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## Integrating Twitter Into the Classroom

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# INTEGRATING TWITTER INTO THE CLASSROOM

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A Major Project

Submitted to the Graduate College of Bowling Green  
State University in partial fulfillment of  
The requirements for the degree of

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## Table of Contents

SECTION I: BACKGROUND AND GOALS.....	4
Statement of Project.....	4
Intended Audience.....	4
Background.....	4
Proposed Objectives.....	5
Identification of Resources.....	6
Literature Review.....	6
SECTION II: PROCEDURES.....	9
Development Procedure.....	9
Anticipated Timeline.....	11
Method to Evaluate Project Objectives.....	12
SECTION III: DESCRIPTION, METHODOLOGY, AND DEVELOPMENT.....	12
Description.....	13
Planning.....	13
Developing and Implementing.....	14
Surveying.....	17
Summary.....	17
SECTION IV: RESULTS, EVALUTIONS, AND RECOMMENDATIONS.....	17
Results.....	18
Recommendations.....	21
REFERENCES.....	23
APPENDIX A.....	25

APPENDIX B.....	26
APPENDIX C.....	27
APPENDIX D.....	29
APPENDIX E.....	30
APPENDIX F.....	33
APPENDIX G.....	34
APPENDIX H.....	35

## **Section I: Background and Goals**

### **Statement of the Project**

The purpose of this project was to research, create, and implement lesson plans that utilized Twitter in the classroom. This project was also used to gauge how students felt about using social media in the classroom. It showed professors how to effectively and easily use the app in the classroom, which helped them to connect with more students and work on a platform that was of interest to many of the students.

### **Intended Audience**

Professors in higher education or high school teachers who would like to learn more about implementing social media into the classroom.

### **Background**

When scanning a college classroom, it is very evident that students love to be on their cell phones. They enjoy texting, facebook, messaging, and tweeting. Technology and social media are becoming an integral part of our day-to-day activities and especially gaining popularity with the 45 and under age groups. According to a study conducted by IDC and sponsored by Facebook, 79% of people age 18-44 have their phone on or near them for all but two hours (Garibian, 2013). In many classrooms, this is lacking either with the technology being outdated or the curriculum has not changed to match this ever-growing trend. Most professors are still teaching with none or very little technology and want students to put their phones, laptops, and tablets away in class because they find them distracting, even though this generation of students now coming through the college ranks have grown up using computers and cell phones. There is clearly a gap between professors and students in this subject matter.

Twitter is a form of social media that allows someone to “tweet” a message to all the people who follow them. Tweets are very short and to the point, only allowing the user to use 140 characters. According to Twitter, they have 316 million monthly active users. This number does not take into account the number of people who have Twitter accounts and do not tweet on a regular basis. There are 500 million tweets sent daily (Twitter, 2015, Company Facts page). It is clear that a substantial number of people are using Twitter to communicate and connect. In 2014, 37% of people who used Twitter were between the ages of 18-29 (Duggan, Ellison, Lampe, Lenhart, & Madden, 2015). This is the largest age group of users and also the age of most college students.

Clearly there is a need to bring social media into the classroom in order to help connect with the students. Twitter is a great resource for professors to use because students can set up a professional Twitter account in order to interact with other classmates, professors, and professionals in their field of study. By adding Twitter into a class, it will allow for a blended learning experience and improve the learning experience for Millennials who have been using technology for most of their lives. It will also help with discussion boards, sending out announcements, and communicating with one another. Students will be able to easily interact with one another and the professor outside of class and even during class.

### **Proposed Objectives**

The Objectives of this study were:

1. To research and determine an effective and useful way to add Twitter into the classroom
2. To create a lesson plan for the semester which would be implemented and encourage Twitter usage.
3. To perform the lesson plan over the course of the semester.

4. To evaluate the students opinions on using Twitter in the classroom; and
5. To provide suggestions and advice on implementing Twitter in the classroom.

