



Abertay
University

Teaching with Twitter: reflections on practices, opportunities and problems

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Sociology Division - School of Social Health Sciences

Agenda

1. Project
2. Educational Pedagogy
3. Project conduction
4. Results
5. Reflections

Twitter concepts



stefanoteaching verified

Vodafone reveals existence of secret wires that allow state surveillance <http://www.theguardian.com/business/2014/jun/06/vodafone-reveals-secret-wires-allowing-state-surveillance> #s01051a

4 minutes ago · Reply

Twitter concepts

@Username

Following/Followers

tweet



stefanoteaching

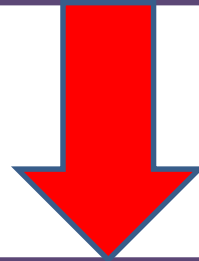
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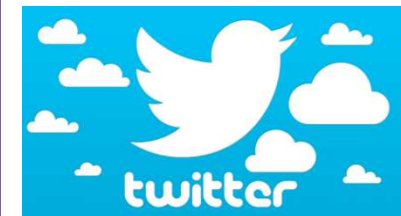
#hashtag

The Project Aim

Increased interest in engaging university students with new communication technologies.



Teaching & Learning Enhancement project focused on the introduction of twitter in Teaching and Learning @Abertay.



Project Goals (I)

- Survey the literature on the use of twitter in teaching
- Generate interest with students and staff around the use of Twitter for T&L
- Increase the skills in the use of Twitter for T&L among the members of the research team

Project Goals (II)

- Test a number of best practices (including additional apps) transferable across diverse modules
- Integrate these best practices with existing learning technologies (in particular the University VLE)
- Conduct an evaluation with the students about the overall project results

1st Important Reflection

link the activities with Social Media
to a Pedagogic Perspective:
where do teaching and learning go?

Educational Pedagogy & Lit. Review

BEHAVIOURISM

stimuli-response
no interest in internal state of mind
learner depends from instructor

COGNITIVISM

learn models of the world
thought process
Instructor creates the conceptual models and assist the learners

CONSTRUCTIVISM

Construct own perspective
Learning as social process
Instructor as Facilitator

CONNECTIVISM

knowledge exists in the world
Learning through connections
Instructor channels attention and participation with *social media*

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Educational Pedagogy & Lit. Review

- Cognitivism => tweets used for “reinforcing” key concepts, key role of instructor
- Constructivism => make students work together with Twitter and instructor as facilitators
- Connectivism => a world out-there from which to learn for both learners and instructors, Twitter as the “medium”

Pedagogic Perspective

Afterwards reflection: in our project we used a blend of cognitivism, constructivism and connectivism

2nd Important Reflection

incorporating Twitter in class and
introduce an appropriate Scaffold

i.e. not a bottom-up process rather
part of planned class activities

SO1054A

- Module: Virtual Environments, Crime and Cyberspace (2013/2014 & 2014/2015)
- 4th Year Module – (Criminology & Media, Culture)
- Around 70 Students
- Room 3006
- Module Hashtag [#so1054a](#)

Scaffold

- The lecturer set-up of a specific **Twitter account**, to be used for teaching purposes only.
- The creation of **module hashtag**, specifically #SO1054A.
- An exploration of the opportunity to integrate Twitter within the **University VLE**.
- A **plan for the activities** of the project throughout the semester, for both **lectures and tutorials**.

