Effective Education Use of Twitter (by Jennifer Levine)

Description of Use	Rationale
Collaborative construction of Twitter feeds throughout the day about class lessons. ➢ **A tweet is modeled by the teacher to inform class of expectations** ➢ **At transition times as a way to consolidate learning the class works on composing a single tweet that encompasses what has been taught in that lesson** ➢ **As the class is working they are learning to revise and edit tweets (messages) to fit into the prescribed Twitter framework of 140 characters per tweet (message)** ➢ **Class works as a group to create a single tweet** ➢ **Teacher posts tweet to class Twitter account** ➢ **Parents are invited to view class tweets (messages) and reply** ➢ **Tweets (messages) are reviewed at least twice a week by the class**	➢ Based on the class summary of meaningful use of technology, this method of collaborative writing creates the conditions where both students and teachers are working together to create a collaborative experience which result in a tweet (message) that is broadcasted on Twitter. This is reflected in the modeling of a tweet by the teacher which includes revision and reflection .As a class, students are engaged and challenged to create a message that is accurate and remains within the Twitter framework of 140 characters. ➢ One of the key findings in the Bransford et.al, article is that of creating a "community-centred approach …connections to outside world that support core learning values" (Bransford et.al, year 1999, P. 22) through the use of Twitter this activity creates a collaborative experience. Creating tweets (messages) based on the reflection of a previous lesson allows for connections to be formed within the classroom in order to create a community of learners that must work together to create a final product. As well, the online, public nature of Twitter allows for the message to reach the outside community ie: parents. Therefore, extending the community of the classroom into the public sphere. This parental involvement enhances student learning experiences as it allows for parents to be kept up to date with what their children are learning, which will help them to engage their child in the home about what they are learning in school, thus aiding in student success. ➢ With respect to the Net Generation norms posed by Tapscott, this activity addresses the need for collaboration and speed within this generations learning experience. Tapscott suggest that Netgeners are "natural collaborators" therefore, through this activity they are using the Twitter framework to collaborate as a class on the tweets (messages) being sent. Further, given that Tapscott suggests that this generation has an expectation of instantaneous results this activity allows them to post their messages on a platform that has instantaneous updates. As well, Twitter provides ways for others to respond and give feedback on the tweets (messages). In this case the intended audience would be the students' parents and the replies would serve as

	motivation to continue with the activity.
	➢ In terms of Learning Theories I believe that this activity incorporates both Lave & Wagner's Communities of Practice (1991) and the ARCS Model of Motivational design (Keller) . With respect to Lave & Wagners , Communities of Practice this activity of composing, editing and posting a tweet as a class creates a community whose common goal is to devise a message that adheres to both the expectations of the lesson and the Twitter platform. The ARCS model can be applied to this activity as it uses Twitter as a motivational tool that holds the students attention, uses the Modeling strategy of Relevance in which students are posting events that are relevant to them in the lesson that they just learnt. As well, it helps to build the confidence of the students as they are working as a team and not as individuals, therefore if one is unsure they can get help from the class and not feel isolated in their efforts. Finally the satisfaction of seeing their tweets (messages) and having replies to them either in formal feedback or in discussions at home leaves the students with a sense of accomplishment.
	➢ Lastly, with regard to Kay's 21st Century Skills, this activity most likely would adhere to the Critical Thinking and Problem Solving and Communication and Collaboration under the Learning and Innovation Skills heading. Given that this activity addresses the classroom as a whole and is collaborative in nature and requires that the class work together to adhere to the Twitter framework and to work together to edit and revise an outgoing message.
Twitter Scavenger Hunt ➢ **This activity is done in pairs** ➢ **Based on a topic that is being studied in class have students are presented with a problem that they have to solve.** **(ie: from the Ontario grade 6 science and technology curriculum : "analyse a local issue related to biodiversity, taking different points of view into consideration")** ➢ **In Pairs the students are required find research that supports their position.**	➢ According the class summary of meaning uses of technology in the classroom this activity uses Twitter in conjunction with the internet. Its purpose to actively engage the students by using research required to attain a deeper understanding of the topic at hand. Twitter acts as the depository for information found and for critical discussion to occur which will continue into the classroom. ➢ In Bransford et .al (1991) one of the key findings is that "students come to the classroom with preconceptions of how the world works" (p.11) and that effective teaching is when a facilitator provides the opportunity to build upon and challenge one's understanding of a subject matter. This activity challenges the students to critically investigate a topic