### **Identification of Resources**

- Free Twitter account
- Canvas account
- Survey Monkey

### **Literature Review**

Because there are many different social medias and online resources available to use in a classroom, it was somewhat difficult to decide which would be most beneficial and helpful for students. This literature review focused on several of the social medias and how other teachers integrated them into the classroom. It also discussed the educational benefits of using social media in the classroom.

#### ***How to use social media in classroom***

It is clear that many teachers are trying to determine ways to use social media in the classroom. In the article “Interdisciplinary Literacy Through Social Media in the Mathematics Classroom”, Casey (2013) first describes how computers were used at the high school where she taught. She argued that they were minimally used as word processors and to develop basic typing skills. Casey believed that the high school could use them in a more active and student-center approach to learning. In order to do this, she created a real world experience for her students with a program called Ning. Ning is described as a learning center similar to Canvas or Blackboard which many professors are already using in the classroom. By implementing the usage of Ning onto the mathematic classroom computers, it allowed the students to experience a different way of learning from the traditional style.

In Krutka & Milton's article "The Enlightenment Meets Twitter: Using Social Media in the Social Studies Classroom" (2013), the authors discussed how many people previously used the Internet to search for information or learn about a certain topic before the recent popularity of social media. Now that social media is more widely used and the Internet has expanded, people can tweet and post anything from their opinions and beliefs to news information or even cooking recipes when connected. In this article, Milton describes the project he designed for the students in his history classes. Each student was assigned an Enlightenment era philosopher and had to tweet about how that philosopher would respond to present day events. This meant that the students had to thoroughly study their assigned philosopher and be able to answer questions or respond to comments that other students posted. This was an interesting concept of mixing the old with the new. Milton helped his students truly understand the views and beliefs of these philosophers through this project. Krutka & Milton noticed that the students really delved into the project and seemed to enjoy it.

The article "Integrating Social Media Into the Classroom Curriculum" stated that 94% of students spent time on social networking sites. It also mentioned, "Millennial students are technology-savvy, rely on search engines to find information, are interested in multimedia, have a short attention span, and multitask on everything." (p. 17) Keeping this in mind, it is hard for teachers to hold the attention of students especially in large lecture classes. The authors Abe & Jordan also discussed that in order for social media in the classroom to work, students needed to be taught how to use it for classroom use instead of social uses. They felt that the key to achieving this was by having the teachers involved on social media as well. They stressed that teachers needed to make sure they did their job by aiding discussions, asking questions, and checking students' responses. If the teacher did not stay involved, the students would not gain



the same experience or knowledge from that subject matter. The final take away from this article was clearly with social media, people miss out on the nonverbal aspects of communication. It is important for people to be able to pick up on context clues such as tone of voice when talking to someone. When this is eliminated, people can misinterpret the meaning of a tweet or post.

There were many articles specifically written about the use of Twitter or Facebook in the classroom. Even though these are currently the main forms of social media, there are other social media sites for teachers to incorporate in their classrooms. Moody (2010) discussed how to use some different social media in the classroom in her article, “Teaching Twitter Beyond: Tips for Incorporating Social Media in Traditional Courses”. She also considered the use of Web 2.0 activities in the classroom, which are similar to social media yet perhaps not as distracting. If a teacher is not fully on board or comfortable with integrating social media in the classroom but would like to explore online learning options, utilizing some of the basic Web 2.0 activities is a good place to start. Throughout the article, Moody revealed how she used these different sites in her own classroom and the projects that her students had done.

### ***Educational Benefits***

According to her findings in the article “Interdisciplinary Literacy Through Social Media in the Mathematics Classroom”, it appeared that Casey’s students were more engaged, more willing to help each other, and more interested in math after using Ning. If students were unsure about solving a problem or had questions in general, they would post on Ning. Casey would have other students help by possibly posting videos or explanations regarding the math problem solution. In order for her students to feel more comfortable about writing posts and responding to each other, she allowed them to write in text-style shorthand. Casey thought this would help put

her students at ease when they voiced their opinion or posted a question because it did not have to be a complete thought or sentence with correct grammar.