Planned Activities

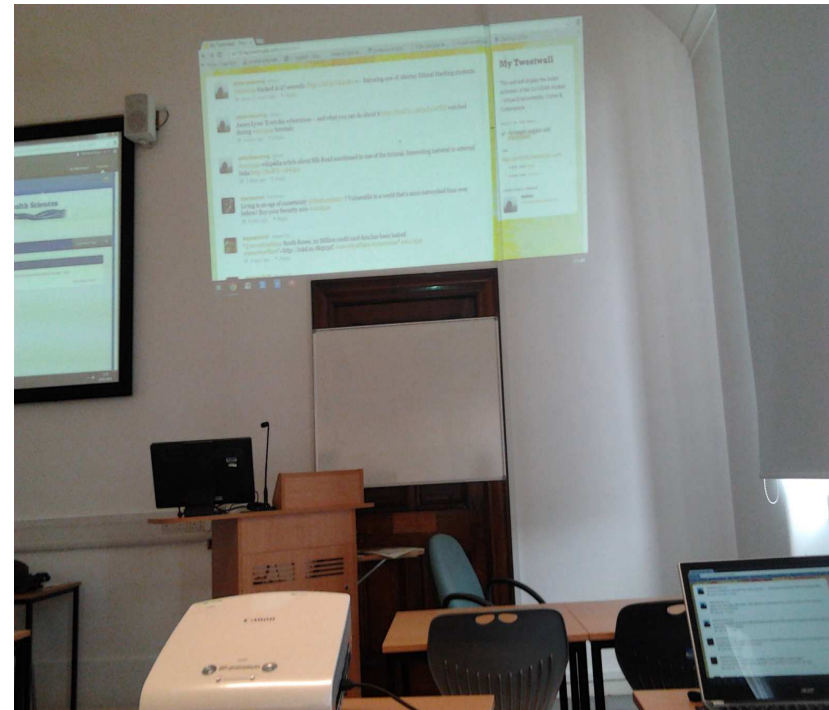
- **Class twitter wall** – run in parallel to the lecture
- **Tweets of main concepts** for the lecture
- Practical **twitter activities during tutorials**
- **Engagement** and new content **outside the class**
- **Evaluation Questionnaire**

Class Wall - tweetwally



The screenshot shows the tweetwally website. At the top left is the tweetwally logo, which includes a small bird icon. Below the logo is a large yellow brushstroke graphic. The main heading is "Create Your Tweet Wall." followed by the text: "To get started, choose a hashtag, username, or keyword. You can filter the results further and customize your tweet wall on the next screen." Below this is a search form with three tabs: "HASHTAG", "USERNAME", and "KEYWORDS". The "HASHTAG" tab is selected. The search input field contains a hash symbol "#". To the right of the input field is a "GO" button. Below the input field, there is a small text example: "example: #tweetwally".

<http://www.tweetwally.com/>



Bufferapp

- Auto-Tweeting the key concepts of the lecture and additional material -

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Monday 24th March

The screenshot displays a Bufferapp interface for Monday 24th March. It features four tweets, each with a 'TOP TWEET' badge and engagement statistics. The first tweet is from the Electronic Frontier Foundation, the second is about cybercrime, the third is about the National Cyber Security Strategy, and the fourth is about keeping the UK safe in cyber space. Each tweet shows 0 Retweets, 0 Mentions, and 0 Clicks, with varying numbers of Favorites (1 or 2) and a Potential of 38.

Tweet	Retweets	Favorites	Mentions	Clicks	Potential
Electronic Frontier Foundation Defending your rights in the digital world http://buff.ly/OQT5aN #so1054a	0	1	0	0	38
Cybercrime: responsibility for addressing a number of offences tends to fall with actors outside the police system #so1054a	0	0	0	0	38
National Cyber Security Strategy Forward Plams http://buff.ly/1gsXvRg #so1054a	0	0	0	0	38
Keeping the UK safe in cyber space - Policy http://buff.ly/1tl5L4 #so1054a	0	2	0	1	38

VLE

- “import” the module hashtag in blackboard
- Key point: facilitate access to students who do not use Twitter



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Practical use of twitter within tutorials

Group Work: students would work in groups (3-4 people) discussing, answering the task and using twitter as a “community of practice” tool for working together.
Teacher acting as facilitator.

CONSTRUCTIVISM

Construct own perspective
Learning as social process
Instructor as Facilitator

Tutorial tasks

Twitter tasks

- Search for the [#malware](#) hashtag
- Do you see any pattern in the tweets using this hashtag?
- What types of malware are being discussed in the displayed list of tweet [#malware](#) hashtag
- Retweet one of the tweets using the [#malware](#) hashtag for the [#so1054a](#) and add a comment

twitter

- Look for these bots on twitter: @Yoda_Bot @RedScareBot @LogicalBOT @MarmiteBot
- What can you tell about the followers/following ratio?
- Would you follow a bot on twitter if this provides interesting content?

