                        | 52,9% | 57                     | 14,4% | 40                               | 10,1% |
| N.s.                                    | 0                           | 0%    | 0                                  | 0%    | 0   | 0%    | 7                          | 1,8%  | 1                      | 0,3%  | 1                                | 0,3%  |
| <b>Age</b>                              |                             |       |                                    |       |   |       |                            |       |                        |       |                                  |       |
| 20–24 years                             | 0                           | 0%    | 0                                  | 0%    | 0   | 0%    | 2                          | 0,5%  | 0                      | 0%    | 0                                | 0%    |
| 25–29 years                             | 23                          | 15,9% | 10                                 | 6,9%  | 11  | 7,6%  | 65                         | 16,4% | 8                      | 2%    | 5                                | 1,3%  |
| 30–34 years                             | 40                          | 27,6% | 28                                 | 19,3% | 24  | 16,6% | 101                        | 25,4% | 28                     | 7,1%  | 16                               | 4%    |
| 35–39 years                             | 30                          | 20,7% | 17                                 | 11,7% | 18  | 12,4% | 72                         | 18,1% | 18                     | 4,5%  | 18                               | 4,5%  |
| 40–44 years                             | 13                          | 9%    | 10                                 | 6,9%  | 10  | 6,9%  | 35                         | 8,8%  | 14                     | 3,5%  | 9                                | 2,3%  |
| 45–49 years                             | 7                           | 4,8%  | 5                                  | 3,4%  | 2   | 1,4%  | 27                         | 6,8%  | 12                     | 3%    | 3                                | 0,8%  |
| 50–54 years                             | 7                           | 4,8%  | 6                                  | 4,1%  | 3   | 2,1%  | 32                         | 8,1%  | 10                     | 2,5%  | 6                                | 1,5%  |
| 55–59 years                             | 11                          | 7,6%  | 3                                  | 2,1%  | 3   | 2,1%  | 26                         | 6,5%  | 6                      | 1,5%  | 8                                | 2%    |
| 60+ years                               | 1                           | 0,7%  | 2                                  | 1,4%  | 0   | 0%    | 17                         | 4,3%  | 3                      | 0,8%  | 3                                | 0,8%  |
| N.s.                                    | 2                           | 1,4%  | 1                                  | 0,7%  | 1   | 0,7%  | 3                          | 0,8%  | 0                      | 0%    | 0                                | 0%    |
| <b>Subject group</b>                    |                             |       |                                    |       |   |       |                            |       |                        |       |                                  |       |
| Agriculture, forestry and food sciences | 0                           | 0%    | 0                                  | 0%    | 0   | 0%    | 4                          | 1%    | 0                      | 0%    | 1                                | 0,3%  |
| Human medicine/ health sciences         | 2                           | 1,4%  | 2                                  | 1,4%  | 1   | 0,7%  | 8                          | 2%    | 2                      | 0,5%  | 3                                | 0,8%  |
| Engineering sciences                    | 10                          | 6,9%  | 3                                  | 2,1%  | 1   | 0,7%  | 29                         | 7,3%  | 4                      | 1%    | 1                                | 0,3%  |
| Culture, humanities and education       | 25                          | 17,2% | 20                                 | 13,8% | 15  | 10,3% | 97                         | 24,4% | 27                     | 6,8%  | 23                               | 5,8%  |
| Arts                                    | 6                           | 4,1%  | 0                                  | 0%    | 0   | 0%    | 14                         | 3,5%  | 4                      | 1%    | 3                                | 0,8%  |
| Mathematics and natural sciences        | 43                          | 29,7% | 27                                 | 18,6% | 25  | 17,2% | 138                        | 34,8% | 28                     | 7,1%  | 19                               | 4,8%  |
| Social sciences, economics, law         | 47                          | 32,4% | 30                                 | 20,7% | 31  | 21,4% | 87                         | 21,9% | 34                     | 8,6%  | 19                               | 4,8%  |
| Sports science                          | 0                           | 0%    | 0                                  | 0%    | 0   | 0%    | 2                          | 0,5%  | 0                      | 0%    | 0                                | 0%    |
| Veterinary medicine                     | 0                           | 0%    | 0                                  | 0%    | 0   | 0%    | 0                          | 0%    | 0                      | 0%    | 0                                | 0%    |
| Other                                   | 0                           | 0%    | 0                                  | 0%    | 0   | 0%    | 1                          | 0,3%  | 0                      | 0%    | 0                                | 0%    |

**Table 42: Active and passive usage of social media applications, Part I**

Base: Scientists at German universities and research institutions who do use the respective tool mainly professionally or professionally and privately at equal parts (Universities: Microblog: n=79, Weblog: n=250, Social Network Site (SNS): n=215; Research institutions: Microblog: n=66, Weblog: n=147, Social Network Site (SNS): n=81; Total sample: Microblog: n=145, Weblog: n=397, Social network site (SNS): n=296)

Source: Science 2.0-Survey 2014

## Active and passive use of social media applications, Part I

| Social network site (SNS)                      |   |     |                           |     |                                   |     |                                       |     |  |     |       |   |
|--|---|-----|---------------------------|-----|-----------------------------------|-----|---------------------------------------|-----|--|-----|-------|---|
| Seeking and keeping up contact with colleagues | Staying informed on what is going on in one's network |     | Sending personal messages |     | Writing contributions or comments |     | Sharing links and posting information |     | Exchanging views with colleagues (e.g. in user-groups) |     |       |   |
| 150  | 69,8%   | 155 | 72,1%                     | 128 | 59,5%                             | 113 | 52,6%                                 | 127 | 59,1%  | 115 | 53,5% | Universities                            |
| 66   | 81,5%   | 59  | 72,8%                     | 53  | 65,4%                             | 42  | 51,9%                                 | 55  | 67,9%  | 47  | 58%   | Research institutions                   |
| 216  | 73%   | 214 | 72,3%                     | 181 | 61,1%                             | 155 | 52,4%                                 | 182 | 61,5%  | 162 | 54,7% | Total sample                            |
| 102  | 34,5%   | 103 | 34,8%                     | 93  | 31,4%                             | 77  | 26%                                   | 91  | 30,7%  | 71  | 24%   | Female                                  |
| 112  | 37,8%   | 109 | 36,8%                     | 88  | 29,7%                             | 78  | 26,4%                                 | 91  | 30,7%  | 91  | 30,7% | Male                                    |
| 2  | 0,7%  | 2   | 0,7%                      | 0   | 0%                                | 0   | 0%                                    | 1   | 0,3%   | 1   | 0,3%  | N.s.                                    |
| 0  | 0%  | 0   | 0%                        | 0   | 0%                                | 0   | 0%                                    | 0   | 0%   | 0   | 0%    | 20–24 years                             |
| 36   | 12,2%   | 35  | 11,8%                     | 38  | 12,8%                             | 26  | 8,8%                                  | 31  | 10,5%  | 30  | 10,1% | 25–29 years                             |
| 51   | 17,2%   | 51  | 17,2%                     | 46  | 15,5%                             | 40  | 13,5%                                 | 45  | 15,2%  | 40  | 13,5% | 30–34 years                             |
| 46   | 15,5%   | 44  | 14,9%                     | 39  | 13,2%                             | 35  | 11,8%                                 | 38  | 12,8%  | 31  | 10,5% | 35–39 years                             |
| 22   | 7,4%  | 21  | 7,1%                      | 14  | 4,7%                              | 11  | 3,7%                                  | 18  | 6,1%   | 14  | 4,7%  | 40–44 years                             |
| 19   | 6,4%  | 23  | 7,8%                      | 13  | 4,4%                              | 16  | 5,4%                                  | 19  | 6,4%   | 12  | 4,1%  | 45–49 years                             |
| 14   | 4,7%  | 13  | 4,4%                      | 13  | 4,4%                              | 9   | 3%                                    | 14  | 4,7%   | 12  | 4,1%  | 50–54 years                             |
| 16   | 5,4%  | 19  | 6,4%                      | 11  | 3,7%                              | 12  | 4,1%                                  | 11  | 3,7%   | 13  | 4,4%  | 55–59 years                             |
| 9  | 3%  | 6   | 2%                        | 7   | 2,4%                              | 6   | 2%                                    | 6   | 2%   | 9   | 3%    | 60+ years                               |
| 2  | 0,7%  | 2   | 0,7%                      | 1   | 0,3%                              | 0   | 0%                                    | 1   | 0,3%   | 2   | 0,7%  | N.s.                                    |
| 2  | 0,7%  | 4   | 1,4%                      | 3   | 1%                                | 2   | 0,7%                                  | 5   | 1,7%   | 2   | 0,7%  | Agriculture, forestry and food sciences |
| 6  | 2%  | 5   | 1,7%                      | 5   | 1,7%                              | 5   | 1,7%                                  | 4   | 1,4%   | 6   | 2%    | Human medicine/health sciences          |
| 18   | 6,1%  | 17  | 5,7%                      | 13  | 4,4%                              | 13  | 4,4%                                  | 15  | 5,1%   | 8   | 2,7%  | Engineering sciences                    |
| 51   | 17,2%   | 49  | 16,6%                     | 49  | 16,6%                             | 39  | 13,2%                                 | 43  | 14,5%  | 37  | 12,5% | Culture, humanities and education       |
| 15   | 5,1%  | 17  | 5,7%                      | 12  | 4,1%                              | 12  | 4,1%                                  | 15  | 5,1%   | 14  | 4,7%  | Arts                                    |
| 73   | 24,7%   | 67  | 22,6%                     | 58  | 19,6%                             | 50  | 16,9%                                 | 61  | 20,6%  | 58  | 19,6% | Mathematics and natural sciences        |
| 46   | 15,5%   | 52  | 17,6%                     | 38  | 12,8%                             | 33  | 11,1%                                 | 36  | 12,2%  | 35  | 11,8% | Social sciences, economics, law         |
| 2  | 0,7%  | 0   | 0%                        | 0   | 0%                                | 0   | 0%                                    | 0   | 0%   | 0   | 0%    | Sports science                          |
| 2  | 0,7%  | 1   | 0,3%                      | 1   | 0,3%                              | 1   | 0,3%                                  | 1   | 0,3%   | 1   | 0,3%  | Veterinary medicine                     |
| 1  | 0,3%  | 2   | 0,7%                      | 2   | 0,7%                              | 1   | 0,3%                                  | 2   | 0,7%   | 1   | 0,3%  | Other                                   |

## Active and passive use of social media applications, Part II

|   | Wikipedia        |       |                             |      |            |      | Other wiki |       |                                 |       |            |       |
|---|------------------|-------|-----------------------------|------|------------|------|------------|-------|---------------------------------|-------|------------|-------|
|   | Reading articles |       | Writing and editing entries |      | Commenting |      | Reading    |       | Creating and editing wiki-pages |       | Commenting |       |
| Universities                            | 1.187            | 100 % | 114                         | 9,6% | 51         | 4,3% | 703        | 91,4% | 231                             | 30 %  | 86         | 11,2% |
| Research institutions                   | 557              | 99,6% | 52                          | 9,3% | 18         | 3,2% | 380        | 90,9% | 154                             | 36,8% | 51         | 12,2% |
| Total sample                            | 1.744            | 99,9% | 166                         | 9,5% | 69         | 4 %  | 1.083      | 91,2% | 385                             | 32,4% | 137        | 11,5% |
| <b>Gender</b>                           |                  |       |                             |      |            |      |            |       |                                 |       |            |       |
| Female                                  | 747              | 42,8% | 48                          | 2,7% | 23         | 1,3% | 431        | 36,3% | 133                             | 11,2% | 44         | 3,7%  |
| Male                                    | 973              | 55,7% | 115                         | 6,6% | 44         | 2,5% | 640        | 53,9% | 248                             | 20,9% | 92         | 7,8%  |
| N.s.                                    | 18               | 1 %   | 3                           | 0,2% | 2          | 0,1% | 11         | 0,9%  | 5                               | 0,4%  | 1          | 0,1%  |
| <b>Age</b>                              |                  |       |                             |      |            |      |            |       |                                 |       |            |       |
| 20–24 years                             | 12               | 0,7%  | 0                           | 0 %  | 1          | 0,1% | 11         | 0,9%  | 3                               | 0,3%  | 0          | 0 %   |
| 25–29 years                             | 348              | 19,9% | 19                          | 1,1% | 6          | 0,3% | 238        | 20,1% | 68                              | 5,7%  | 16         | 1,3%  |
| 30–34 years                             | 422              | 24,2% | 40                          | 2,3% | 16         | 0,9% | 290        | 24,4% | 104                             | 8,8%  | 37         | 3,1%  |
| 35–39 years                             | 257              | 14,7% | 26                          | 1,5% | 7          | 0,4% | 160        | 13,5% | 48                              | 4 %   | 12         | 1 %   |
| 40–44 years                             | 138              | 7,9%  | 16                          | 0,9% | 3          | 0,2% | 93         | 7,8%  | 38                              | 3,2%  | 13         | 1,1%  |
| 45–49 years                             | 143              | 8,2%  | 20                          | 1,1% | 8          | 0,5% | 69         | 5,8%  | 44                              | 3,7%  | 14         | 1,2%  |
| 50–54 years                             | 152              | 8,7%  | 18                          | 1 %  | 9          | 0,5% | 78         | 6,6%  | 35                              | 2,9%  | 11         | 0,9%  |
| 55–59 years                             | 130              | 7,4%  | 18                          | 1 %  | 14         | 0,8% | 74         | 6,2%  | 20                              | 1,7%  | 22         | 1,9%  |
| 60+ years                               | 116              | 6,6%  | 7                           | 0,4% | 6          | 0,3% | 58         | 4,9%  | 17                              | 1,4%  | 10         | 0,8%  |
| N.s.                                    | 22               | 1,3%  | 3                           | 0,2% | 0          | 0 %  | 12         | 1 %   | 8                               | 0,7%  | 3          | 0,3%  |
| <b>Subject group</b>                    |                  |       |                             |      |            |      |            |       |                                 |       |            |       |
| Agriculture, forestry and food sciences | 41               | 2,3%  | 2                           | 0,1% | 3          | 0,2% | 18         | 1,5%  | 6                               | 0,5%  | 3          | 0,3%  |
| Human medicine/ health sciences         | 72               | 4,1%  | 5                           | 0,3% | 2          | 0,1% | 37         | 3,1%  | 5                               | 0,4%  | 4          | 0,3%  |
| Engineering sciences                    | 271              | 15,5% | 20                          | 1,1% | 5          | 0,3% | 186        | 15,7% | 55                              | 4,6%  | 14         | 1,2%  |
| Culture, humanities and education       | 298              | 17,1% | 37                          | 2,1% | 14         | 0,8% | 163        | 13,7% | 52                              | 4,4%  | 21         | 1,8%  |
| Arts                                    | 47               | 2,7%  | 7                           | 0,4% | 3          | 0,2% | 29         | 2,4%  | 1                               | 0,1%  | 3          | 0,3%  |
| Mathematics and natural sciences        | 685              | 39,2% | 60                          | 3,4% | 26         | 1,5% | 474        | 39,9% | 215                             | 18,1% | 79         | 6,7%  |
| Social sciences, economics, law         | 296              | 17 %  | 35                          | 2 %  | 15         | 0,9% | 169        | 14,2% | 53                              | 4,5%  | 13         | 1,1%  |
| Sports science                          | 8                | 0,5%  | 0                           | 0 %  | 0          | 0 %  | 2          | 0,2%  | 0                               | 0 %   | 0          | 0 %   |
| Veterinary medicine                     | 9                | 0,5%  | 0                           | 0 %  | 0          | 0 %  | 4          | 0,3%  | 0                               | 0 %   | 0          | 0 %   |
| Other                                   | 12               | 0,7%  | 0                           | 0 %  | 0          | 0 %  | 1          | 0,1%  | 0                               | 0 %   | 0          | 0 %   |