In the article “The Enlightenment Meets Twitter: Using Social Media in the Social Studies Classroom” (Krutka & Milton, 2013) Krutka and Milton did not go into as much detail on the results of their study. One benefit they did mention was the fact that students could have immediate feedback. The students were quick to respond to each other’s tweets and Milton found it easier as well. Milton believed that the students were not just simply memorizing facts but that they were actively engaged in learning the material.

Since this is relatively new territory, there was not much data to support anyone’s thoughts or opinions in the articles or collaborate the studies with solid results. Abe & Jordan discussed someone else’s study of incorporating Twitter into a large lecture hall in the article “Integrating Social Media Into the Classroom Curriculum”. In that study, they passed out surveys at the end of the semester to collect the students’ opinions on using Twitter. They stated that the survey results were generally positive but this seemed bias based on the students’ feedback. With the provided facts about how many students were on social media sites and how they liked to multitask, it seemed as if most students found this positive. Any opportunity that students got to be on social media in class was likely taken and enjoyed. It enabled them to stay connected with their friends while still being in the classroom.

## **Section II: Procedures**

This section describes the procedures used to implement Twitter into the classroom. The class used Twitter like a discussion board and the researcher posted announcements and upcoming assignments. Twitter also helped connect the students with professionals and

companies within their field of study as well as allowing the opportunity for the students to connect in a different environment.

### **Development Procedure**

The researcher decided to implement Twitter into the VCT 2040 Concepts of Visual Communication online class which had 19 students. Twitter seemed like a viable option to use in this class because it was small enough to track which students were participating but large enough to provide interactive opportunities with each another. It also gave students a setting in which they could help each other and answer questions.

The first step of implementation was setting up a professional Twitter account for the students to use throughout the semester. Some students already had an account that they used socially, but were encouraged to set up a class account in order to help them develop their Twitter usage in a more professional manner. This will certainly help them present themselves positively when searching for potential co-ops, internships, and future jobs. The students were asked to follow each other and the VCT 2040 class account. This was an account that the researcher set up to use. Throughout the semester, students were encouraged to also follow professionals within their field of study or businesses they would like to potential work for in the future.

Since the class was online, it already had discussion boards set up. Many students do not enjoy writing on discussion boards and responding to one another so this was an opportune place for Twitter to be implemented. Rather than getting rid of the discussion boards, the researcher decided to use Twitter as a pre-discussion board. This enabled students to start conversations and give thought to the topic before posting in a discussion board. In order to observe whether students liked using Twitter better than discussion boards, the professor used a mixture of both.

During the semester, the students had discussion boards on Canvas each week and a Twitter assignment that was related to the discussion boards or what they were studying. The students were given time to tweet (Twitter) or post (Canvas) their own responses to the posted questions and were required to reply back to two classmates in response to their answers. Unless otherwise specified by the professor or researcher, they had three days to respond to all questions and tweets. The researcher also posted and tweeted at the students in order to help initiate conversations and ask additional questions. To observe how readily students used the format, the researcher also tweeted one article on Twitter for the students to read and tweet back their opinions. The students' tweets were graded just like a normal discussion board.

Twitter was utilized in the class to send out announcements. The researcher sent out all announcements on Twitter for the students to see. The professor also posted the announcements in Canvas as well. Since so many students have their phones with them and are using social media, it is more likely they would see the announcement faster than if it were posted just on Canvas. For example, the researcher sent out a tweet reminding the class when some assignments were due. Additionally, the researcher tweeted important upcoming events like the job fair that had been scheduled and VCTO meetings.

After the month was completed, the researcher provided the students with surveys to complete for their feedback. It was crucial to get the students' feedback in order to make necessary changes. They were collected and documented to make Twitter usage in the classroom a better experience for everyone (See Appendix A).

### **Anticipated Timeline**

The following was the anticipated timeline of events used in order to create, implement, receive feedback on lessons plans utilizing Twitter in the classroom and finalize the report.

