

# Twitter in the Classroom



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**A Comparative Case Study**

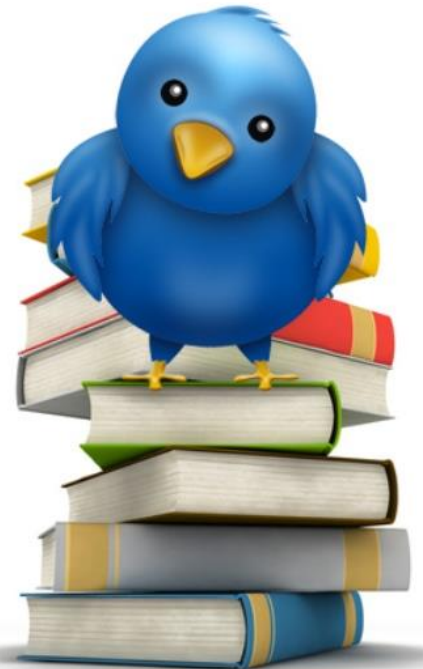
# Research Question

What are best practices for implementing Twitter in the classroom?



# Background

- Three distinct 400-level classes taught by three different instructors in three different disciplines at the same university
- Two classes in the College of Agricultural Sciences, one in College of Education



# Why Twitter?

- All instructors had similar rationale:
  - Connect with students
  - Build classroom community
  - Teach digital literacy and citizenship
  - Build professional community of practice



# Data Collection



- pre and post questionnaires
- classroom observation
- student tweets
- student focus groups



# Class A *(A as in Awesome)*

- Embedded course
- 9 students
- 8 females, 1 male
- 1 student had a Twitter account and actively used it
- Secondary purposes for Twitter use:
  - get practice trying something new before traveling
  - Create strong support network among students
  - Connect students to Spanish-speaking community

# Class A

- Twitter incorporated into grading scheme
- Students required to tweet three times/week
- Twitter rubric



# Class A

- Students used Twitter to:
  - communicate with the instructor
  - provided “status updates”
  - and shared Spanish resources not normally shared in class





# Class A

- “Another social media site to keep up with”
- Students tweeted in rapid succession
- Did not interact with other students unless instructed to do so
- Pre/post test did not change student perceptions about Twitter
- Students indicated they preferred Facebook for social interactions

**FeedBack**

## Class B *(b is for brilliant)*

- Cohort of pre-service teacher candidates during their student teaching experience
- 13 students
- Required to tweet once/week
- Completion activity
- 6 students had a Twitter account but did not actively use it prior to course



# Class B

- Students used Twitter to:
  - Share secondary student success in the classroom
  - Share Technology and curriculum resources



## Class B

### Number of tweets:

- Average : 105
  - Low : 15
  - High: 432
- Some absolutely rejected and did only minimum

- Access to mobile device had huge impact on use
- Attitudes change when others engaged them on Twitter



## Class C (*c is for...charismatic?*)

- 11 students
- All female
- Cohort of students majoring in elementary education
- 10 students had a twitter account and actively used it



# Class C

- Instructor did not incorporate Twitter into the syllabus or grading scheme



# Class C

- Students utilized Twitter to:
  - Share information about personal lives
  - Quote instructor (during class)
  - Share pictures of in-class assignments
  - Network with students from previous cohorts



## Class C

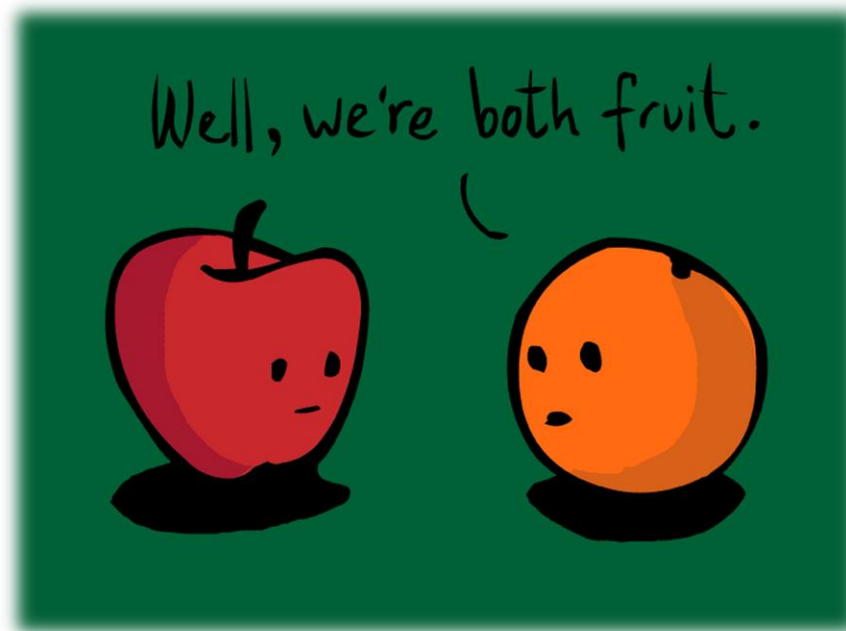
- “Fun!”
- “Interesting way to connect with classmates.”
- Many students tweeted at all hours of the night
- Hundreds of tweets generated by students during semester
- Instructor noticed Twitter drew students in to class/cohort

**FeedBack**



# Comparing Cases

- Findings suggest that varying methods of implementation of Twitter can lead to vastly differing outcomes.



# Comparing Cases

- Initiation
- Student preferences
- Interaction with others outside of class
- Grading scheme