Students' tweets & community effects

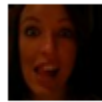


kim :) ☺ @OooooohSheSays · Feb 10

To help boost your [#malware](#) defense, never download anything in response to a warning on the Internet: bit.ly/MrRnvW [#so1054a](#)

Expand

[Reply](#) [Retweet](#) [Favourite](#) [Buffer](#) [More](#)



Kate Morrison @KateMo2701 · Mar 13

"@heyjday: I am SHOCKED! // FBI's [#Megaupload](#) bust 'has done nothing to reduce [#internetpiracy](#)' says study dailymail.co.uk/sciencetech/ar..." [#so1054a](#)

[View summary](#)

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Favourited by [Stephen Örr](#)



Harvey @charalambos_ · Feb 13

"@Cybercrimenws: Dead Flappy Bird's ANIMATED CORPSE may spread malware PLAGUE - Register bit.ly/1opmWF7 [#Cybercrime](#)" [#SO1054A](#)

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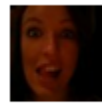


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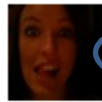


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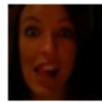


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Module: Virtual Environments, Crime and Cyberspace

- Cybercrime is an area which is in constant evolution
- Difficult to keep track of what is going on
- Using Social Media as learning tool to remain informed about these changes

Tutorial tasks

Twitter tasks

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- Do you see any pattern in the displayed list of tweets using the hashtag?
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the bots on twitter: @Yoda_Bot
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tell about the following ratio?

follow a bot on twitter if this provides interesting content?

Using Twitter to find what is out-there

BBC News - Banning Tor unwise and infeasible, MPs told
[bbc.com/news/technolog...](https://www.bbc.com/news/technology-17111111) #privacy #Tor



 BBC News (World)



Banning Tor unwise and infeasible, MPs told - BBC News

By BBC News (World) @BBCWorld

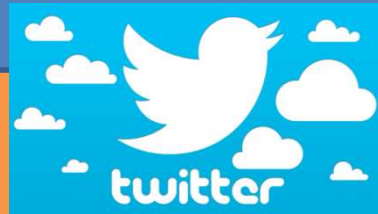
Advice given to MPs on the dark web says it can be used in the public interest and that

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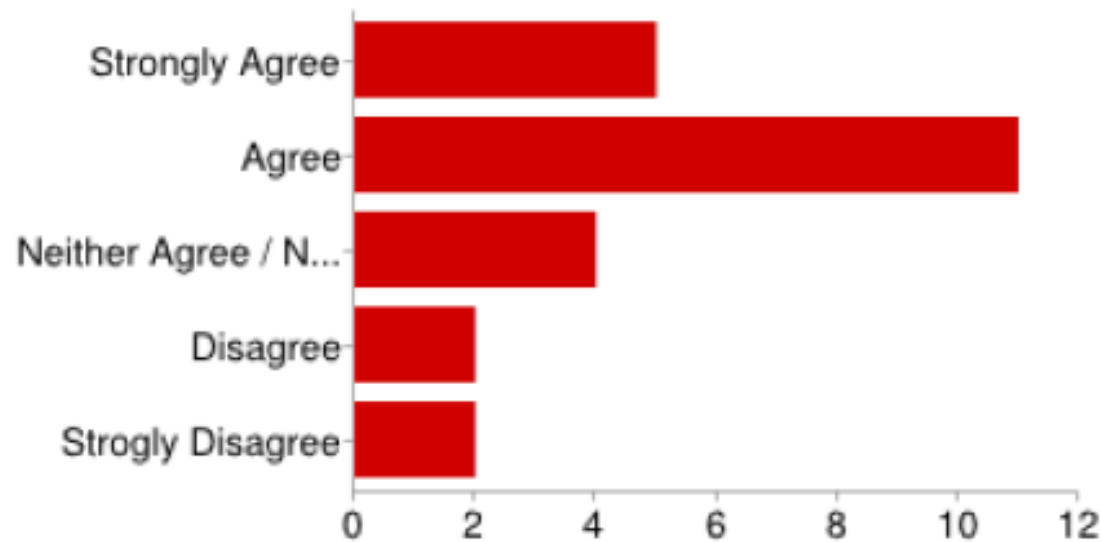
Blended Pedagogic Approach

Difficulties & Breakdowns

- “physical layout problems”
- Technological breakdowns
- Social Problems
- Timetabling
- Equipment problems
-