**Table 1: Timeline**

November	Submit the Human Subject Review Board application
November- December	Create lesson plans to be utilized during the Spring semester
January	Introduce Twitter into the VCT 2040 class
January- March	Use Twitter in the class
April	Have participants fill out evaluation on Twitter in the classroom
April	Evaluations and recommendations are compiled
April	Edits to final report are made

**Method to Evaluate Project Objectives**

Throughout the development, Ms. Maggie Leonard guided this project. Since it was Leonard's VCT 2040 class that implemented Twitter, she helped to ensure that the project objectives were being met. It was also important to maintain the class objectives so the students were still learning what needed to be taught. Before spring break, the participants were asked by the researcher to fill out an evaluation form in order to receive their feedback and thoughts on the usage of Twitter in their class. All of the evaluations and suggestions were documented and the project was revised. The final project will be submitted to the project committee in order to be reviewed.

**Section III: Description, Methodology, and Development**

This section gives a brief project description and how the project was developed. This is broken down into three main steps: planning, developing and implementing, and surveying.

These different sections are a step by step process on how Twitter was implemented into the classroom. After reading these sections, it will help anyone who would like to implement Twitter into his or her own class.

### **Description**

Over the years, technology has grown and expanded. It is ever changing and developing to help humans learn, connect, and have a better quality of life. We now have greater access to each other and to the vast amount of information and available technology than ever before. Even with all of this at our fingertips, many in the educational realm do not seem to be utilizing this to their advantage. For teachers, perhaps it is the time constraints of researching what would work best, how to install or initiate it and how to then evaluate its effectiveness that is prohibitive or intimidating. Students currently coming through the school systems have been raised in this technology boom era. It only makes sense to figure out ways to utilize these resources that will help students learn.

The purpose of this project was to learn how to implement Twitter into the classroom and then obtaining the students' opinions about it. The students were asked to use Twitter in a variety of different ways but mostly as a pre-discussion board forum. After the students completed the four different assignments, they then completed a survey anonymously.

### **Planning**

The researcher first met with Ms. Maggie Leonard in order to review the course syllabus and course schedule. The course schedule was already set for the upcoming semester so the next step was to determine what weeks would be best for the class to utilize Twitter. After reviewing each week throughout the semester and the materials related to that week, four weeks were chosen. Within these designated weeks, the students would be required to use Twitter and still

participate in the online discussion board. These weeks were chosen because either they had a good article that could be tweeted out or the students would be able to have easy interactions with one another on Twitter.

### **Developing and Implementing**

After planning the specific weeks for Twitter usage, the researcher then designed the class activities. The first class assignment the students would have with Twitter would simply be to set up a Twitter account. It was highly encouraged that the students set up a separate account for this class but ultimately it was left up to them. The classes had 19 students in it, 11 of them set up new accounts and eight continued to use their personal accounts. The main reason for encouraging them to set up a separate account was simply for the students to use it in a more professional manner rather than for social reasons. When applying for internships or jobs, it is very likely that the company will research that student's online presence. If a student has a Twitter account that is related to their college major and their interest within that profession, it could definitely show initiative and be viewed as a positive by potential employers. According to the article "How Social Media Can Help (Or Hurt) You In Your Job Search," about 37% of employers screen job candidates by looking at their social media sites (2013).

During the first week of class, which was January 11- January 15, the objectives and the standards for using Twitter were laid out for the students. It was during this first week that they were to create their Twitter accounts for the class (See Appendix B). The assignment was given to the class on January 12 and they had until January 15 to set up their account and e-mail the researcher with their name. The researcher also created a Twitter account for the class in order to be able to interact, grade, and tweet things out to the class. The Twitter name for the class was @VCT2040. The first assignment was worth five points.

The first activity after the students created their class Twitter account was related to time management. After reviewing the articles posted that week, the researcher decided it would be beneficial to tweet out on one of the articles. This particular article discussed the top ten time management skills. The students were asked to read the article and then tweet which skill they wanted to try or they could tweet about a skill that was not mentioned in the article. This activity correlated with the discussion board that the students posted in that week which talked about time management.