Teacher models what they are looking for in the way of what would be deemed valid information ie: reputable newspapers, academic journals etc. **Students then post links onto Twitter and once a resource has been posted , it cannot be reposted by another in the class** **In class students must be able to explain why they chose that article , how it supports their position and what makes it valid. Students are encouraged to post inconsistencies with information or approval on Twitter. Teacher will model how to do this within a positive framework.** **Students are assigned another students tweet and required to respond either with a question or comment to what was posted in a tweet** **This is carried into the class where various tweets are talked about and addressed. Students are encouraged to tweet during class about topics that are discussed and the teacher will continue to facilitate that conversation as well.** **This activity creates an online resource of information for the class on specific topics.** **It is important that the facilitator of the this Twitter experience monitors the sites and edits those that are posted that are not valid**	thoroughly analyzing research which they have found and evaluating their peers' findings. Twitter is used as a tool in which students can engage in critical conversation about articles found. It also serves as a public record of resources gathered for a specific topic. As well, through this inquiry based activity Twitter is used as a platform whereby students are encouraged to publicly defend their opinions on a topic through depositing research that supports their position. - According to Tapscott's Norms of the Net Generation this activity would access the Collaboration and Scrutiny Norms. In this case Twitter is being used as a Collaboration where students are posting and responding to others information. In addition, this activity requires that the students scrutinize the information in two ways. Firstly, before they post their link and secondly, when they read others links and make comments. According to Tapscott this is a generation who "use digital technologies to find out what is really going on" (Tapscott,1999, p.9). Therefore, this activity lends itself to critical thinking and Twitter is where they post and collaborate on those thoughts and ideas. - In terms of Learning Theories I think that Bruner's Inquiry Based Learning model lends itself nicely to this activity. The students in this activity are required to use research to solve a problem which is being presented. Given the public nature of Twitter it allows for conversation both in the classroom and outside of the classroom about the validity of the articles being posted. - Lastly, with regard to Kay's 21st Century skills, this activity uses Twitter to address both Information, Media and Technology skills as well as through 21st century skills of environmental and global issues and Critical thinking and problem solving under the learning and innovation umbrella. In this activity, Twitter in conjunction with the internet is the tool which facilitates the use of all these skills
Novel Study Questions **Students tweet discussion questions about a chapter in the novel they have just read.** **This informs the class discussion on that chapter** **During class students are encouraged to post follow up questions and**	According to the class constructed wiki on How to use Technology in a meaningful way, this activity actively engages learning and places student's in control of their learning. Through the questions constructed by the learner a deeper understanding of the novel and or chapter is being constructed. Twitter and it's continuous live feed are a means for questions to be compiled and addressed. Students are encouraged to

comments through Twitter ➢ **The Twitter feed is shown on the smart board and is live while the classroom is discussion the questions posted there** ➢ **Students are encouraged to use their own personal devices to post comments about the discussion** ➢ **Community agreements regarding Twitter will have to be discussed before this activity takes place**	tweet during class as issues are raised and more meaning is constructed. ➢ The students are constructing their learning by asking questions based on the novel study. These questions are posted on Twitter. According to Bransford et. al article under the heading of Designing Classroom Environments this activity optimizes student learning as it is learner centred. The nature of the assignment requires the learner to provide the questions for further inquiry. The teacher serves more of a facilitator of the Twitter feed and subsequent classroom discussion. As well, students are learning how to ask questions that require more in depth conversation. As the Twitter feed is live students are encouraged to continue to participate by posting their comments on to Twitter. This allows for students who are not as vocal to participate in the conversation which encourages student success and collaboration. ➢ According to Tapscott's Norms that guide the Net Generation, this activity taps in to the Norm of speed to facilitate an ongoing conversation. The nature of Twitter is that is an instantaneous broadcasting tool. As Tweets (messages) are posted they are able to be viewed immediately. In the case of this activity this allows for the class to be actively participating both online and in class. The conversation is monitored by the teacher and projected (via: SMARTboard) in front of the classroom. Students are encouraged to use their own devices to respond to the discussion without interrupting the flow of conversation. As Tweets are observed they can be addressed and incorporated into the live discussion. This is only possible due to the nature of the speed of Twitters' feeds, therefore addressing this generation's need for speed and engagement. ➢ In terms of Learning Theories this activity I think that Lave and Wagner's (1991) Situated Learning Experience applies to this activity. Student's previous knowledge is through the independent reading of the novel. The posting of questions and responses viewed on the continuous feed of Twitter helps the class to dig deeper into the subject matter. And allows for all voices to be heard. The class uses Twitter as a way to respond to what is happening in real time not as a reflection, but as an on-going discussion. ➢ Lastly, with regard to Kay's 21st Century Learner, this activity falls under the realm of Learning and

	Innovation specifically communication and collaboration. Twitter is used to facilitate the communication and collaboration necessary for this activity to work appropriately. Twitter informs the classroom discussion in two ways. Firstly, with the initial questions, and the secondly, with the discussion component that follows in the classroom both online and off line. These two components of the activity create a collaborative experience for both the students and the facilitator.

References

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