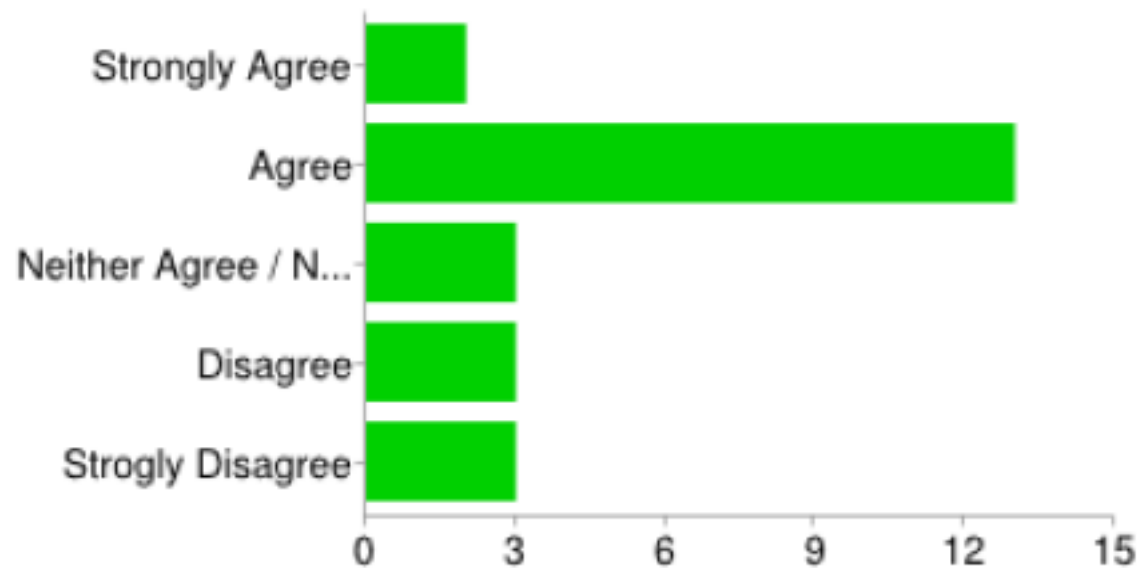
Evaluation

Provided me with new material for studying [Q7 - EXPERIMENTING WITH TWITTER DURING THIS MODULE....]



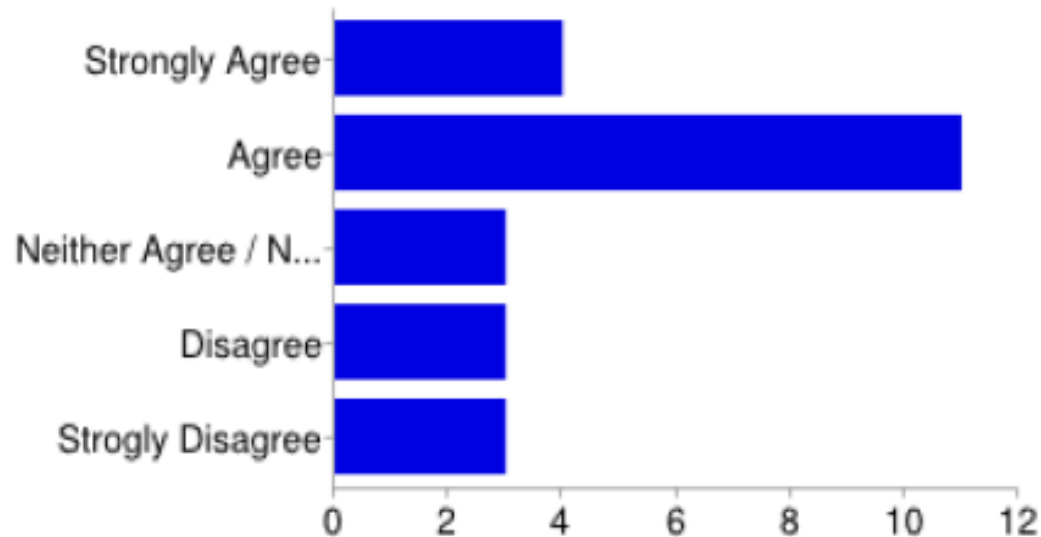
Evaluation

Made the lectures and tutorials more engaging [Q7 - EXPERIMENTING WITH TWITTER DURING THIS MODULE.....]



Evaluation

Extended the conversation beyond the classroom [Q7 - EXPERIMENTING WITH TWITTER DURING THIS MODULE....]



Final Reflections

- ✓ It is not just a bottom-up process: pedagogic and scaffolding are essential
- ✓ It is a learning process also for Instructors
- ✓ Student engagement is not granted by the mere use of Social Media