The next assignment was during the second week of classes, January 18- January 22. On January 19, the researcher tweeted out an article called “Top 10 Time Management Skills for College Students from a Stanford Entrepreneur” (See Appendix C). The students had until January 22 to tweet about which time management skill they wanted to try throughout the semester or they could tweet a time management skill that they utilize that was not mentioned in the article. They also had to respond to two of their classmate’s tweets. This assignment was worth five points. The initial tweet was worth three points and then each response to a classmate was worth one point for a maximum of two points.

During this week, the students were also asked to follow businesses or people within the industry of their college major or studies. This activity was put in place so the students could see what these leading people or businesses were tweeting. It also could have possibly helped them with their online presence if they were to apply for a job or internship. This activity correlated with the discussion board which was how to become an industry expert.

In the third week of class January 25- January 29, students were asked to complete the assignment given the previous week. Each student was asked to follow either two businesses they would like to work for or get an internship with or they could follow someone within their



industry (See Appendix D). Once they followed two businesses or people, they were required to submit the Twitter names of whom they were following to the researcher. Most of the students decided to follow businesses that they would potentially like to work for in the future. This assignment was due on January 29 and was also worth five points.

The students had several class assignments due during week four of the semester so no formal Twitter activity was given. However, the researcher did continue to tweet out upcoming due dates on assignments to the students.

The final activity that was created for VCT 2040 was another discussion related task. The researcher tweeted out a question from the class Twitter name and the students had to respond to it. This question was related to an assignment pertaining to resumes and interviews that the students were working on that week in class. The tweeted question was designed to help students start thinking about some of the good interview tips they had learned or even had experienced in an actual interview.

This assignment took place during week five of the semester February 8- February 12. The researcher tweeted out the question on February 8 for the student response. (See Appendix E). The students were asked in this assignment to tweet the best interview tip they had learned about and respond to two of their classmates' tweets. The goal for the students was to learn and consider new or different interview tips from one another. This assignment was due February 11 and as with the other assignments, it was worth five points. Students received three points for their tweet and then a point for each response to a classmate.

In addition, Twitter was used for sending out announcements. The researcher would tweet out reminders of upcoming due dates for assignments, when they would have pop quizzes, and other pieces of information relating to the VCT program. Even though these were posted on

Canvas, the researcher thought it would be helpful if the students were skimming Twitter to see these announcements (See Appendix F).

### **Surveying**

In order to complete this project within the online classroom, the final step was to deliver the survey to the students and then retrieve it. Before the researcher could give the survey to the class, it had to be approved by the Human Subjects Review Board. In order to get their approval the survey along with other documents had to be submitted. Once the board action was exempt, then the survey could be given to the students (See Appendix G).

The survey was given to the students during the eighth week, February 29- March 4. The survey was created using surveymonkey.com and it was posted as an assignment with the link to it. Each student had the option to complete the survey (See Appendix A). The students who chose to take the survey received two extra bonus points. As an extra incentive for students to take the survey, an additional bonus point was rewarded if every student completed it. Of the 19 students in the class, 18 of them completed the survey and voiced their opinion about using Twitter in the classroom.

### **Summary**

In order to efficiently and effectively integrate Twitter into the classroom, the researcher broke the process into three steps. The first step was planning out the class activities. In this step, the researcher decided which week would be the best to implement Twitter usage. The second step was developing and implementing the activities. After deciding on the weeks, the researcher developed activities that related to the other course work. Once the activities were developed, it was then time to implement them into the class. After the students completed the four activities,

the third step was executed. In this step, the students completed a survey in order to give their feedback about using Twitter in the classroom.

#### **Section IV: Results, Evaluations, and Recommendations**

This section will cover the results of the surveys that were taken by the students. It will also discuss any recommendations and future procedures to be studied in regards to adding Twitter in the classroom.