**Table 42: Active and passive usage of social media applications, Part II**

Base: Scientists at German universities and research institutions who do use the respective tool mainly professionally or professionally and privately at equal parts (Universities: Wikipedia: n=1.187, Other wiki: n=769, Discussion forum: n=640, Video/photo community platform: n=461; Research institutions: Wikipedia: n=559, Other wiki: n=418, Discussion forum: n=307, Video/photo community platform: n=111; Total sample: Wikipedia: n=1.746, Other wiki: n=1.187, Discussion forum: n=947, Video/photo community platform: n=572)

Source: Science 2.0-Survey 2014

## Active and passive use of social media applications, Part II

| Discussion forum |       |         |       |   |       | Video/photo community platform |       |                         |       |                             |      |   |
|------------------|-------|---------|-------|---|-------|--------------------------------|-------|-------------------------|-------|-----------------------------|------|---|
| Reading posts    |       | Posting |       | Answering to other user's contributions |       | Viewing videos/photos          |       | Uploading videos/photos |       | Commenting on videos/photos |      |   |
| 623              | 97,3% | 160     | 25 %  | 140                                     | 21,9% | 414                            | 89,8% | 164                     | 35,6% | 27                          | 5,9% | Universities                            |
| 299              | 97,4% | 77      | 25,1% | 57                                      | 18,6% | 106                            | 95,5% | 25                      | 22,5% | 9                           | 8,1% | Research institutions                   |
| 922              | 97,4% | 237     | 25 %  | 197                                     | 20,8% | 520                            | 90,9% | 189                     | 33 %  | 36                          | 6,3% | Total sample                            |
| 392              | 41,4% | 75      | 7,9%  | 64                                      | 6,8%  | 241                            | 42,1% | 75                      | 13,1% | 14                          | 2,4% | Female                                  |
| 522              | 55,1% | 161     | 17 %  | 131                                     | 13,8% | 274                            | 47,9% | 113                     | 19,8% | 22                          | 3,8% | Male                                    |
| 8                | 0,8%  | 2       | 0,2%  | 2                                       | 0,2%  | 5                              | 0,9%  | 1                       | 0,2%  | 0                           | 0 %  | N.s.                                    |
| 8                | 0,8%  | 1       | 0,1%  | 1                                       | 0,1%  | 3                              | 0,5%  | 1                       | 0,2%  | 1                           | 0,2% | 20–24 years                             |
| 210              | 22,2% | 47      | 5 %   | 29                                      | 3,1%  | 86                             | 15 %  | 16                      | 2,8%  | 4                           | 0,7% | 25–29 years                             |
| 261              | 27,6% | 65      | 6,9%  | 44                                      | 4,6%  | 103                            | 18 %  | 27                      | 4,7%  | 11                          | 1,9% | 30–34 years                             |
| 127              | 13,4% | 34      | 3,6%  | 27                                      | 2,9%  | 88                             | 15,4% | 21                      | 3,7%  | 8                           | 1,4% | 35–39 years                             |
| 68               | 7,2%  | 19      | 2 %   | 18                                      | 1,9%  | 49                             | 8,6%  | 14                      | 2,4%  | 5                           | 0,9% | 40–44 years                             |
| 56               | 5,9%  | 21      | 2,2%  | 17                                      | 1,8%  | 50                             | 8,7%  | 26                      | 4,5%  | 0                           | 0 %  | 45–49 years                             |
| 70               | 7,4%  | 21      | 2,2%  | 26                                      | 2,7%  | 49                             | 8,6%  | 34                      | 5,9%  | 3                           | 0,5% | 50–54 years                             |
| 64               | 6,8%  | 15      | 1,6%  | 18                                      | 1,9%  | 47                             | 8,2%  | 27                      | 4,7%  | 5                           | 0,9% | 55–59 years                             |
| 44               | 4,6%  | 12      | 1,3%  | 13                                      | 1,4%  | 40                             | 7 %   | 18                      | 3,1%  | 0                           | 0 %  | 60+ years                               |
| 15               | 1,6%  | 3       | 0,3%  | 4                                       | 0,4%  | 7                              | 1,2%  | 4                       | 0,7%  | 1                           | 0,2% | N.s.                                    |
| 18               | 1,9%  | 3       | 0,3%  | 4                                       | 0,4%  | 8                              | 1,4%  | 4                       | 0,7%  | 1                           | 0,2% | Agriculture, forestry and food sciences |
| 32               | 3,4%  | 8       | 0,8%  | 11                                      | 1,2%  | 20                             | 3,5%  | 6                       | 1 %   | 3                           | 0,5% | Human medicine/health sciences          |
| 151              | 15,9% | 36      | 3,8%  | 34                                      | 3,6%  | 75                             | 13,1% | 36                      | 6,3%  | 3                           | 0,5% | Engineering sciences                    |
| 137              | 14,5% | 43      | 4,5%  | 28                                      | 3 %   | 129                            | 22,6% | 48                      | 8,4%  | 7                           | 1,2% | Culture, humanities and education       |
| 19               | 2 %   | 3       | 0,3%  | 9                                       | 1 %   | 31                             | 5,4%  | 11                      | 1,9%  | 1                           | 0,2% | Arts                                    |
| 379              | 40 %  | 102     | 10,8% | 83                                      | 8,8%  | 149                            | 26 %  | 42                      | 7,3%  | 12                          | 2,1% | Mathematics and natural sciences        |
| 180              | 19 %  | 41      | 4,3%  | 26                                      | 2,7%  | 98                             | 17,1% | 42                      | 7,3%  | 10                          | 1,7% | Social sciences, economics, law         |
| 2                | 0,2%  | 0       | 0 %   | 0                                       | 0 %   | 3                              | 0,5%  | 0                       | 0 %   | 0                           | 0 %  | Sports science                          |
| 2                | 0,2%  | 2       | 0,2%  | 1                                       | 0,1%  | 3                              | 0,5%  | 0                       | 0 %   | 0                           | 0 %  | Veterinary medicine                     |
| 4                | 0,4%  | 0       | 0 %   | 1                                       | 0,1%  | 4                              | 0,7%  | 0                       | 0 %   | 0                           | 0 %  | Other                                   |

## 5. Attitudes to the use of social media applications and online-based tools in everyday academic life

Understanding scientists' attitudes towards Internet technologies can help us to better estimate how the use of online-based tools and social media applications will develop in the future. Above all, however, recording the surveyed scientists' attitudes towards the Internet helps us to evaluate user behaviour. As a result, attitudes play a crucial role in the adoption of computer technologies (Venkatesh & Bala 2008).

The attitudinal evaluation in this study is based on scales for measuring the acceptance of technology (ibid.) and includes the following four attitudinal dimensions: privacy concerns (based on Xu et al. 2011), computer anxiety and self-efficacy (based on Venkatesh & Bala 2008) and curiosity (based on Kashdan et al. 2004).

|  |
|--|
| <p><b>Privacy concerns</b></p> <ul style="list-style-type: none"> <li>• I am concerned that any data I disclose on the Internet could be abused.</li> <li>• I tend not to disclose information on the Internet because I don't know what others might do with it.</li> <li>• I'm reluctant to publish data on the Internet because it could be used in ways I might not be able to foresee.<sup>a</sup></li> <li>• I'm familiar with the Terms of Use of the Web 2.0 tools I use.</li> </ul> |
| <p><b>Computer anxiety</b></p> <ul style="list-style-type: none"> <li>• It makes me nervous to work with social media.</li> <li>• I fear that improper use of social media could lead to data loss.</li> <li>• When using social media, I fear I might make mistakes I cannot straighten out.</li> <li>• I find social media somewhat intimidating.</li> </ul>   |
| <p><b>Curiosity</b></p> <ul style="list-style-type: none"> <li>• I try to gather information on technical innovations such as smart phones, computers, software and Internet applications as often as possible.</li> <li>• I often ask myself how I could make use of technical innovations.</li> <li>• If I am interested in a technical innovation, I inform myself thoroughly.</li> <li>• My friends and acquaintances would say that I am interested in technology.</li> </ul>           |
| <p><b>Computer self-efficacy</b></p> <p>I could complete a task (such as answering a question) with the help of social media...</p> <ul style="list-style-type: none"> <li>• ...even if there was no one there to give me instructions.</li> <li>• ...if I could ask someone for help when I get stuck.</li> <li>• ...if I had enough time to work my way into the matter.</li> <li>• ...if I could only draw on the platform's built-in help function for support.</li> </ul>               |

**Table 43: Overview items for the survey of attitude dimensions „Privacy concerns“, „Computer anxiety“, „Computer self-efficacy“ und „Curiosity“**

<sup>a</sup> slight adjustment of the wording in relation to the original phrase



The attitudinal evaluation was presented to all participants. Scientists were asked to rate their acceptance of the individual items using a five-level Likert scale (1="I strongly disagree", 2="I tend to disagree", 3="Undecided", 4="I tend to agree" and 5="I strongly agree"). The internal consistency of these scales ranges from 0.686 to 0.855, and can therefore be rated as acceptable to good (table 45).

Overall, it can be ascertained that scientists are aware of privacy issues and have relatively high concerns about the spread of and access to personal data by other people on the Internet (table 43). Slightly more than two-thirds (62%) of the scientists are reluctant to submit data online as they cannot foresee how this data might be used ( $M=3.52$ ,  $SD=1.290$ ) or fear that published data could be misused ( $M=3.79$ ,  $SD=1.172$ ). Substantially more than half of the respondents (58%) are reluctant to submit data online because they do not know what others do with it ( $M=3.48$ ,  $SD=1.269$ ), while female scientists are somewhat more concerned about the handling of personal data ( $M=3.57$ ,  $SD=0.808$ ) than their male colleagues ( $M=3.27$ ,  $SD=0.919$ ). When comparing universities with research institutions, scientists from universities prove to be slightly more concerned than their research institution counterparts when it comes to the publication of data on the Internet, for example ( $M_{HS}=3.58$  vs.  $M_{FE}=3.40$ ).

Scientists generally have few reservations about dealing with social media applications in particular and are open to them. Although almost three quarters of the scientists surveyed (72%) indicated that they do not feel intimidated or are not likely to feel intimidated by social media ( $M=1.94$ ,  $SD=1.146$ ), no more than a quarter of the scientists are confident about their ability to interact with social media so as to ensure that no data is lost and errors are corrected ( $M=2.41$ ,  $SD=1.257$ ).

As the following results show, although many of the scientists surveyed still need to familiarise themselves with the handling and use of social media offerings, they generally feel able to deal with the challenges posed by social media. Time is a crucial factor in whether or not the respondents tackle tasks with the help of social media applications. Two thirds (67%) partly or completely agreed that they would be able to complete a task with the help of social media if they had enough time to do so. Three quarters of scientists surveyed (74%) partly or completely agreed that they would also be able to complete a task even if nobody was there to walk them through it. Despite this result, in-built help functions or support from others are important factors when dealing with social media applications. 57 per cent of the scientists surveyed partly or completely agreed that they could solve a problem with the help of social media if they were able to ask someone for help. The use of help functions is also important in enabling respondents to work with social media applications. Half of the scientists surveyed partly or completely agreed that they would be able to use social media applications if only the in-built help functions of the appropriate application were available. At the same time, however, almost one quarter of the scientists surveyed were uncertain whether they would be able to work within social media applications with the help of the online help functions alone (24%), while 21 per cent of the respondents partly or completely disagreed with this statement. Despite this scepticism, scientists are generally confident in their ability to interact with social media applications, with at least half of those surveyed agreeing that they would be able to tackle tasks with the help of social media applications.

Furthermore, the scientists surveyed are generally open to new technological developments. In particular, three quarters of the respondents (74%) indicated that they would seek out information about any technical innovations that interested them. At the same time, 42 per cent of the scientists surveyed consider how they might be able to make use of technical innovations, while a similar number indicated that friends and acquaintances consider them to be interested in technology. In addition, 35 per cent of the scientists surveyed regularly keep themselves up-to-date with technical innovations of their own accord.

When comparing respondents based on **age** (tab. 47), scientists aged 60 and over showed slightly less confidence in their dealings with social media applications ( $M=2.789$ ,  $SD=1.034$ ), while the 55- to 59-year-old age group are also slightly less confident about using these tools ( $M=3.138$ ,  $SD=1.065$ ). Compared with both of these age groups, younger scientists – particularly those aged between 20 and 34, exhibit much greater confidence when dealing with social media applications ( $M=3.831$ – $3.869$ ,  $SD=1.045$ – $1.048$ ). However, when examining age groups it must also be

observed that scientists aged 55 and over describe themselves as very open-minded, while those in the 40 to 44 age group profess to being less interested in this regard. Marked differences in **gender** (table 46) are also apparent here, with male scientists viewing themselves as more interested in new technologies than female scientists ( $M_{\text{Women}} = 2.757$  vs.  $M_{\text{Men}} = 3.459$ ,  $SD_{\text{Women}} = 0.997$ ,  $SD_{\text{Men}} = 1.022$ ).

Differences can also be observed between the different **status groups** (table 48): while PhD students serving as research associates ( $M = 3.819$ ,  $SD = 1.168$ ) demonstrate a relatively high level of confidence, professors are somewhat less confident in their dealings with social media applications ( $M = 3.2262$ ,  $SD = 1.097$ ). On the other hand, interest in new technologies is particularly high among private lecturers ( $M = 3.413$ ,  $SD = 0.951$ ) and academic councillors ( $M = 3.352$ ,  $SD = 1.049$ ) according to their own statements.

