

Curriculum Design Pattern

Global Learning by Design

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| Name of pattern | Micro Blogging via Twitter |
| Quick look | Students contribute to an ongoing Twitter feed during a tutorial or lecture with a hashtag that represents their responses or questions to a topic or subject matter. |
| Rationale | Improves student engagement, encourages discussion and enhances understanding of a concept or specific subject matter. |
| Learners/Context | This learning activity is suitable for most types of learners and topics. The activity should be used at a pre-planned, pre-defined point in the lecture or tutorial to encourage robust discussion of subject matter. |
| Related patterns | None. |
| Related category | Active learning, networked learning (social media). |
| Alignment | The activity gives students the opportunity to reflect and absorb the information presented and it encourages online participation using social media. |

Instructions/Process

Prior to class:

1. Access or set up a Twitter account (see Resources/Technology for link to detailed instructions).
2. Determine how and when you will use micro blogging:
When - at the commencement of the lecture, during the lecture, or between lectures.
How - for example:
 - a. Post a topical quote, question or concept for student contribution
 - b. Ask students to 'define' a word or concept in under 140 characters and select some of the definitions for discussion / clarification;
 - c. Ask students to identify a new word or concept they have learned during the lecture and then select two or three words or concepts from the message stream for discussion regarding connections between the words or concepts
 - d. At the end of a lecture set a question or issue for discussion between now and the next lecture. Contribute to and monitor the Twitter feed between the lecture periods. At the start of the next lecture select key student responses for discussion.
3. Advise students via a Blackboard announcement that Twitter will be used in the next class and encourage them to contribute by ensuring they have Twitter accounts set up - provide them with a link as to how to set up a Twitter account (see Resources/Technology).
4. Set up in advance the initial micro blog (question or discussion point) that will be posted by you to start the Twitter feed.
5. Pre-prepare the hashtags relating the the topics or issues that are to be used to identify contributions to the discussion (see Resources/Technology for link to selecting and using hashtags).
6. Post the question or discussion point on Twitter if you have not already done so.

In class:

7. At the start of the class, remind students that Twitter will be used throughout the duration of the class, and encourage students to contribute to the Twitter feed.

8. Have a scrolling search window ready to be displayed in the lecture theatre to follow the Twitter feed.
9. Allow time for students reflect, note-take and/or micro blog after the session.
10. If appropriate, post the Twitter hashtag on Blackboard for student easily access the Twitter feed post class.

Conditions

Knowledge of and access to the Twitter platform.

Ensuring students contribute to the Twitter feed.

Ensure students have access to a laptop or mobile technology device in order to participate.

Resources/Technology

How to set up a Twitter account:

<https://support.twitter.com/articles/100990>)

The purpose of a hashtag:

<http://techforluddites.com/the-twitter-hashtag-what-is-it-and-how-do-you-use-it/>)