##### **Results**

The purpose of this project was to research and determine an effective and useful way to add Twitter into the classroom. It was also to evaluate the students' opinions about Twitter in the classroom and to provide suggestions and advice on implementing it in the classroom. The first section of the project completed the first purpose for the project. Twitter was effectively added into the classroom and utilized with the classroom objectives. The other purpose of the project was to evaluate the student's opinions. In order to achieve this, the students completed a survey that questioned them about how then enjoyed using Twitter and suggestions they had that would make Twitter in the classroom more effective (See Appendix A). The first 10 questions of the survey were statements that they could agree, disagree, or not applicable. If the student strongly agreed with the survey statement, it scored a four and if they just agreed with a statement, it scored a three. The same scoring applied for the disagree options. If the student marked disagree, it scored a two and strongly disagree was a one. The final choice was not applicable which did not score.

Nearly 39% (38.89%) agreed and 27.78% strongly agreed with that statement, only one student marked the statement as not applicable.

After looking at the survey results, 55.56% of students agreed that they found Twitter to be a useful way to communicate. That same amount felt more engaged by using Twitter. While 22.22% of the students strongly agreed with Twitter to be a useful way to communicate, only one student found this statement to be not applicable. Only 11.11% strongly agree that they felt more engaged by using Twitter.

The results for the question asking if Twitter was distracting were spread evenly, 22.22% strongly disagreed with this statement while 22.22% agreed with the statement. This statement had two students answer as not applicable. Results from the question asking if they found it helpful to use Twitter before posting in the discussion board were also evenly divided, showing 33.33% disagreed with the statement and 33.33% agreed with the statement. Three students answered as not applicable.

When asked if they felt Twitter helped them connect with professionals within their field. Almost 45% (44.44%) of them felt that it did help them. Even though 44% felt that it was a helpful connection, 38.89% felt that it did not help them connect with professionals. One student answered that it was not applicable.

The next statement was to determine if the students found Twitter to be confusing in the classroom. The survey showed that 27.78% strongly disagreed with this statement and 38.89% just disagreed with the statement. The researcher can assume then that since students did not find using Twitter to be confusing, it was implemented efficiently.

Even though 10 out of 18 students said they would like other classes to use Twitter, seven out of 18 thought that it did not really make an impact on the course.

The final rating statement questioned the students about enjoying classroom Twitter usage and the majority of the class indicated that they liked using Twitter.

**Table 2: Results of survey**

4-Strongly Agree, 3- Agree, 2- Disagree, 1- Strongly Disagree (n=19)

<b>Statement</b>	<b>Mean</b>	<b>Standard Deviation</b>
I found it helpful getting announcements on Twitter.	2.882	0.992
I found Twitter to be a useful way to communicate.	3.059	0.659
I felt more engaged by using Twitter.	2.706	0.849
I found Twitter to be distracting.	2.375	1.088
I found it helpful to use Twitter before posting in a discussion board.	2.4	0.828
Twitter helped me connect to professionals within my field.	2.529	0.717
Using Twitter in the classroom was confusing.	2	0.894
I would like other classes to use Twitter in them.	2.588	0.795
I did not think that Twitter impacted the course any.	2.611	0.916
Overall I enjoyed using Twitter in the classroom.	2.833	0.707

The survey then had two open-ended questions and the students did provide some helpful feedback in the question boxes on ways to make it a better experience. However, this section was left blank the most by the students compared to the first 10 survey questions. Three students chose not to provide answers to either of the open-ended questions. When asked what they would change to make the classroom Twitter experience better, some of the students suggested tweeting out more announcements about assignments and reminders of due dates while one student wanted to see more tweets related to the discussion board posts. Most of the students did not think that having only four assignments was enough and wanted to use it more than they did (See Appendix H).

The second open-ended question pertained to what the students liked most about using Twitter. This question also had three students skip it. Most of the students discussed how they

enjoyed using Twitter because they could easily interact with one another. They found this especially helpful since it was an online class. They felt more connected to one another in an environment outside of Canvas. Some students also mentioned that even though they were working on schoolwork, they felt like they could really share their opinion and have a more “normal” conversation with each other. Students also enjoyed being able to see announcements on their tweet feeds (See Appendix H).