## Overall attitudes

|  | Universities        |       |                    |       |           |       |                 |       |                  |       |      |      | Mean (M) | Standard deviation (SD) |       |
|--|---------------------|-------|--------------------|-------|-----------|-------|-----------------|-------|------------------|-------|------|------|----------|-------------------------|-------|
|  | I strongly disagree |       | I tend to disagree |       | Undecided |       | I tend to agree |       | I strongly agree |       | N.s. | N    |          |                         |       |
| I am concerned that any data I disclose on the Internet could be abused.   | 40                  | 2,8%  | 190                | 13,4% | 186       | 13,1% | 518             | 36,5% | 472              | 33,3% | 13   | 0,9% | 1.419    | 3,81                    | 1,169 |
| I tend not to disclose information on the Internet because I don't know what others might do with it.  | 79                  | 5,6%  | 273                | 19,2% | 220       | 15,5% | 464             | 32,7% | 368              | 26%   | 15   | 1,1% | 1.419    | 3,51                    | 1,272 |
| I'm reluctant to publish data on the Internet because it could be used in ways I might not be able to foresee.                                 | 73                  | 5,2%  | 244                | 17,2% | 207       | 14,6% | 477             | 33,6% | 396              | 27,9% | 21   | 1,5% | 1.419    | 3,58                    | 1,279 |
| I'm familiar with the Terms of Use of the Web 2.0 tools I use.   | 196                 | 13,8% | 372                | 26,2% | 349       | 24,6% | 368             | 25,9% | 109              | 7,7%  | 25   | 1,8% | 1.419    | 2,82                    | 1,229 |
| It makes me nervous to work with social media.   | 437                 | 30,8% | 445                | 31,4% | 212       | 14,9% | 185             | 13%   | 107              | 7,5%  | 34   | 2,4% | 1.419    | 2,28                    | 1,294 |
| I fear that improper use of social media could lead to data loss.  | 391                 | 27,6% | 474                | 33,4% | 229       | 16,2% | 207             | 14,6% | 84               | 5,9%  | 32   | 2,3% | 1.419    | 2,31                    | 1,246 |
| When using social media, I fear I might make mistakes I cannot straighten out.   | 353                 | 24,9% | 443                | 31,2% | 256       | 18%   | 252             | 17,8% | 84               | 5,9%  | 32   | 2,2% | 1.419    | 2,42                    | 1,259 |
| I find social media somewhat intimidating.   | 608                 | 42,8% | 429                | 30,3% | 182       | 12,8% | 116             | 8,2%  | 50               | 3,5%  | 33   | 2,3% | 1.419    | 1,92                    | 1,135 |
| I try to gather information on technical innovations such as smart phones, computers, software and Internet applications as often as possible. | 242                 | 17%   | 420                | 29,6% | 226       | 15,9% | 346             | 24,4% | 168              | 11,9% | 17   | 1,2% | 1.419    | 2,81                    | 1,330 |
| I often ask myself how I could make use of technical innovations.  | 179                 | 12,6% | 373                | 26,3% | 223       | 15,7% | 459             | 32,3% | 166              | 11,7% | 19   | 1,3% | 1.419    | 3,00                    | 1,296 |
| If I am interested in a technical innovation, I inform myself thoroughly.  | 63                  | 4,4%  | 115                | 8,1%  | 169       | 11,9% | 636             | 44,8% | 422              | 29,7% | 15   | 1,1% | 1.419    | 3,84                    | 1,133 |
| My friends and acquaintances would say that I am interested in technology.   | 215                 | 15,2% | 279                | 19,7% | 309       | 21,8% | 358             | 25,2% | 231              | 16,3% | 26   | 1,8% | 1.419    | 3,02                    | 1,368 |
| I could complete a task (such as answering a question) with the help of social media...  |                     |       |                    |       |           |       |                 |       |                  |       |      |      |          |                         |       |
| ...even if there was no one there to give me instructions.   | 62                  | 4,4%  | 93                 | 6,5%  | 182       | 12,8% | 523             | 36,9% | 528              | 37,2% | 31   | 2,2% | 1.419    | 3,89                    | 1,222 |
| ...if I could ask someone for help when I get stuck.   | 116                 | 8,2%  | 150                | 10,6% | 241       | 17%   | 405             | 28,5% | 417              | 29,4% | 90   | 6,3% | 1.419    | 3,41                    | 1,515 |
| ...if I had enough time to work my way into the matter.  | 90                  | 6,3%  | 105                | 7,4%  | 209       | 14,7% | 478             | 33,7% | 460              | 32,4% | 77   | 5,4% | 1.419    | 3,62                    | 1,437 |
| ...if I could only draw on the platform's built-in help function for support.  | 137                 | 9,7%  | 163                | 11,5% | 327       | 23%   | 358             | 25,2% | 345              | 24,3% | 88   | 6,2% | 1.419    | 3,24                    | 1,494 |

**Table 43: Overall attitudes at universities**

Base: Scientists at German universities, n=1.419

Source: Science 2.0-Survey 2014

|  | Research institutions |                    |           |                 |                  |       |     |       |     |       |    |      | Mean (M) | Standard deviation (SD) |       |
|--|-----------------------|--------------------|-----------|-----------------|------------------|-------|-----|-------|-----|-------|----|------|----------|-------------------------|-------|
|  | I strongly disagree   | I tend to disagree | Undecided | I tend to agree | I strongly agree | N.s.  | N   |       |     |       |    |      |          |                         |       |
| I am concerned that any data I disclose on the Internet could be abused.   | 26                    | 3,9%               | 83        | 12,5%           | 85               | 12,8% | 276 | 41,5% | 187 | 28,1% | 8  | 1,2% | 665      | 3,74                    | 1,177 |
| I tend not to disclose information on the Internet because I don't know what others might do with it.  | 40                    | 6%                 | 132       | 19,8%           | 104              | 15,6% | 238 | 35,8% | 142 | 21,4% | 9  | 1,4% | 665      | 3,43                    | 1,263 |
| I'm reluctant to publish data on the Internet because it could be used in ways I might not be able to foresee.                                 | 48                    | 7,2%               | 127       | 19,1%           | 99               | 14,9% | 236 | 35,5% | 143 | 21,5% | 12 | 1,8% | 665      | 3,40                    | 1,305 |
| I'm familiar with the Terms of Use of the Web 2.0 tools I use.   | 103                   | 15,5%              | 166       | 25%             | 153              | 23%   | 185 | 27,8% | 45  | 6,8%  | 13 | 2%   | 665      | 2,80                    | 1,247 |
| It makes me nervous to work with social media.   | 199                   | 29,9%              | 207       | 31,1%           | 112              | 16,8% | 96  | 14,4% | 34  | 5,1%  | 17 | 2,6% | 665      | 2,26                    | 1,242 |
| I fear that improper use of social media could lead to data loss.  | 195                   | 29,3%              | 217       | 32,6%           | 122              | 18,3% | 87  | 13,1% | 30  | 4,5%  | 14 | 2,1% | 665      | 2,25                    | 1,197 |
| When using social media, I fear I might make mistakes I cannot straighten out.   | 169                   | 25,4%              | 204       | 30,7%           | 123              | 18,5% | 117 | 17,6% | 37  | 5,6%  | 15 | 2,3% | 665      | 2,40                    | 1,254 |
| I find social media somewhat intimidating.   | 282                   | 42,4%              | 176       | 26,5%           | 105              | 15,8% | 66  | 9,9%  | 22  | 3,3%  | 14 | 2,1% | 665      | 1,99                    | 1,167 |
| I try to gather information on technical innovations such as smart phones, computers, software and Internet applications as often as possible. | 112                   | 16,8%              | 222       | 33,4%           | 108              | 16,2% | 155 | 23,3% | 60  | 9%    | 8  | 1,2% | 665      | 2,71                    | 1,275 |
| I often ask myself how I could make use of technical innovations.  | 84                    | 12,6%              | 203       | 30,5%           | 125              | 18,8% | 174 | 26,2% | 69  | 10,4% | 10 | 1,5% | 665      | 2,87                    | 1,268 |
| If I am interested in a technical innovation, I inform myself thoroughly.  | 34                    | 5,1%               | 59        | 8,9%            | 88               | 13,2% | 299 | 45%   | 175 | 26,3% | 10 | 1,5% | 665      | 3,74                    | 1,177 |
| My friends and acquaintances would say that I am interested in technology.   | 114                   | 17,1%              | 120       | 18%             | 135              | 20,3% | 171 | 25,7% | 111 | 16,7% | 14 | 2,1% | 665      | 3,00                    | 1,408 |
| I could complete a task (such as answering a question) with the help of social media...  |                       |                    |           |                 |                  |       |     |       |     |       |    |      |          |                         |       |
| ...even if there was no one there to give me instructions.   | 28                    | 4,2%               | 42        | 6,3%            | 82               | 12,3% | 244 | 36,7% | 250 | 37,6% | 19 | 2,9% | 665      | 3,89                    | 1,256 |
| ...if I could ask someone for help when I get stuck.   | 63                    | 9,5%               | 75        | 11,3%           | 113              | 17%   | 169 | 25,4% | 207 | 31,1% | 38 | 5,7% | 665      | 3,40                    | 1,532 |
| ...if I had enough time to work my way into the matter.  | 50                    | 7,5%               | 43        | 6,5%            | 87               | 13,1% | 236 | 35,5% | 216 | 32,5% | 33 | 5%   | 665      | 3,64                    | 1,435 |
| ...if I could only draw on the platform's built-in help function for support.  | 54                    | 8,1%               | 82        | 12,3%           | 169              | 25,4% | 168 | 25,3% | 154 | 23,2% | 38 | 5,7% | 665      | 3,26                    | 1,441 |

**Table 44: Overall attitudes at research institutions**

Base: Scientists at research institutions, n=665

Source: Science 2.0-Survey 2014

|  | Total sample        |       |                    |       |           |       |                 |       |                  |       |      |      | N     | Mean (M) | Standard deviation (SD) |
|--|---------------------|-------|--------------------|-------|-----------|-------|-----------------|-------|------------------|-------|------|------|-------|----------|-------------------------|
|  | I strongly disagree |       | I tend to disagree |       | Undecided |       | I tend to agree |       | I strongly agree |       | N.s. |      |       |          |                         |
| I am concerned that any data I disclose on the Internet could be abused.   | 66                  | 3,2%  | 273                | 13,1% | 271       | 13%   | 794             | 38,1% | 659              | 31,6% | 21   | 1%   | 2.084 | 3,79     | 1,172                   |
| I tend not to disclose information on the Internet because I don't know what others might do with it.  | 119                 | 5,7%  | 405                | 19,4% | 324       | 15,5% | 702             | 33,7% | 510              | 24,5% | 24   | 1,2% | 2.084 | 3,48     | 1,269                   |
| I'm reluctant to publish data on the Internet because it could be used in ways I might not be able to foresee.                                 | 121                 | 5,8%  | 371                | 17,8% | 306       | 14,7% | 713             | 34,2% | 539              | 25,9% | 33   | 1,6% | 2.084 | 3,52     | 1,290                   |
| I'm familiar with the Terms of Use of the Web 2.0 tools I use.   | 299                 | 14,4% | 538                | 25,8% | 502       | 24,1% | 553             | 26,5% | 154              | 7,4%  | 38   | 1,8% | 2.084 | 2,81     | 1,235                   |
| It makes me nervous to work with social media.   | 636                 | 30,5% | 652                | 31,3% | 324       | 15,5% | 281             | 13,5% | 141              | 6,7%  | 51   | 2,5% | 2.084 | 2,27     | 1,277                   |
| I fear that improper use of social media could lead to data loss.  | 586                 | 28,1% | 691                | 33,2% | 351       | 16,9% | 294             | 14,1% | 114              | 5,5%  | 46   | 2,2% | 2.084 | 2,29     | 1,231                   |
| When using social media, I fear I might make mistakes I cannot straighten out.   | 522                 | 25%   | 647                | 31%   | 379       | 18,2% | 369             | 17,7% | 121              | 5,8%  | 47   | 2,2% | 2.084 | 2,41     | 1,257                   |
| I find social media somewhat intimidating.   | 890                 | 42,7% | 605                | 29,1% | 287       | 13,8% | 182             | 8,8%  | 72               | 3,4%  | 47   | 2,3% | 2.084 | 1,94     | 1,146                   |
| I try to gather information on technical innovations such as smart phones, computers, software and Internet applications as often as possible. | 354                 | 17%   | 642                | 30,8% | 334       | 16%   | 501             | 24%   | 228              | 11%   | 25   | 1,2% | 2.084 | 2,78     | 1,313                   |
| I often ask myself how I could make use of technical innovations.  | 263                 | 12,6% | 576                | 27,7% | 348       | 16,7% | 633             | 30,4% | 235              | 11,3% | 29   | 1,4% | 2.084 | 2,96     | 1,288                   |
| If I am interested in a technical innovation, I inform myself thoroughly.  | 97                  | 4,6%  | 174                | 8,3%  | 257       | 12,3% | 935             | 44,9% | 597              | 28,6% | 25   | 1,2% | 2.084 | 3,81     | 1,148                   |
| My friends and acquaintances would say that I am interested in technology.   | 329                 | 15,8% | 399                | 19,2% | 444       | 21,3% | 529             | 25,4% | 342              | 16,4% | 40   | 1,9% | 2.084 | 3,02     | 1,381                   |
| I could complete a task (such as answering a question) with the help of social media...  |                     |       |                    |       |           |       |                 |       |                  |       |      |      |       |          |                         |
| ...even if there was no one there to give me instructions.   | 90                  | 4,3%  | 135                | 6,5%  | 264       | 12,7% | 767             | 36,8% | 778              | 37,3% | 50   | 2,4% | 2.084 | 3,89     | 1,233                   |
| ...if I could ask someone for help when I get stuck.   | 179                 | 8,6%  | 225                | 10,8% | 354       | 17%   | 574             | 27,5% | 624              | 29,9% | 128  | 6,1% | 2.084 | 3,41     | 1,520                   |
| ...if I had enough time to work my way into the matter.  | 140                 | 6,7%  | 148                | 7,1%  | 296       | 14,2% | 714             | 34,3% | 676              | 32,5% | 110  | 5,3% | 2.084 | 3,63     | 1,436                   |
| ...if I could only draw on the platform's built-in help function for support.  | 191                 | 9,2%  | 245                | 11,8% | 496       | 23,8% | 526             | 25,2% | 499              | 24%   | 126  | 6,1% | 2.084 | 3,25     | 1,477                   |

**Table 45: Overall attitudes – total sample**

Base: Scientists at German universities and research institutions, n=2.084

Source: Science 2.0-Survey 2014

## Attitude measurement reliability analysis

|                        | M     | SD     | Cronbach's alpha |
|------------------------|-------|--------|------------------|
| Privacy concerns       | 3,401 | 0,8926 | 0,686            |
| Computer anxiety       | 2,23  | 0,9873 | 0,818            |
| Computer self-efficacy | 3,544 | 1,1320 | 0,802            |
| Curiosity              | 3,141 | 1,0739 | 0,855            |

**Table 46: Internal validity of the scales**

Base: Scientists at German universities and research institutions, n=2.084  
Source: Science 2.0-Survey 2014

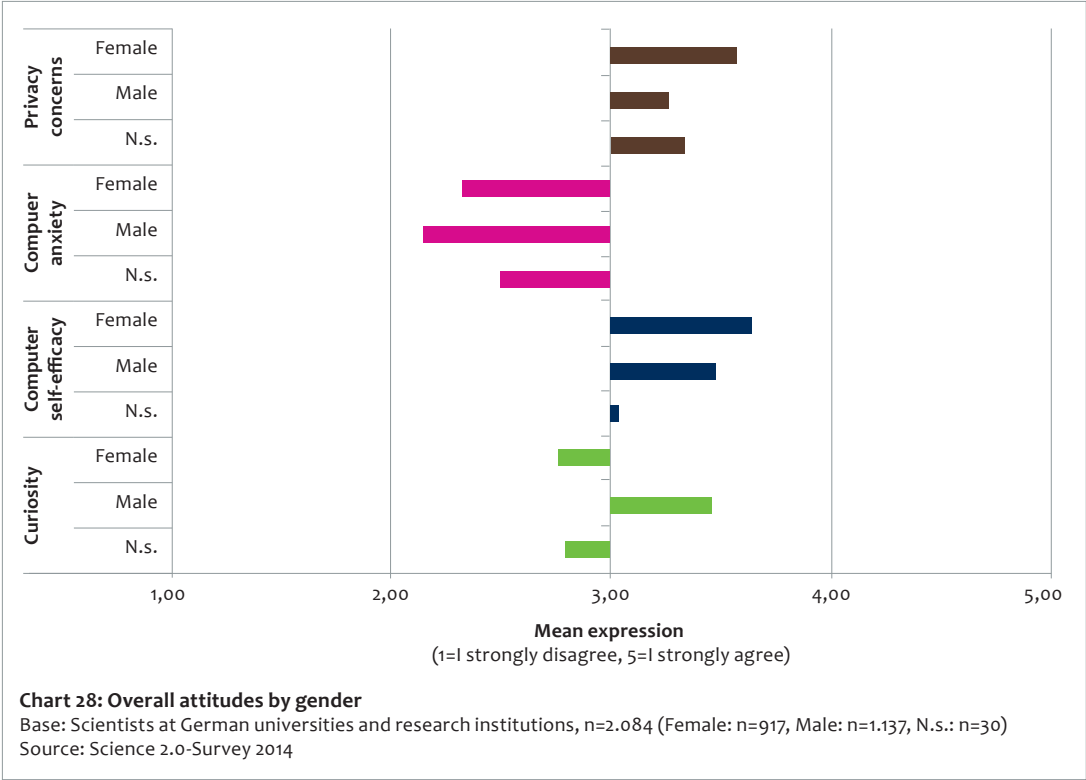
## Attitudes by gender

|                        |        | N     | M      | SD      | Kruskal-Wallis,<br>H-test |
|------------------------|--------|-------|--------|---------|---------------------------|
| Privacy concerns       | Female | 917   | 3,5694 | 0,80758 | 0,000                     |
|                        | Male   | 1.137 | 3,2661 | 0,91937 |                           |
|                        | N.s.   | 30    | 3,3377 | 1,38473 |                           |
| Computer anxiety       | Female | 917   | 2,3292 | 0,96096 | 0,000                     |
|                        | Male   | 1.137 | 2,1434 | 0,99011 |                           |
|                        | N.s.   | 30    | 2,4967 | 1,33411 |                           |
| Computer self-efficacy | Female | 917   | 3,6374 | 1,03275 | 0,002                     |
|                        | Male   | 1.137 | 3,4825 | 1,18347 |                           |
|                        | N.s.   | 30    | 3,0377 | 1,67976 |                           |
| Curiosity              | Female | 917   | 2,7574 | 0,99686 | 0,000                     |
|                        | Male   | 1.137 | 3,4587 | 1,02234 |                           |
|                        | N.s.   | 30    | 2,7949 | 1,33433 |                           |

**Table 47: Overall attitudes by gender**

Average values of the attitude scales (M), standard deviation (SD) and significance ( $\alpha=0.05$ ) of the mean differences between the groups according to H-test

Base: Scientists at German universities and research institutions  
Source: Science 2.0-Survey 2014



## Attitudes by age

|                        | Age         | N   | M      | SD      | Kruskal-Wallis, H-test |
|------------------------|-------------|-----|--------|---------|------------------------|
| Privacy concerns       | 20–24 years | 13  | 3,1894 | 0,55934 | 0,053                  |
|                        | 25–29 years | 436 | 3,4391 | 0,83996 |                        |
|                        | 30–34 years | 522 | 3,4548 | 0,88812 |                        |
|                        | 35–39 years | 304 | 3,2935 | 0,88054 |                        |
|                        | 40–44 years | 163 | 3,3980 | 0,85661 |                        |
|                        | 45–49 years | 164 | 3,2723 | 0,96975 |                        |
|                        | 50–54 years | 179 | 3,4766 | 0,83393 |                        |
|                        | 55–59 years | 140 | 3,3717 | 0,91506 |                        |
|                        | 60+ years   | 125 | 3,3412 | 0,94729 |                        |
|                        | N.s.        | 36  | 3,6663 | 1,36099 |                        |
| Computer anxiety       | 20–24 years | 13  | 2,0258 | 0,56160 | 0,248                  |
|                        | 25–29 years | 436 | 2,2104 | 0,88566 |                        |
|                        | 30–34 years | 522 | 2,2100 | 0,96472 |                        |
|                        | 35–39 years | 304 | 2,1519 | 0,96666 |                        |
|                        | 40–44 years | 163 | 2,1682 | 0,88346 |                        |
|                        | 45–49 years | 164 | 2,2470 | 1,05403 |                        |
|                        | 50–54 years | 179 | 2,3475 | 1,03782 |                        |
|                        | 55–59 years | 140 | 2,2051 | 1,03300 |                        |
|                        | 60+ years   | 125 | 2,4385 | 1,21909 |                        |
|                        | N.s.        | 36  | 2,4940 | 1,41095 |                        |
| Computer self-efficacy | 20–24 years | 13  | 3,8690 | 1,04842 | 0,000                  |
|                        | 25–29 years | 436 | 3,8202 | 1,06425 |                        |
|                        | 30–34 years | 522 | 3,8306 | 1,04473 |                        |
|                        | 35–39 years | 304 | 3,4486 | 1,19468 |                        |
|                        | 40–44 years | 163 | 3,4358 | 1,08733 |                        |
|                        | 45–49 years | 164 | 3,4528 | 1,01551 |                        |
|                        | 50–54 years | 179 | 3,3598 | 1,04720 |                        |
|                        | 55–59 years | 140 | 3,1382 | 1,06546 |                        |
|                        | 60+ years   | 125 | 2,7889 | 1,03427 |                        |
|                        | N.s.        | 36  | 2,7788 | 1,76707 |                        |
| Curiosity              | 20–24 years | 13  | 3,2242 | 1,06293 | 0,02                   |
|                        | 25–29 years | 436 | 3,0745 | 1,09428 |                        |
|                        | 30–34 years | 522 | 3,1441 | 1,08936 |                        |
|                        | 35–39 years | 304 | 3,0918 | 1,07597 |                        |
|                        | 40–44 years | 163 | 3,0094 | 1,06084 |                        |
|                        | 45–49 years | 164 | 3,1473 | 1,01117 |                        |
|                        | 50–54 years | 179 | 3,1973 | 1,03196 |                        |
|                        | 55–59 years | 140 | 3,3866 | 0,91391 |                        |
|                        | 60+ years   | 125 | 3,3339 | 1,12853 |                        |
|                        | N.s.        | 36  | 2,9191 | 1,34071 |                        |

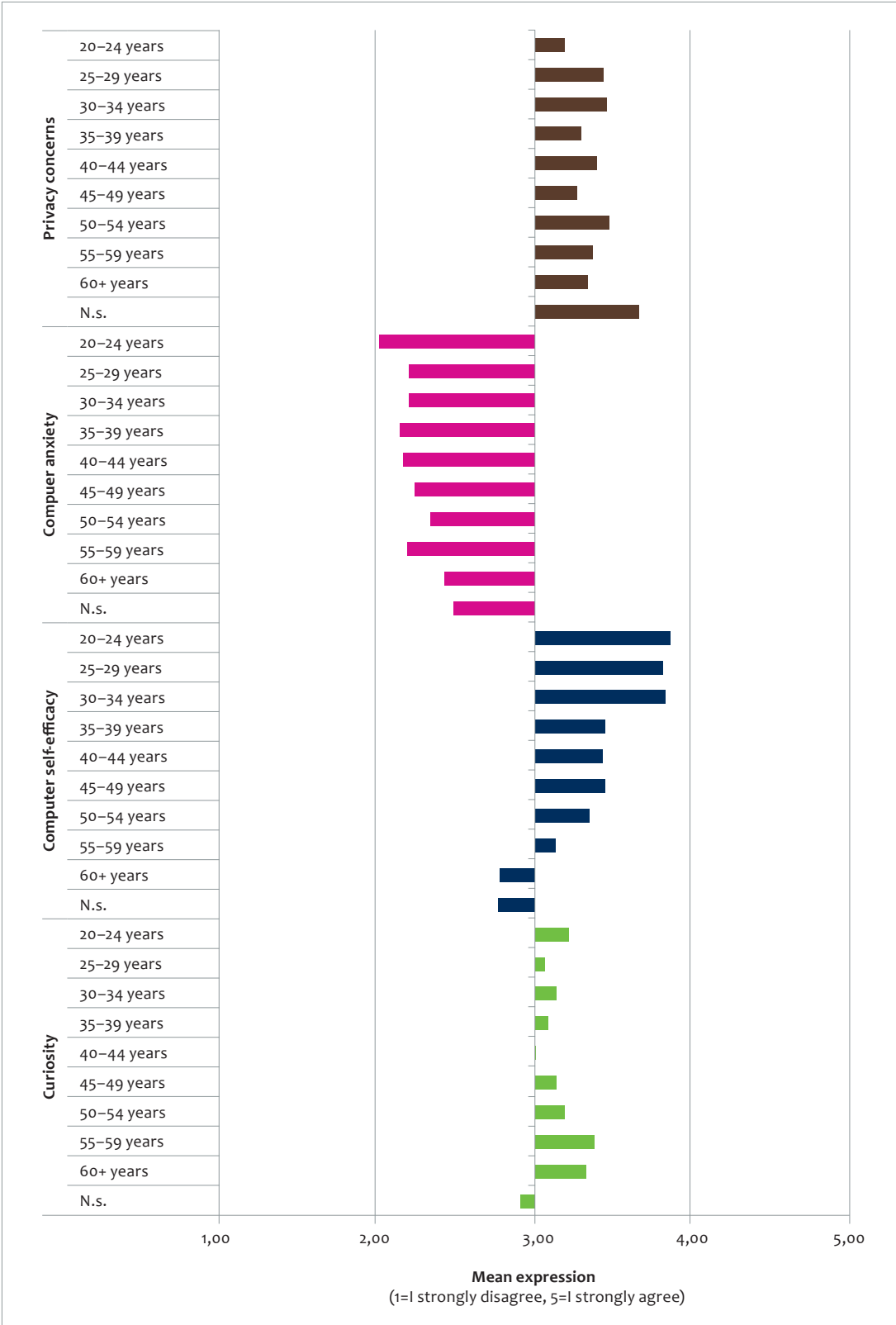
**Table 48: Overall attitudes by age**

Average values of the attitude scales (M), standard deviation (SD) and significance ( $\alpha=0.05$ ) of the mean differences between the groups according to H-test

Base: Scientists at German universities and research institutions

Source: Science 2.0-Survey 2014





**Chart 29: Overall attitudes by age**  
 Base: Scientists at German universities and research institutions, n=2.084 (20-24: n=13, 25-29: n=436, 30-34: n=522, 35-39, n=304, 40-44: n=163, 45-49: n=164, 50-54: n=179, 55-59: n=140, 60+: n=125, N.s.: n=36)  
 Source: Science 2.0-Survey 2014

## Attitudes by position

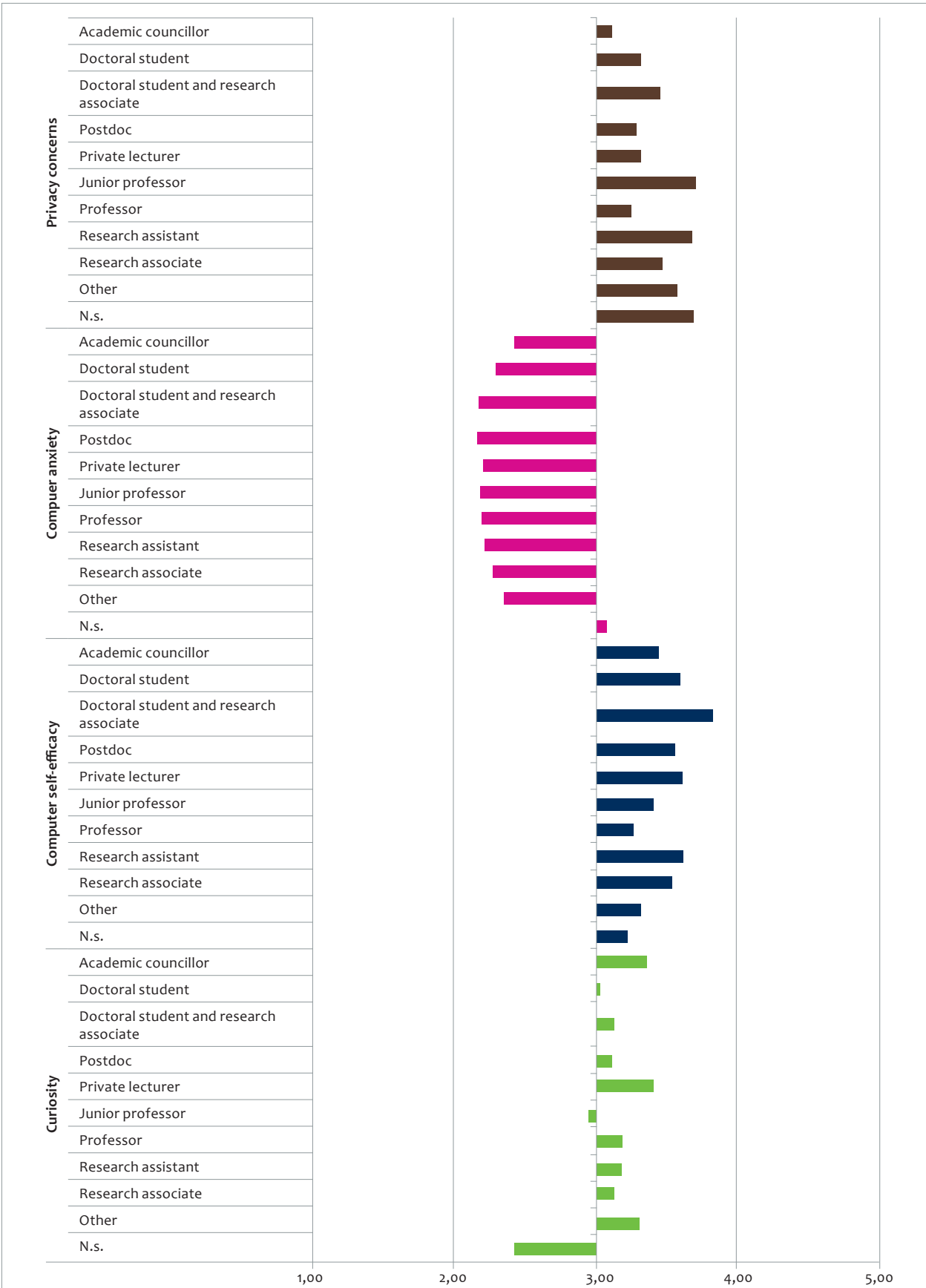
|                        | N                                       | M   | SD     | Kruskal-Wallis, H-test |       |
|------------------------|---|-----|--------|------------------------|-------|
| Privacy concerns       | Academic councillor                     | 28  | 3,1142 | 0,93966                |       |
|                        | Doctoral student                        | 146 | 3,3160 | 0,85400                |       |
|                        | Doctoral student and research associate | 436 | 3,4540 | 0,87346                |       |
|                        | Postdoc                                 | 208 | 3,2818 | 1,00275                |       |
|                        | Private lecturer                        | 36  | 3,3158 | 0,82796                |       |
|                        | Junior professor                        | 18  | 3,7059 | 0,83513                | 0,000 |
|                        | Professor                               | 352 | 3,2443 | 0,95265                |       |
|                        | Research assistant                      | 41  | 3,6757 | 0,72180                |       |
|                        | Research associate                      | 734 | 3,4671 | 0,85414                |       |
|                        | Other                                   | 83  | 3,5672 | 0,79643                |       |
|                        | N.s.                                    | 2   | 3,6804 | 0,92223                |       |
| Computer anxiety       | Academic councillor                     | 28  | 2,4203 | 0,95849                |       |
|                        | Doctoral student                        | 146 | 2,2978 | 0,92415                |       |
|                        | Doctoral student and research associate | 436 | 2,1737 | 0,92522                |       |
|                        | Postdoc                                 | 208 | 2,1625 | 0,98179                |       |
|                        | Private lecturer                        | 36  | 2,2097 | 0,81462                |       |
|                        | Junior professor                        | 18  | 2,1856 | 1,04352                | 0,541 |
|                        | Professor                               | 352 | 2,1979 | 1,08095                |       |
|                        | Research assistant                      | 41  | 2,2134 | 0,92241                |       |
|                        | Research associate                      | 734 | 2,2649 | 1,00189                |       |
|                        | Other                                   | 83  | 2,3525 | 0,98246                |       |
|                        | N.s.                                    | 2   | 3,0696 | 0,92223                |       |
| Computer self-efficacy | Academic councillor                     | 28  | 3,4354 | 1,12285                |       |
|                        | Doctoral student                        | 146 | 3,5932 | 1,02916                |       |
|                        | Doctoral student and research associate | 436 | 3,8190 | 1,16794                |       |
|                        | Postdoc                                 | 208 | 3,5600 | 1,22419                |       |
|                        | Private lecturer                        | 36  | 3,6040 | 0,71743                |       |
|                        | Junior professor                        | 18  | 3,4025 | 1,32534                | 0,000 |
|                        | Professor                               | 352 | 3,2628 | 1,09725                |       |
|                        | Research assistant                      | 41  | 3,6181 | 1,24983                |       |
|                        | Research associate                      | 734 | 3,5298 | 1,09211                |       |
|                        | Other                                   | 83  | 3,3142 | 1,12110                |       |
|                        | N.s.                                    | 2   | 3,2278 | 0,36889                |       |
| Curiosity              | Academic councillor                     | 28  | 3,3523 | 1,04880                |       |
|                        | Doctoral student                        | 146 | 3,0287 | 1,04818                |       |
|                        | Doctoral student and research associate | 436 | 3,1299 | 1,11043                |       |
|                        | Postdoc                                 | 208 | 3,1068 | 1,12679                |       |
|                        | Private lecturer                        | 36  | 3,4133 | 0,95147                |       |
|                        | Junior professor                        | 18  | 2,9463 | 1,19658                | 0,488 |
|                        | Professor                               | 352 | 3,1865 | 1,04601                |       |
|                        | Research assistant                      | 41  | 3,1774 | 1,18587                |       |
|                        | Research associate                      | 734 | 3,1208 | 1,05461                |       |
|                        | Other                                   | 83  | 3,3097 | 1,05017                |       |
|                        | N.s.                                    | 2   | 2,4304 | 0,92223                |       |