### **Recommendations**

After reviewing the results, the researcher has a few recommendations for future studies. The first recommendation would be utilizing Twitter as a part of the classroom for a longer period of time than the implemented four weeks with this study. The researcher would suggest using Twitter for an entire semester and then collecting the data from the students. Since some of the results were evenly divided between agree and disagree, a longer period of time could possibly help students decide whether they truly thought using Twitter was distracting or helpful when posting in a discussion board. The researcher noted that on each statement, a few students marked not applicable leading the researcher to believe that a longer period of time might help these students decide if Twitter in the classroom was indeed beneficial.

The second recommendation would be to utilize Twitter in several different types of classes. Because this class was strictly all online and those students felt Twitter really connected them to one another, it would be interesting to see if students who meet in a classroom would feel the same way. Another reason to implement Twitter in additional classes would then provide the researcher with a bigger sample size to analyze. For this particular project, 19 students were a manageable amount of students to keep track of and respond to but the survey results might have been different with a larger sample size. Additionally, the class chosen for this study had good

articles and discussion board posts already set up. It might not have been as effective if the class was not already set up or did not have discussion boards already in place. The subject matter of VCT 2040 also worked very well for Twitter while implementing in other classes subjects might make it more difficult. This is why the researcher feels it would be important to test it in different classes.

Another recommendation would be to have the Twitter activities relate even more to the class discussion boards and to also have the students do more with the businesses or industry professionals that they followed. When the researcher originally planned the Twitter activities with the professor, they felt that the activities correlated well with the planned discussion boards. However, the survey feedback revealed that the students wanted more of a connection between the two. Utilizing some of the discussion board questions within the Twitter assignments would help to align the two more closely. As for the business aspect, it could be advantageous for the students to greater expand their Twitter usage in a more professional capacity as a way to enhance their careers, network with others, meet people in their area of interest and learn more about it. The researcher felt that just following these people or businesses was not effective.

The final recommendation from the researcher would be to secure the teachers' feedback. Even if the students felt that Twitter was effective in the class, the teacher might feel differently. In order for this to happen, the teacher would need to be the one implementing the activities and then taking a survey. In the case of this project, the researcher implemented the activities and the teacher took no part in Twitter.

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Retrieved from <http://www.forbes.com/sites/jacquelynsmith/2013/04/16/how-social-media-can-help-or-hurt-your-job-search/#5d3008ad24fd>

## Appendix A

Evaluation questions for students:

**Instructions:** Thank you for taking the time to complete this survey. We are looking at ways to improve usage of Twitter in the classroom, your input can help with that. Please note that this is an anonymous survey. Thanks again for your time.

*Please give the rating that best describes your feelings and/or opinion:*

Items	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
1. I found it helpful getting announcements on Twitter.	4	3	2	1	-
2. I found Twitter to be a useful way to communicate.	4	3	2	1	-
3. I felt more engaged by using Twitter.	4	3	2	1	-
4. I found Twitter to be distracting.	4	3	2	1	-
5. I found it helpful to use Twitter before posting in a discussion board.	4	3	2	1	-
6. Twitter helped me connect to professionals within my field.	4	3	2	1	-
7. Using Twitter in the classroom was confusing.	4	3	2	1	-
8. I would like other classes to use Twitter in them.	4	3	2	1	-
9. I did not think that Twitter impacted the course any.	4	3	2	1	-
10. Overall I enjoyed using Twitter in the classroom.	4	3	2	1	-

*Please answer questions 11-12 in the space below the question. .*

11. What aspects of using Twitter in the classroom would you change in order to make it a better experience?       
12. What aspects of using Twitter did you like the most?       

## Appendix B

### Class Assignment #1 and Twitter Expectations:

#### Create Twitter Account

Published

Edit

##### Twitter

It is your responsibility to actively participate in each Twitter activity and check for announcements being posted by the VCT 2040 Twitter account. When using Twitter, you will be required to Tweet at least 3 responses to each activity. To earn maximum amount of Twitter participation points for each activity, you must Tweet at least 3 times per activity. For each activity, one Tweet must be in response to the question or activity, and the other 2 Tweets must be in response to another students.

##### Twitter Expectations

- Twitter is being used to get you thinking and discussing the topic before posting to the discussion board.
- All students must participate in each Twitter activity (5 points maximum to earn per activity).