**Table 49: Overall attitudes by position**

Average values of the attitude scales (M), standard deviation (SD) and significance ( $\alpha=0.05$ ) of the mean differences between the groups according to H-test

Base: Scientists at German universities and research institutions

Source: Science 2.0-Survey 2014



**Chart 30: Overall attitudes by position**

Base: Scientists at German universities and research institutions, n=2.084 (Academic councillor: n=28, Doctoral student: n=146, Doctoral student/research associate: n=436, Postdoc, n=208, Private lecturer: n=36, Junior professor: n=18, Professor: n=352, Research assistant: n=41, Research associate: n=734, Other: n=83, N.s.: n=2) | Source: Science 2.0-Survey 2014

## Attitudes by subject group

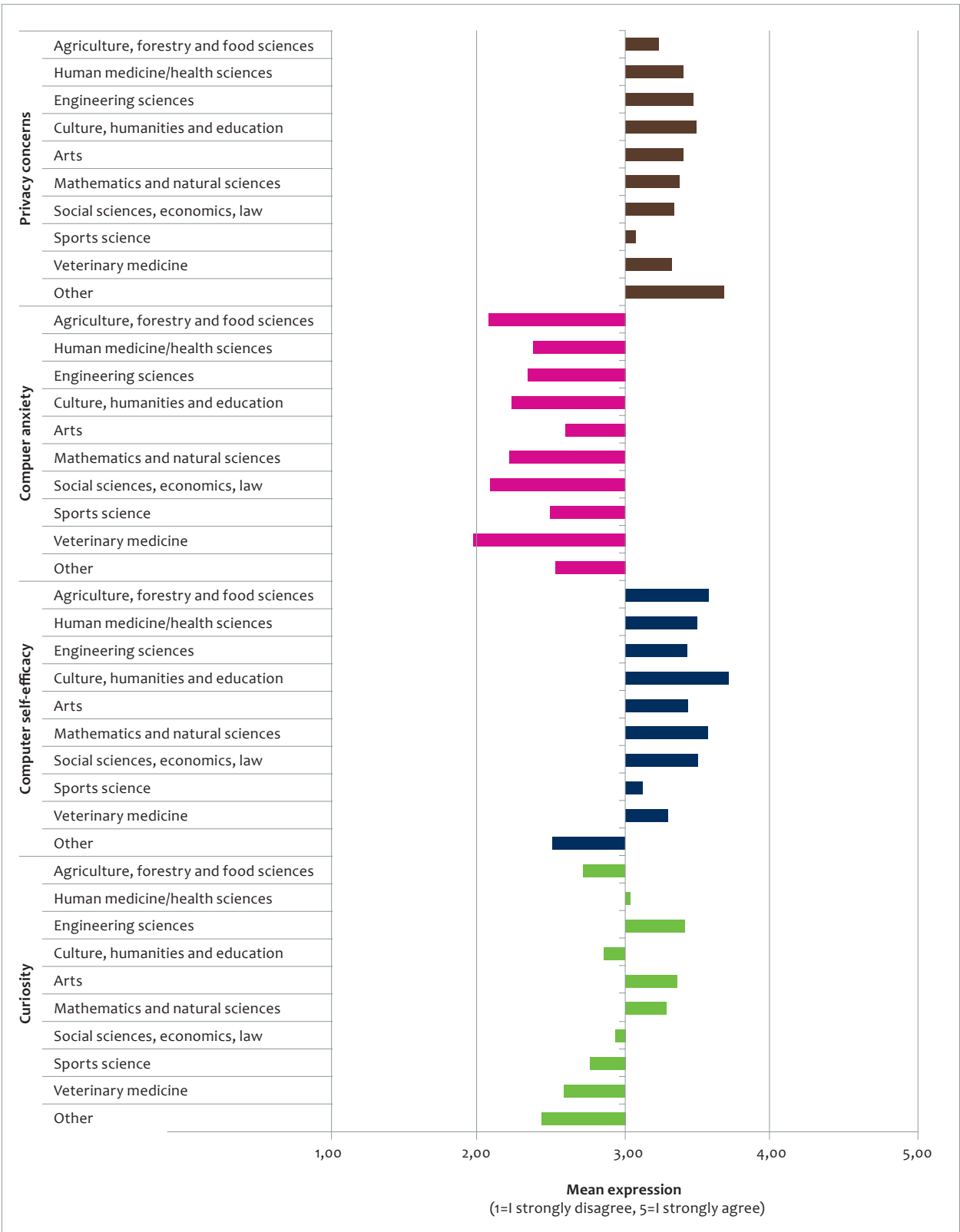
|                        | N                                       | M   | SD     | Kruskal-Wallis, H-test |       |
|------------------------|---|-----|--------|------------------------|-------|
| Privacy concerns       | Agriculture, forestry and food sciences | 45  | 3,2416 | 0,90995                |       |
|                        | Human medicine/health sciences          | 85  | 3,4005 | 0,88335                |       |
|                        | Engineering sciences                    | 322 | 3,4714 | 0,89918                |       |
|                        | Culture, humanities and education       | 370 | 3,4845 | 0,86962                |       |
|                        | Arts                                    | 59  | 3,4037 | 0,88555                |       |
|                        | Mathematics and natural sciences        | 793 | 3,3715 | 0,88898                | 0,111 |
|                        | Social sciences, economics, law         | 380 | 3,3387 | 0,91446                |       |
|                        | Sports science                          | 8   | 3,0750 | 1,22117                |       |
|                        | Veterinary medicine                     | 9   | 3,3250 | 0,83573                |       |
|                        | Other                                   | 12  | 3,6758 | 0,61814                |       |
| Computer anxiety       | Agriculture, forestry and food sciences | 45  | 2,0682 | 0,83802                |       |
|                        | Human medicine/health sciences          | 85  | 2,3720 | 0,97832                |       |
|                        | Engineering sciences                    | 322 | 2,3374 | 1,03780                |       |
|                        | Culture, humanities and education       | 370 | 2,2280 | 0,93665                |       |
|                        | Arts                                    | 59  | 2,5971 | 0,92926                |       |
|                        | Mathematics and natural sciences        | 793 | 2,2160 | 0,99152                | 0,001 |
|                        | Social sciences, economics, law         | 380 | 2,0926 | 0,99154                |       |
|                        | Sports science                          | 8   | 2,5000 | 1,07231                |       |
|                        | Veterinary medicine                     | 9   | 1,9735 | 0,58704                |       |
|                        | Other                                   | 12  | 2,5313 | 1,07087                |       |
| Computer self-efficacy | Agriculture, forestry and food sciences | 45  | 3,5816 | 0,98529                |       |
|                        | Human medicine/health sciences          | 85  | 3,5010 | 1,02893                |       |
|                        | Engineering sciences                    | 322 | 3,4306 | 1,18190                |       |
|                        | Culture, humanities and education       | 370 | 3,7098 | 1,05450                |       |
|                        | Arts                                    | 59  | 3,4378 | 1,02221                |       |
|                        | Mathematics and natural sciences        | 793 | 3,5682 | 1,15474                | 0,002 |
|                        | Social sciences, economics, law         | 380 | 3,4988 | 1,14467                |       |
|                        | Sports science                          | 8   | 3,1250 | 1,18698                |       |
|                        | Veterinary medicine                     | 9   | 3,3042 | 0,79571                |       |
|                        | Other                                   | 12  | 2,5138 | 1,29749                |       |
| Curiosity              | Agriculture, forestry and food sciences | 45  | 2,7228 | 0,92599                |       |
|                        | Human medicine/health sciences          | 85  | 3,0375 | 1,06398                |       |
|                        | Engineering sciences                    | 322 | 3,4169 | 0,98227                |       |
|                        | Culture, humanities and education       | 370 | 2,8626 | 1,01617                |       |
|                        | Arts                                    | 59  | 3,3621 | 1,01039                |       |
|                        | Mathematics and natural sciences        | 793 | 3,2936 | 1,03879                | 0,000 |
|                        | Social sciences, economics, law         | 380 | 2,9396 | 1,17768                |       |
|                        | Sports science                          | 8   | 2,7750 | 1,08841                |       |
|                        | Veterinary medicine                     | 9   | 2,5927 | 1,13661                |       |
|                        | Other                                   | 12  | 2,4393 | 0,99705                |       |

**Table 50: Overall attitudes by subject group**

Average values of the attitude scales (M), standard deviation (SD) and significance ( $\alpha=0.05$ ) of the mean differences between the groups according to H-test

Base: Scientists at German universities and research institutions

Source: Science 2.0-Survey 2014



**Chart 31: Overall attitudes by subject group**  
 Base: Scientists at German universities and research institutions, n=2.084 (Agriculture, forestry and food sciences: n=45, Medicine/health sciences: n=85, Engineering: n=322, Culture, humanities and education, n=370, Arts: n=59, Mathematics and natural sciences: n=793, Social sciences, economics, law: n=380, Sports science: n=8, Veterinary medicine: n=9, Other: n=12)  
 Source: Science 2.0-Survey 2014

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# Cover letter English

78

Dear Ladies and Gentlemen

we would like to address you with a request to help us with our current research project by participating in an online survey.

With this survey, we would like to learn more about to what extent **researchers** at German universities and scientific research institutions make use of online-based tools and social media applications within the scope of their work.

The survey aims to gain a better understanding of the scientists' habits of media use so as to be able to provide reliable information about how common online-based forms of communication and working are in the field of science. We are interested in **the complete range of existing forms of use and mindsets** – which is why this survey is also meant to address those who don't use online-based tools and applications often or not at all, or those who have a critical point of view about them.

Data collection and processing will serve scientific purposes only. Of course, your participation is voluntary. Any information you provide us with will be treated anonymously – thus, we will neither collect nor process any IP addresses or other features that could connect given answers to certain persons.

Answering the questions will take about **15 minutes** of your time.

You can participate in the survey until **20<sup>th</sup> of July** under the following link:  
[http://ww3.unipark.de/uc/science20-2014\\_en/](http://ww3.unipark.de/uc/science20-2014_en/)

(If the survey does not open in a new browser window, please copy the link to the address bar of your browser and press the Return key. There is no possibility to close the survey and continue with the questions later. The online survey's design is optimized for Mozilla Firefox and Internet Explorer.)

The survey is part of the project eScience – Forschungsnetzwerk Sachsen (<http://www.escience-sachsen.de>), which is a joint ESF project of the universities in Saxonia, coordinated by the TU Dresden, the TU Bergakademie Freiberg and the HTWK Leipzig. It is part of a Germany-wide survey in cooperation with the Leibniz Research Alliance Science 2.0 (<http://www.leibniz-science20.de/>).

Sincerely,

The survey project team of the Leibniz Research Alliance Science 2.0

Contact:

Technical University of Dresden  
Media Center / Department Media Strategies  
Dr. Daniela Pscheida  
Tel: +49 351 463-4246 3  
E-mail: Daniela.Pscheida @ tu-dresden.de  
URL: <http://www.escience-sachsen.de>



# Cover letter German

**Betreff: Bitte um Teilnahme an Online-Befragung zum Thema „Kommunikations- und Arbeitsformen in der Wissenschaft“**

*(English version see below)*

Sehr geehrte Damen und Herren,

wir wenden uns mit der Bitte an Sie, uns bei einem aktuellen Forschungsvorhaben zu unterstützen und an einer Online-Umfrage teilzunehmen.

Mit dieser Befragung möchten wir mehr darüber erfahren, inwieweit **Wissenschaftler/-innen** an deutschen Hochschulen und wissenschaftlichen Forschungseinrichtungen onlinebasierte Werkzeuge und Social Media-Anwendungen im Rahmen ihrer Arbeit einsetzen.

Ziel der Befragung ist es, die medialen Nutzungsgewohnheiten von Wissenschaftler/-innen besser zu verstehen, um fundierte Aussagen zum Stand der Verbreitung onlinebasierter Kommunikations- und Arbeitsformen in der Wissenschaft treffen zu können. Dabei interessiert uns das **gesamte Spektrum existierender Nutzungsformen und Einstellungen** – weshalb mit dieser Befragung genauso auch Personen angesprochen sind, die bislang noch wenig bis keinen Gebrauch von onlinebasierten Werkzeugen und Anwendungen machen und/oder diesen kritisch gegenüber stehen.

Die Datenerhebung und -verarbeitung erfolgen ausschließlich zu wissenschaftlichen Zwecken. Ihre Teilnahme ist selbstverständlich freiwillig. Alle Ihre Angaben sind anonym, d.h. weder IP-Adressen noch andere Merkmale, die es erlauben würden aus den Antworten Rückschlüsse auf eine Person zu ziehen, werden durch uns erhoben und/oder verarbeitet.

Die Beantwortung der Fragen wird ca. **15 Minuten** Ihrer Zeit in Anspruch nehmen.

Unter folgendem Link können Sie bis zum **20.07.2014** an der Befragung teilnehmen:

[http://ww3.unipark.de/uc/science20-2014\\_deu/](http://ww3.unipark.de/uc/science20-2014_deu/)

(Sofern sich die Umfrage nicht in Ihrem Browser öffnet, kopieren Sie den Link bitte in die Adresszeile Ihres Browsers und drücken Sie die Return-Taste. Eine Unterbrechung und spätere Fortsetzung der Umfrage ist leider nicht möglich. Die Web-Darstellung des Online-Fragebogens ist optimiert für Mozilla Firefox und Internet Explorer.)

Die Befragung findet im Rahmen des Projektes eScience – Forschungsnetzwerk Sachsen (<http://www.escience-sachsen.de>) statt, einem ESF-Verbundprojekt aller sächsischen Hochschulen unter Federführung der TU Dresden, der TU Bergakademie Freiberg und der HTWK Leipzig. Sie ist Teil einer deutschlandweiten Befragung in Kooperation mit dem Leibniz-Forschungsverbund Science 2.0 (<http://www.leibniz-science20.de>).

Mit freundlichen Grüßen:

Das Projektteam des Science 2.0-Survey

Kontakt:

Technische University Dresden  
Medienzentrum/Abteilung Medienstrategien  
Dr. Daniela Pscheida  
Tel.: +49 351 463-42463  
E-Mail: [Daniela.Pscheida@tu-dresden.de](mailto:Daniela.Pscheida@tu-dresden.de)  
URL: <http://www.escience-sachsen.de>

# Questionnaire English

science 2.0  
Leibniz-Forschungsverbund



Impressum

## The science-related use of online tools and social media

Dear participants,

the following survey aims to identify how – and to what extent – researchers at German universities and scientific research institutions make use of online-based tools and social media applications and also to investigate their opinions concerning the use of such technologies.

The data is collected for scientific purposes only. Your participation is voluntary at all times. Of course, any information you provide will be treated anonymously. The processing time is approximately **15 minutes**.

### Why take part?

Your answers will help us to understand how the Internet and its many applications are changing scientific research and communication. Therefore, all your statements are very valuable to us.

The survey is conducted in the context of the Leibniz Research Alliance "Science 2.0". For further information on the Research Alliance, please visit: [www.leibniz-science20.de](http://www.leibniz-science20.de). There, we will also provide information concerning the evaluation and publication of the study after the survey period.

If you would like to start with the survey, please click on "next" below.

To navigate within the survey, please use the survey's "back"-button only, but not the "back"-button of the browser.

Sincerely,

The online survey team of the Leibniz Research Alliance Science 2.0

### Contact:

Technische Universität Dresden  
Medienzentrum/Abteilung Medienstrategien  
Dr. Daniela Pscheida  
Tel.: +49 351 463-42463  
E-Mail: [Daniela.Pscheida@tu-dresden.de](mailto:Daniela.Pscheida@tu-dresden.de)  
URL: <http://www.escience-sachsen.de>

Continue

science 2.0  
Leibniz-Forschungsverbund



Impressum

## What is your highest academic degree?

- Bachelor's degree (university/UAS)
- Master's degree (university/UAS)
- Diploma (university/UAS)
- State examination
- M.A. or MSc
- Doctoral degree / PhD
- Habilitation
- Other, namely:

## What is your current position at the university/research institute?

- Member of the Academic Council
- Doctoral student
- Doctoral student and scientific employee
- PostDoc
- Private lecturer
- Junior Professor
- Professor
- Research assistant (WHK)
- Scientific staff
- Non-academic staff
- Other, namely:

Back Continue

Which subject area are you currently working in?

- Agriculture, Forestry and Food Sciences
- Culture, Humanities and Education
- Human Medicine / Health Sciences
- Engineering
- Arts
- Mathematics and natural sciences, Computer Science
- Psychology
- Law
- Social Sciences
- Sports Science
- Linguistics
- Administrative Sciences
- Veterinary Medicine
- Economics
- Other, namely:

[Back](#) [Continue](#)

Please specify your field of expertise within the subject area!

If your specific subject area is not listed above, please enter it here:

[Back](#) [Continue](#)

Where are you currently working as researcher?

**Important:** Please only name the university or the type of institution - no specific names.

- University or other academic institution with a right to award doctorates
- University of Applied Sciences ("Fachhochschule") or other college without doctoral degrees
- Art College or Academy of Music
- Extra-curricular Research Institute (e.g. Leibniz, Helmholtz, Fraunhofer, Max Planck)
- Other, namely:

For how many years have you been employed at a university and/or science-related institution since reaching your academic degree (Diploma, Master, M.A. / MSc, etc.)?

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Where is your facility located?

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Please indicate how much of your overall scientific work is related to the following activities!

Research  %

Teaching (including organizing lectures, student advice)  %

Science Administration (e.g. third-party funding, project management)  %

Science Communication (e.g. public relations, networking)  %

Other areas of activity  %

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To what extent do you use the following tools?

|  | Only professionally   | Primarily professionally | Professionally and personally (in roughly equal proportions) | Primarily privately   | Only privately        | Not at all            | I don't know          |
|--|-----------------------|--------------------------|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Social bookmarking services (e.g. Delicious, Bibsonomy)                    | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Personal organizers, task schedulers (e.g. Foodle, Asana, Trello)          | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Blogs  | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Content sharing / cloud services (e.g. Dropbox, Slideshare)                | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Online forums  | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Reference management (e.g. Mendeley, Zotero)                               | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Online text editors (e.g. EtherPad, Google Docs)                           | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Social Networks (e.g. Facebook, Google+)                                   | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Learning management systems (e.g. OLAT / OPAL, Moodle)                     | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Wikipedia  | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Online-Archives / Databases (e.g. Deutsche Digitale Bibliothek, Arxiv.org) | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other wikis (e.g. Corporate Wiki, subject-specific wikis, etc.)            | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Video / photo community portals (e.g. YouTube, Flickr)                     | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Chat / Instant messaging (e.g. Skype, ICQ)                                 | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Microblogs (e.g. Twitter)  | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Scientific / professional networks (e.g. Xing, Academia.edu)               | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Videoconferencing / VoIP (e.g. Skype, Adobe Connect)                       | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Mailing list   | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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Hinweis: Die im Folgenden angezeigte Anzahl der Items variiert je nach Anzahl der beruflich genutzten Werkzeuge.

**In what way do you use the online-based tools for your work?**

**Microblogs (z.B. Twitter)**

- Reading other user's Tweets
- Posting own messages (own account)
- Commenting on and sharing other user's messages

**Weblogs**

- Reading other user's Blogs
- Writing own Blog-posts
- Reading other tweets
- Commenting on other people's blogs

**Wikipedia**

- Reading articles
- Writing and editing entries
- Commenting

**Other Wikis (e.g. Corporate Wiki, subject-specific wikis, etc..)**

- Reading
- Creating and editing Wiki-pages
- Commenting

**Online forums**

- Reading posts
- Posting
- Answering to other users' contributions

**Video / photo community portals (e.g. YouTube, Flickr)**

- Viewing videos / photos
- Uploading Videos / photos
- Commenting on videos / photos

**Social Networks**

- Seeking and keeping up contact with colleagues
- Staying informed on what is going on in one's network
- Sending personal messages
- Writing contributions or comments
- Sharing links and posting information
- Exchanging views with colleagues (e.g. in user-groups)

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Hinweis: Die im Folgenden angezeigte Anzahl der Items variiert je nach Anzahl der beruflich genutzten Werkzeuge.

How often do you use the following tools for work-related tasks?

|  | Several times a day   | Once a day            | Several times a week  | Once a week           | Once a month          | rarely                |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Social bookmarking services (e.g. Delicious, Bibsonomy)                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Blogs  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Online-Archives / Databases (e.g. Deutsche Digitale Bibliothek, Arxiv.org) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Wikipedia  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Scientific / professional networks (e.g. Xing, Academia.edu)               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Online forums  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Online text editors (e.g. EtherPad, Google Docs)                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Personal organizers, task schedulers (e.g. Foodie, Asana, Trello)          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Videoconferencing / VoIP (e.g. Skype, Adobe Connect)                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Mailing list   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Learning management systems (e.g. OLAT / OPAL, Moodle)                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Reference management (e.g. Mendeley, Zotero)                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Video / photo community portals (e.g. YouTube, Flickr)                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other wikis (e.g. Corporate Wiki, subject-specific wikis, etc.)            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Social Networks (e.g. Facebook, Google+)                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Microblogs (e.g. Twitter)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Content sharing / cloud services (e.g. Dropbox, Slideshare)                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Chat / Instant messaging (e.g. Skype, ICQ)                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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Hinweis: Die im Folgenden angezeigte Anzahl der Items variiert je nach Anzahl der beruflich genutzten Werkzeuge.

For what purpose / in what context do you use the respective tools during your work?  
(Multiple answers are possible)

|  | Teaching                 | Research                 | Science Communication    | Science Administration   |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| Personal organizers, task schedulers (e.g. Foodie, Asana, Trello)          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Online-Archives / Databases (e.g. Deutsche Digitale Bibliothek, Arxiv.org) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Content sharing / cloud services (e.g. Dropbox, Slideshare)                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Learning management systems (e.g. OLAT / OPAL, Moodle)                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Blogs  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Social Networks (e.g. Facebook, Google+)                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Videoconferencing / VoIP (e.g. Skype, Adobe Connect)                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Chat / Instant messaging (e.g. Skype, ICQ)                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Online forums  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Online text editors (e.g. EtherPad, Google Docs)                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other wikis (e.g. Corporate Wiki, subject-specific wikis, etc.)            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Reference management (e.g. Mendeley, Zotero)                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wikipedia  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mailing list   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Scientific / professional networks (e.g. Xing, Academia.edu)               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Microblogs (e.g. Twitter)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Social bookmarking services (e.g. Delicious, Bibsonomy)                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Video / photo community portals (e.g. YouTube, Flickr)                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Hinweis: Die im Folgenden angezeigte Anzahl der Items variiert je nach Anzahl der in der Forschung eingesetzten Werkzeuge.

You stated that you use the following tools in the context of research. For what tasks exactly?  
(Multiple answers are possible.)

|  | Coordination and organization of work processes (e.g. scheduling) | Communication and exchange of information (e.g. meetings, collaboration) | Data collection / evaluation | Exchange of data and materials | Research                 | Other                    |
|--|---|--|------------------------------|--------------------------------|--------------------------|--------------------------|
| Position ändern Social Networks (e.g. Facebook, Google+)                   | <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/>     | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> |
| Videoconferencing / VoIP (e.g. Skype, Adobe Connect)                       | <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/>     | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> |
| Wikipedia  | <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/>     | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> |
| Content sharing / cloud services (e.g. Dropbox, Slideshare)                | <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/>     | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> |
| Online text editors (e.g. EtherPad, Google Docs)                           | <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/>     | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> |
| Chat / Instant messaging (e.g. Skype, ICQ)                                 | <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/>     | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> |
| Online Archives / Databases (e.g. Deutsche Digitale Bibliothek, Arxiv.org) | <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/>     | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> |
| Reference management (e.g. Mendeley, Zotero)                               | <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/>     | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> |
| Social bookmarking services (e.g. Delicious, Bibsonomy)                    | <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/>     | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> |
| Video / photo community portals (e.g. YouTube, Flickr)                     | <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/>     | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> |
| Learning management systems (e.g. OLAT / OPAL, Moodle)                     | <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/>     | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> |
| Personal organizers, task schedulers (e.g. Foodle, Asana, Trello)          | <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/>     | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> |

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Hinweis: Die im Folgenden angezeigte Anzahl der Items variiert je nach Anzahl der für die Wissenschaftskommunikation eingesetzten Werkzeuge.

You stated that you use the following tools in the context of science communication. For what tasks exactly?  
(Multiple answers are possible.)

|  | Addressing the public    | Exchange with colleagues | Documentation of own work | Personal representation  | Publishing important dates and notes | Gathering information for own work area | Other                    |
|--|--------------------------|--------------------------|---------------------------|--------------------------|--------------------------------------|---|--------------------------|
| Social Networks (e.g. Facebook, Google+)             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/>             | <input type="checkbox"/>                | <input type="checkbox"/> |
| Videoconferencing / VoIP (e.g. Skype, Adobe Connect) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/>             | <input type="checkbox"/>                | <input type="checkbox"/> |
| Microblogs (e.g. Twitter)                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/>             | <input type="checkbox"/>                | <input type="checkbox"/> |
| Blogs  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/>             | <input type="checkbox"/>                | <input type="checkbox"/> |
| Online forums  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/>             | <input type="checkbox"/>                | <input type="checkbox"/> |
| Mailing list   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/>             | <input type="checkbox"/>                | <input type="checkbox"/> |
| Chat / Instant messaging (e.g. Skype, ICQ)           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/>             | <input type="checkbox"/>                | <input type="checkbox"/> |

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Hinweis: Die im Folgenden angezeigte Anzahl der Items variiert je nach Anzahl der beruflich genutzten Werkzeuge.  
Hinweis: Über die Drop-Down-Liste sind verschiedene Antwortmöglichkeiten wählbar.

What are the primary reasons for you to use the following tools for your work?

|  |  |
|--|--|
|  | <b>I use the following tool vocationally</b> |
| Other wikis (e.g. Corporate Wiki, subject-specific wikis, etc.)            | <input type="text"/>                         |
| Online-Archives / Databases (e.g. Deutsche Digitale Bibliothek, Arxiv.org) | <input type="text"/>                         |
| Online text editors (e.g. EtherPad, Google Docs)                           | <input type="text"/>                         |
| Mailing list   | <input type="text"/>                         |
| Wikipedia  | <input type="text"/>                         |
| Online forums  | <input type="text"/>                         |
| Scientific / professional networks (e.g. Xing, Academia.edu)               | <input type="text"/>                         |
| Social bookmarking services (e.g. Delicious, Bibsonomy)                    | <input type="text"/>                         |
| Social Networks (e.g. Facebook, Google+)                                   | <input type="text"/>                         |
| Reference management (e.g. Mendeley, Zotero)                               | <input type="text"/>                         |
| Video / photo community portals (e.g. YouTube, Flickr)                     | <input type="text"/>                         |
| Blogs  | <input type="text"/>                         |
| Microblogs (e.g. Twitter)  | <input type="text"/>                         |
| Learning management systems (e.g. OLAT / OPAL, Moodle)                     | <input type="text"/>                         |
| Chat / Instant messaging (e.g. Skype, ICQ)                                 | <input type="text"/>                         |
| Videoconferencing / VoIP (e.g. Skype, Adobe Connect)                       | <input type="text"/>                         |
| Content sharing / cloud services (e.g. Dropbox, Slideshare)                | <input type="text"/>                         |
| Personal organizers, task schedulers (e.g. Foodle, Asana, Trello)          | <input type="text"/>                         |

If there are other reasons for you to use the aforementioned online-based tools for your work, you can specify them here:

Hinweis: Die im Folgenden angezeigte Anzahl der Items variiert je nach Anzahl der beruflich genutzten Werkzeuge.  
Hinweis: Über die Drop-Down-Liste sind verschiedene Antwortmöglichkeiten wählbar.

What are the reasons for you not to use the following tools for your work?

|  |  |
|--|--|
|  | <b>I don't use the following tool vocationally</b> |
|--|--|

If there are other reasons for you not to use the aforementioned online-based tools for your work, you can specify them here:

Which devices do you use to access the tools?

(Multiple answers are possible)

PC

Notebook

Tablet

Smartphone

Other, namely:



To what extent do you agree with the following statements?

|  | I strongly agree      | I tend to agree       | Undecided             | I tend to disagree    | I strongly disagree   |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I am concerned that any data I disclose on the Internet could be abused.                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I tend not to disclose any information on the Internet because I don't know what others might do with it.      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I'm reluctant to publish data on the Internet because it could be used in ways I might not be able to foresee. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I'm familiar with the Terms of Use of the Web 2.0 tools I use.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| It makes me nervous to work with social media.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I fear that improper use of social media applications could lead to data loss.                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| When using social media, I fear I might make mistakes I cannot straighten out.                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I find social media somewhat intimidating.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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To what extent do you agree with the following statements?

|  | I strongly agree      | I tend to agree       | Undecided             | I tend to disagree    | I strongly disagree   |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I try to gather information on technical innovations such as smart phones, computers, software and Internet applications as often as possible. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I often ask myself how I could make use of technical innovations.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| If I am interested in a technical innovation, I inform myself thoroughly.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My friends and acquaintances would say that I am interested in technology.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

I could complete a task (such as answering a question) with the help of social media...

|  | I strongly agree      | I tend to agree       | Undecided             | I tend to disagree    | I strongly disagree   |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| ... even if there was no one there to give me instructions.                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ... if I could ask someone for help when I get stuck.                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ... if I had enough time to work my way into the matter.                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ... if I could only draw on the platform's built-in help function for support. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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Please tell us your year of birth:

19

You are:

female  male

[Back](#) [Continue](#)

**Thank you very much!**

Dear participant,

thank you very much for taking part in the survey! Your answers will help us to better understand how scientists currently use online-based tools and social media applications.

After the evaluation phase, the results of the nationwide survey will be published on the homepage of the research network: [www.leibniz-science20.de](http://www.leibniz-science20.de).

Also, we can gladly send you the results. Simply send us a prepared and *non-binding* e-mail by means of the following link: Results of the Science 2.0 Study.

Of course, all data you entered will remain anonymous.

Sincerely,  
The online survey team of the Leibniz Research Alliance Science 2.0

Contact:  
Technische Universität Dresden  
Medienzentrum/Abteilung Medienstrategien  
Dr. Daniela Pscheida  
Tel.: +49 351 463-42463  
E-Mail: [Daniela.Pscheida@tu-dresden.de](mailto:Daniela.Pscheida@tu-dresden.de)  
URL: <http://www.escience-sachsen.de>

You can now close this window of your browser.

# Questionnaire German

science 2.0  
Leibniz-Forschungsverbund



## Befragung zur wissenschaftsbezogenen Nutzung von Online-Werkzeugen und Social Media

Liebe Teilnehmerin, lieber Teilnehmer,

Ziel der folgenden Befragung ist es zu untersuchen, in welchem Umfang und wie Wissenschaftler/innen an bundesdeutschen Hochschulen und wissenschaftlichen Forschungseinrichtungen onlinebasierte Werkzeuge und Social Media-Anwendungen nutzen und welche Einstellung sie bezüglich des Einsatzes dieser Technologien vertreten. Die Datenerhebung dient ausschließlich wissenschaftlichen Zwecken. Ihre Teilnahme ist zu jedem Zeitpunkt freiwillig. Alle Ihre Angaben werden selbstverständlich anonym behandelt.

Die Bearbeitungszeit beträgt ungefähr **15 Minuten**.

### Warum mitmachen?

Mit Ihren Antworten helfen Sie uns zu verstehen, wie das Internet mit seinen zahlreichen Werkzeugen Forschungs- und Kommunikationsprozesse in der Wissenschaft verändert. Alle Ihre Angaben sind daher sehr wertvoll für uns.

Die Befragung wird im Kontext des Leibniz-Forschungsverbunds "Science 2.0" durchgeführt. Weitere Informationen zum Forschungsverbund erhalten Sie unter: <http://www.leibniz-science20.de/>. Dort werden nach Abschluss der Befragung auch Hinweise zur Auswertung und Publikation der Studie veröffentlicht.

Wenn Sie mit der Umfrage starten wollen, klicken Sie unten auf **"weiter"**.

Für das Navigieren innerhalb des Fragebogens nutzen Sie bitte ausschließlich den "Zurück"-Button im Fragebogen und nicht den "Zurück"-Button des Browsers.

Mit freundlichen Grüßen

Das Befragungsteam Science 2.0 des Leibniz-Forschungsverbunds

### Kontakt:

Technische Universität Dresden  
Medienzentrum/Abteilung Medienstrategien  
Dr. Daniela Pscheida  
Tel.: +49 351 463-42463  
E-Mail: [Daniela.Pscheida@tu-dresden.de](mailto:Daniela.Pscheida@tu-dresden.de)  
URL: <http://www.escience-sachsen.de>

**Weiter**

science 2.0  
Leibniz-Forschungsverbund



## Was ist Ihr höchster akademischer Abschluss?

- Bachelor (Uni/FH)
- Master (Uni/FH)
- Diplom (Uni/FH)
- Staatsexamen
- Magister
- Promotion
- Habilitation
- Sonstiges, und zwar:

## In welcher Funktion sind Sie aktuell an einer Hochschule/Forschungseinrichtung tätig?

- Akademischer Rat
- Doktorand/in
- Doktorand/in und gleichzeitig wissenschaftliche/r Mitarbeiter/in
- Postdoktorand/in
- Privatdozent/in
- Jun.-Professor/in
- Professor/in
- Wissenschaftliche Hilfskraft (WHK)
- Wissenschaftliche/r Mitarbeiter/in
- Nicht-wissenschaftliches Personal
- Sonstiges, und zwar:

**Zurück** **Weiter**

**In welchem Fachgebiet sind Sie aktuell tätig?**

- Agrar-, Forst- und Ernährungswissenschaften
- Kultur-, Geistes- und Erziehungswissenschaften
- Humanmedizin/ Gesundheitswissenschaften
- Ingenieurwissenschaften
- Kunst, Kunstwissenschaft
- Mathematik, Naturwissenschaften, Informatik
- Psychologie
- Rechtswissenschaften
- Sozialwissenschaften
- Sportwissenschaften
- Sprachwissenschaften
- Verwaltungswissenschaften
- Veterinärmedizin
- Wirtschaftswissenschaften
- Anderes Fach, und zwar

**Bitte grenzen Sie Ihr Fachgebiet innerhalb der Fächergruppe näher ein!**

Politikwissenschaft/Politologie

Sollten Sie Ihren Fachbereich in der oben angezeigten Auswahl nicht gefunden haben, geben Sie ihn bitte hier ein:

**Wo sind Sie aktuell als Wissenschaftler/in tätig?**

Wichtig: Bitte geben Sie hier lediglich den Hochschul- bzw. Einrichtungstyp an und nennen Sie keinen konkreten Namen. Mehrfachantworten sind möglich.

- Universität oder andere Hochschule mit Promotionsrecht
- Fachhochschule oder andere Hochschule ohne Promotionsrecht
- Kunst- oder Musikhochschule
- Außeruniversitäres Forschungsinstitut (z.B. Leibniz, Helmholtz, Fraunhofer, Max Planck)
- Sonstige, und zwar:

**Wie viele Jahre sind Sie seit Ihrem Studienabschluss (Diplom, Master, Magister etc.) insgesamt an einer Hochschule und/oder einer wissenschaftsbezogenen Einrichtung beschäftigt?**

**In welches Bundesland befindet sich Ihre Hochschule?**

Sachsen

**Bitte geben Sie an, wieviel Prozent Ihrer gesamten wissenschaftlichen Tätigkeit die jeweiligen Tätigkeitsbereiche in etwa ausmachen!**

- Forschung  %
- Lehre (inklusive Organisation v. Lehre, Beratung v. Studierenden)  %
- Wissenschaftsadministration (z.B. Drittmittelinwerbung, Projektverwaltung)  %
- Wissenschaftskommunikation (z.B. Öffentlichkeitsarbeit, Vernetzung)  %
- Andere Tätigkeitsbereiche  %

Inwiefern nutzen Sie die folgenden Werkzeuge?

|   | nur beruflich         | primär beruflich      | beruflich und privat  | primär privat         | nur privat            | nutze ich nicht       | kenne ich nicht       |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Video/Foto Community-Portale (z.B. YouTube, Flickr)                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Online-Archive/Datenbanken (z.B. Deutsche Digitale Bibliothek, Arxiv.org) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Literaturverwaltung (z.B. Mendeley, Zotero)                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Mailinglisten   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Terminierungs- und Koordinationstools (z.B. Foodle, Asana, Trello)        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Videokonferenz/VoIP (z.B. Skype, Adobe Connect)                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Online-Texteditoren (z.B. EtherPad, Google Docs)                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Internetforen   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Lernmanagementsysteme (z.B. OLAT/OPAL, Moodle)                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Microblogs (z.B. Twitter)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Weblogs   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Chat/Instant Messaging (z.B. Skype, ICQ)                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Soziale Netzwerke (z.B. Facebook, Google+)                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| andere Wikis (z.B. Firmenwiki, fachspezifische Wikis etc.)                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Wissenschaftliche/Berufliche Netzwerke (z.B. Xing, Academia.edu)          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Social Bookmarking Services (z.B. Delicious, Bibsonomy)                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Wikipedia   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Content Sharing/Cloud-Dienste (z.B. Dropbox, Slideshare)                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

[Zurück](#) [Weiter](#)

Hinweis: Die im Folgenden angezeigte Anzahl der Items variiert je nach Anzahl der beruflich genutzten Werkzeuge.

Wie nutzen Sie die von Ihnen beruflich eingesetzten onlinebasierten Werkzeuge?

**Microblogs (z.B. Twitter)**

- lesen anderer Tweets
- eigene Beiträge (unter eigenem Account) posten
- Beiträge anderer Personen kommentieren/weiterleiten

**Weblogs**

- Beiträge anderer Blogger lesen
- eigene Blogbeiträge verfassen
- Beiträge anderer Blogger kommentieren

**Wikipedia**

- Artikel lesen
- Einträge verfassen und bearbeiten
- kommentieren

**Andere Wikis (z.B. Firmenwiki, fachspezifische Wikis etc.)**

- lesen
- Wiki-Seiten erstellen und bearbeiten
- kommentieren

**Internetforen**

- Beiträge lesen
- Beiträge verfassen
- Beiträge anderer Nutzer beantworten

**Video/Foto Community-Portale (z.B. YouTube, Flickr)**

- Videos/Fotos ansehen
- Videos/Fotos hoch- bzw. runterladen
- Videos/Fotos kommentieren

**Soziale Netzwerke**

- Kontakte mit Kolleg/innen suchen und pflegen
- informieren was im eigenen Netzwerk aktuell passiert
- persönliche Nachrichten verschicken
- Beiträge/Kommentare schreiben
- Links und Informationen posten
- Austausch mit Kolleg/innen (z.B. in Gruppen)

[Zurück](#) [Weiter](#)

Hinweis: Die im Folgenden angezeigte Anzahl der Items variiert je nach Anzahl der beruflich genutzten Werkzeuge.

Wie häufig nutzen Sie die folgenden Werkzeuge für Ihre berufliche Tätigkeit?

|   | mehrmals täglich      | täglich               | mehrfach wöchentlich  | wöchentlich           | monatlich             | seltener              |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Online-Archive/Datenbanken (z.B. Deutsche Digitale Bibliothek, Arxiv.org) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Weblogs   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Lernmanagementsysteme (z.B. OLAT/OPAL, Moodle)                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Content Sharing/Cloud-Dienste (z.B. Dropbox, Slideshare)                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Chat/Instant Messaging (z.B. Skype, ICQ)                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Online-Texteditoren (z.B. EtherPad, Google Docs)                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Video/Foto Community-Portale (z.B. YouTube, Flickr)                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Wissenschaftliche/Berufliche Netzwerke (z.B. Xing, Academia.edu)          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| andere Wikis (z.B. Firmenwiki, fachspezifische Wikis etc.)                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Wikipedia   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Videokonferenz/VoIP (z.B. Skype, Adobe Connect)                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Literaturverwaltung (z.B. Mendeley, Zotero)                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Soziale Netzwerke (z.B. Facebook, Google+)                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Terminierungs- und Koordinationstools (z.B. Foodle, Asana, Trello)        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Microblogs (z.B. Twitter)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Social Bookmarking Services (z.B. Delicious, Bibsonomy)                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Internetforen   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Zurück Weiter

Hinweis: Die im Folgenden angezeigte Anzahl der Items variiert je nach Anzahl der beruflich genutzten Werkzeuge.

Für welchen Zweck/ in welchem Kontext nutzen Sie die jeweiligen Werkzeuge beruflich?  
(Mehrfachantworten sind möglich.)

|   | Lehre                    | Forschung                | Wissenschafts-kommunikation | Wissenschafts-administration |
|---|--------------------------|--------------------------|-----------------------------|------------------------------|
| Video/Foto Community-Portale (z.B. YouTube, Flickr)                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/>     |
| Soziale Netzwerke (z.B. Facebook, Google+)                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/>     |
| Online-Archive/Datenbanken (z.B. Deutsche Digitale Bibliothek, Arxiv.org) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/>     |
| Terminierungs- und Koordinationstools (z.B. Foodle, Asana, Trello)        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/>     |
| andere Wikis (z.B. Firmenwiki, fachspezifische Wikis etc.)                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/>     |
| Weblogs   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/>     |
| Literaturverwaltung (z.B. Mendeley, Zotero)                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/>     |
| Chat/Instant Messaging (z.B. Skype, ICQ)                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/>     |
| Content Sharing/Cloud-Dienste (z.B. Dropbox, Slideshare)                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/>     |
| Social Bookmarking Services (z.B. Delicious, Bibsonomy)                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/>     |
| Lernmanagementsysteme (z.B. OLAT/OPAL, Moodle)                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/>     |
| Wikipedia   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/>     |
| Microblogs (z.B. Twitter)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/>     |
| Internetforen   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/>     |
| Online-Texteditoren (z.B. EtherPad, Google Docs)                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/>     |
| Videokonferenz/VoIP (z.B. Skype, Adobe Connect)                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/>     |
| Wissenschaftliche/Berufliche Netzwerke (z.B. Xing, Academia.edu)          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/>     |

Zurück Weiter

Hinweis: Die im Folgenden angezeigte Anzahl der Items variiert je nach Anzahl der in der Forschung eingesetzten Werkzeuge.

Sie haben angegeben, die folgenden Werkzeuge im Kontext Ihrer Forschungstätigkeit zu nutzen. Wofür genau setzen Sie diese ein?  
(Mehrfachantworten sind möglich).

|  | Abstimmung/<br>Organisation<br>von Arbeits-<br>abläufen | Kommunikation<br>und Austausch<br>von Informa-<br>tion (z.B. Be-<br>sprechungen) | Datenerhebung/<br>-auswertung | Austausch<br>von<br>Daten und<br>Materialien | Recherche                | Andere                   |
|--|---|--|-------------------------------|--|--------------------------|--------------------------|
| Videokonferenz/VoIP (z.B. Skype, Adobe Connect)                            | <input type="checkbox"/>                                | <input type="checkbox"/>   | <input type="checkbox"/>      | <input type="checkbox"/>                     | <input type="checkbox"/> | <input type="checkbox"/> |
| Wikipedia  | <input type="checkbox"/>                                | <input type="checkbox"/>   | <input type="checkbox"/>      | <input type="checkbox"/>                     | <input type="checkbox"/> | <input type="checkbox"/> |
| Content Sharing/Cloud-Dienste (z.B. Dropbox, Slideshare)                   | <input type="checkbox"/>                                | <input type="checkbox"/>   | <input type="checkbox"/>      | <input type="checkbox"/>                     | <input type="checkbox"/> | <input type="checkbox"/> |
| Online-Texteditoren (z.B. EtherPad, Google Docs)                           | <input type="checkbox"/>                                | <input type="checkbox"/>   | <input type="checkbox"/>      | <input type="checkbox"/>                     | <input type="checkbox"/> | <input type="checkbox"/> |
| Internetforen  | <input type="checkbox"/>                                | <input type="checkbox"/>   | <input type="checkbox"/>      | <input type="checkbox"/>                     | <input type="checkbox"/> | <input type="checkbox"/> |
| Online- Archive/Datenbanken (z.B. Deutsche Digitale Bibliothek, Arxiv.org) | <input type="checkbox"/>                                | <input type="checkbox"/>   | <input type="checkbox"/>      | <input type="checkbox"/>                     | <input type="checkbox"/> | <input type="checkbox"/> |
| Literaturverwaltung (z.B. Mendeley, Zotero)                                | <input type="checkbox"/>                                | <input type="checkbox"/>   | <input type="checkbox"/>      | <input type="checkbox"/>                     | <input type="checkbox"/> | <input type="checkbox"/> |
| Social Bookmarking Services (z.B. Delicious, Bibsonomy)                    | <input type="checkbox"/>                                | <input type="checkbox"/>   | <input type="checkbox"/>      | <input type="checkbox"/>                     | <input type="checkbox"/> | <input type="checkbox"/> |
| Video/Foto Community-Portale (z.B. YouTube, Flickr)                        | <input type="checkbox"/>                                | <input type="checkbox"/>   | <input type="checkbox"/>      | <input type="checkbox"/>                     | <input type="checkbox"/> | <input type="checkbox"/> |
| Terminierungs- und Koordinationstools (z.B. Foodie, Asana, Trello)         | <input type="checkbox"/>                                | <input type="checkbox"/>   | <input type="checkbox"/>      | <input type="checkbox"/>                     | <input type="checkbox"/> | <input type="checkbox"/> |

Zurück Weiter

Hinweis: Die im Folgenden angezeigte Anzahl der Items variiert je nach Anzahl der für die Wissenschaftskommunikation eingesetzten Werkzeuge.

Sie haben angegeben, die folgenden Werkzeuge im Kontext der Wissenschaftskommunikation zu nutzen. Wofür genau setzen Sie diese ein?  
(Mehrfachantworten sind möglich).

|  | Vermittlung<br>an Öffent-<br>lichkeit | Austausch<br>mit Kol-<br>leg/innen | Dokumentation<br>der eigenen<br>Arbeit | Darstellung<br>der eige-<br>nen Person | Verbreitung<br>von wich-<br>tigen Ter-<br>minen und<br>Hinweisen | Informations-<br>gewinnung<br>für eigenes<br>Arbeitsfeld | Andere                   |
|--|---------------------------------------|------------------------------------|--|--|--|--|--------------------------|
| Soziale Netzwerke (z.B. Facebook, Google+) | <input type="checkbox"/>              | <input type="checkbox"/>           | <input type="checkbox"/>               | <input type="checkbox"/>               | <input type="checkbox"/>   | <input type="checkbox"/>                                 | <input type="checkbox"/> |
| Microblogs (z.B. Twitter)                  | <input type="checkbox"/>              | <input type="checkbox"/>           | <input type="checkbox"/>               | <input type="checkbox"/>               | <input type="checkbox"/>   | <input type="checkbox"/>                                 | <input type="checkbox"/> |
| Weblogs                                    | <input type="checkbox"/>              | <input type="checkbox"/>           | <input type="checkbox"/>               | <input type="checkbox"/>               | <input type="checkbox"/>   | <input type="checkbox"/>                                 | <input type="checkbox"/> |
| Mailinglisten                              | <input type="checkbox"/>              | <input type="checkbox"/>           | <input type="checkbox"/>               | <input type="checkbox"/>               | <input type="checkbox"/>   | <input type="checkbox"/>                                 | <input type="checkbox"/> |
| Chat/Instant Messaging (z.B. Skype, ICQ)   | <input type="checkbox"/>              | <input type="checkbox"/>           | <input type="checkbox"/>               | <input type="checkbox"/>               | <input type="checkbox"/>   | <input type="checkbox"/>                                 | <input type="checkbox"/> |

Zurück Weiter

Hinweis: Die im Folgenden angezeigte Anzahl der Items variiert je nach Anzahl der beruflich genutzten Werkzeuge.  
Hinweis: Über die Drop-Down-Liste sind verschiedene Antwortmöglichkeiten wählbar.

Aus welchen vorrangigen Gründen nutzen Sie die folgenden Werkzeuge für Ihre berufliche Tätigkeit?

|   | Ich nutze das folgende Werkzeug beruflich, |
|---|--|
| Wissenschaftliche/Berufliche Netzwerke (z.B. Xing, Academia.edu)          | <input type="checkbox"/>                   |
| Lernmanagementsysteme (z.B. OLAT/OPAL, Moodle)                            | <input type="checkbox"/>                   |
| andere Wikis (z.B. Firmenwiki, fachspezifische Wikis etc.)                | <input type="checkbox"/>                   |
| Wikipedia   | <input type="checkbox"/>                   |
| Online-Archive/Datenbanken (z.B. Deutsche Digitale Bibliothek, Arxiv.org) | <input type="checkbox"/>                   |
| Soziale Netzwerke (z.B. Facebook, Google+)                                | <input type="checkbox"/>                   |
| Video/Foto Community-Portale (z.B. YouTube, Flickr)                       | <input type="checkbox"/>                   |
| Videokonferenz/VoIP (z.B. Skype, Adobe Connect)                           | <input type="checkbox"/>                   |
| Weblogs   | <input type="checkbox"/>                   |
| Literaturverwaltung (z.B. Mendeley, Zotero)                               | <input type="checkbox"/>                   |
| Content Sharing/Cloud-Dienste (z.B. Dropbox, Slideshare)                  | <input type="checkbox"/>                   |
| Online-Texteditoren (z.B. EtherPad, Google Docs)                          | <input type="checkbox"/>                   |
| Microblogs (z.B. Twitter)   | <input type="checkbox"/>                   |
| Terminierungs- und Koordinationstools (z.B. Foodle, Asana, Trello)        | <input type="checkbox"/>                   |
| Internetforen   | <input type="checkbox"/>                   |
| Chat/Instant Messaging (z.B. Skype, ICQ)                                  | <input type="checkbox"/>                   |
| Social Bookmarking Services (z.B. Delicious, Bibsonomy)                   | <input type="checkbox"/>                   |

Sollten Sie die genannten onlinebasierten Werkzeuge aus anderen Gründen für Ihre berufliche Tätigkeit nutzen, können Sie diese hier angeben:

Zurück Weiter

Hinweis: Die im Folgenden angezeigte Anzahl der Items variiert je nach Anzahl der beruflich genutzten Werkzeuge.  
Hinweis: Über die Drop-Down-Liste sind verschiedene Antwortmöglichkeiten wählbar.

Aus welchen Gründen nutzen Sie die folgenden Werkzeuge vorrangig nicht für Ihre berufliche Tätigkeit?

Ich nutze  
das  
folgende  
Werkzeug  
nicht  
beruflich,

Sollten Sie die genannten onlinebasierten Werkzeuge aus anderen Gründen nicht für Ihre berufliche Tätigkeit nutzen, können Sie diese hier angeben:

Zurück Weiter

Welche Endgeräte nutzen Sie, um auf die Werkzeuge zuzugreifen?

Es sind Mehrfachantworten möglich.

- PC
- Notebook
- Tablet
- Smartphone
- Sonstiges, und zwar:

Zurück Weiter

Inwieweit stimmen Sie den folgenden Aussagen zu?

|  | stimme<br>völlig zu   | stimme<br>eher zu     | unentschieden         | stimme<br>eher<br>nicht zu | stimme<br>nicht zu    |
|--|-----------------------|-----------------------|-----------------------|----------------------------|-----------------------|
| Ich mache mir Sorgen, dass Daten, die ich im Internet bereitstelle, missbraucht werden könnten.                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> |
| Ich stelle ungern Informationen ins Internet, weil ich nicht weiß, was Andere mit Ihnen machen könnten.                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> |
| Ich veröffentliche ungern Daten im Internet, weil diese in einer Weise verwendet werden könnten, die ich nicht vorhersehen kann. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> |
| Ich kenne die Nutzungsbedingungen der Web 2.0-Tools, die ich nutze   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> |
| Es macht mich nervös, mit Sozialen Medien zu arbeiten.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> |
| Der Gedanke, dass es beim fehlerhaften Gebrauch von Sozialen Medien zu Datenverlust kommen könnte, ängstigt mich.                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> |
| Wenn ich Soziale Medien nutze, habe ich Angst, Fehler zu machen, die ich nicht mehr korrigieren kann.                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> |
| Soziale Medien wirken auf mich etwas einschüchternd.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> |

[Zurück](#) [Weiter](#)

Inwieweit stimmen Sie den folgenden Aussagen zu?

|   | stimme<br>völlig zu   | stimme<br>eher zu     | unentschieden         | stimme<br>eher<br>nicht zu | stimme<br>nicht zu    |
|---|-----------------------|-----------------------|-----------------------|----------------------------|-----------------------|
| Ich informiere mich so häufig wie möglich über technische Neuheiten wie z.B. Smartphones, Computer, Software, Internet-Applikationen. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> |
| Ich überlege häufig, wie ich technische Neuheiten für mich nutzen kann.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> |
| Wenn mich eine technische Neuheit interessiert, dann informiere ich mich gründlich darüber.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> |
| Freunde oder Bekannte beschreiben mich als technikinteressiert.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> |

Ich könnte eine Aufgabe mit Hilfe von Social Media erfüllen (z.B. eine Anfrage beantworten)...

|   | trifft<br>völlig zu   | trifft eher<br>zu     | unentschieden         | trifft eher<br>nicht zu | trifft<br>nicht zu    |
|---|-----------------------|-----------------------|-----------------------|-------------------------|-----------------------|
| ... auch wenn niemand da wäre, der mir sagt, wie ich dabei vorzugehen habe.                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> |
| ... wenn ich jemanden um Hilfe bitten könnte, falls ich feststecke.                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> |
| ... wenn ich genügend Zeit für die Nutzung hätte.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> |
| ... wenn ich nur die eingebaute Hilfefunktion der Plattformen zur Unterstützung verwenden kann. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> |

[Zurück](#) [Weiter](#)

Bitte nennen Sie uns Ihr Geburtsjahr:

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Sie sind:

weiblich  männlich

[Zurück](#) [Weiter](#)



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**Vielen Dank für Ihre Mitarbeit!**

Liebe Teilnehmerin, lieber Teilnehmer,

wir danken Ihnen herzlich, dass Sie sich an der Befragung beteiligt haben! Ihre Antworten helfen uns, die aktuelle Nutzung von onlinebasierten Werkzeugen und Social Media-Anwendungen durch Wissenschaftler/innen besser kennen zu lernen.

Nach Abschluss der Auswertung werden die Ergebnisse der bundesweiten Befragung auf der Homepage des Forschungsverbunds [www.leibniz-science20.de](http://www.leibniz-science20.de) einsehbar sein. Gern senden wir Ihnen die Ergebnisse auch zu. Senden Sie dafür einfach eine bereits vorgefertigte *unverbindliche* E-Mail mittels folgendem Link an uns zurück: [Ergebnisse Science 2.0-Studie](#)

Ihre eingegebenen Daten bleiben dabei selbstverständlich weiterhin anonym.

Mit freundlichen Grüßen  
Das Befragungsteam Science 2.0 des Leibniz-Forschungsverbunds

**Kontakt:**  
Technische Universität Dresden  
Medienzentrum/Abteilung Medienstrategien  
Dr. Daniela Pscheida  
Tel.: +49 351 463-42463  
E-Mail: [Daniela.Pscheida@tu-dresden.de](mailto:Daniela.Pscheida@tu-dresden.de)  
URL: <http://www.escience-sachsen.de>

**Sie können das Browserfenster jetzt schließen.**

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## Imprint

### Project:

Science 2.0-Survey of the Leibniz Research Alliance „Science 2.0“

### Project partners:

Technische Universität Dresden/Media Center  
Alexander von Humboldt Institute for Internet and Society (HIIG), Berlin  
University St. Gallen/Institute for Media and Communications Management  
ZB MED – Leibniz Information Centre for Life Sciences  
ZBW – Leibniz Information Centre for Economics  
ZEW – Centre for Economic Research

### Further information on Leibniz Research Alliance „Science 2.0“:

<http://www.leibniz-science20.de>

### Further information on „eScience – Research Network Saxony“:

<http://www.escience-sachsen.de>

### Contact:

[Daniela.Pscheida@tu-dresden.de](mailto:Daniela.Pscheida@tu-dresden.de)

### Layout:

Anne Schimmeck, Technische Universität Dresden, Media Center

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