**VCT 2040**  
@vct2040

VISUAL COMMUNICATION TECHNOLOGY  
Video | Photography | Audio | Web | Design

TWEETS 17 FOLLOWING 21 FOLLOWERS 21 LIKES 113

Edit profile

**Tweets** Tweets & replies

VCT 2040 @vct2040 · Mar 2  
Looking for extra credit points? Check out the extra credit Twitter survey on Canvas.

VCT 2040 @vct2040 · Mar 2  
Midterm exam will be this Thursday. It will be available from 7:00am-12:00am.

VCT 2040 @vct2040 · Feb 25  
EXTRA CREDIT: Attend the ICPF Teleconference TODAY 1:30-3:30 pm 113 Oiscamp!

Who to follow · Refresh · View all

Amber B @Jawfluff  
Followed by Thomas Steel  
Follow

Janise Sekhmet @JaniseSe...  
Followed by Kha(dirah)  
Follow


E @sadpetey  
Followed by COLLIN  
Follow


Find friends





Trends · Change  
#KidAtWork  
How will you embrace your inner kid today?


## Appendix C



Tweet sent to class on January 19 and student responses:





**VCT 2040** @vct2040 · Jan 19  
Check out these top 10 time management skills



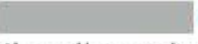
**Top 10 time management skills for college students...**  
Today, I'll share some of the time management skills I used and learned as a college and graduate student. When I was pursuing my PhD at Stanford University, I h...  
[appfluence.com](http://appfluence.com)










 In reply to [VCT 2040](#)





 · Jan 20  
[@vct2040](#) I believe planning is key. I make flashcards before I go to the rec then use [@studyblue](#) while I run/bike [#multitasker](#)


 2 


 · Jan 21  
 [@vct2040](#) flash cards are my go to also, but I have to hand write them I've probably made around like 10,000 since high school


 2 

 · Jan 20  
 Nice use of multitasking! I should take a page from your book [#vct2040](#)


 1 







 [Following](#)



 I recently downloaded "the homework app" to put all my tasks in and it has already helped LOADS [#vct2040](#)




LIKE  
1








4:59 PM - 19 Jan 2016

 Reply to 

  - Jan 21  
 I hung a white board in my dorm by my door that way I have to look at it multiple times a day. [#vct2040](#)

   1 



## Appendix D

### Assignment #3: Follow a Professional or Business:

#### Twitter: Follow Professional or Business

 Published

 Edit

Purpose: To investigate what you are currently doing or plan to do to learn about the industry in which you wish to be employed. To identify specific resources within your industry interests that you can utilize throughout your college career and development as a young professional.

Find 2 people within the industry you'd like to get into and follow them on Twitter or find 2 businesses you'd like to work for or do a co-op for and follow those businesses.

In the text box please write the 2 that you decided to follow.

**Points** 5

**Submitting** a text entry box

Due	For	Available from	Until
Jan 29	Everyone	Jan 26 at 2:30pm	Jan 29 at 11:59pm

 Add Rubric

## Appendix E

Assignment #4, tweet sent by researcher, and student responses:

### Twitter: Interview Tips

 Published

 Edit

**Purpose:** To discuss what interview tips you have read about or learned about from personal experience.


1. Check out the VCT 2040 Twitter page to answer question.
2. Respond to question.
3. Respond to 2 classmates.

If you have questions feel free to e-mail me. tfelton@bgsu.edu

Points 5

Submitting Nothing


Due	For	Available from	Until
Feb 11	Everyone	Feb 9 at 8am	Feb 11 at 11:59pm

 Add Rubric



**VCT 2040** @vct2040 · Feb 8

What is the best interview tip you have received, read about, or learned from personal experience?

   1 



**VCT 2040** @vct2040 · Feb 8

What is the best interview tip you have received, read about, or learned from personal experience?



1



· Feb 10

@vct2040 I was always told to have questions prepared to ask the interviewer. employers make judgment about you interest in the job.



1



Following



@vct2040 I've heard this tip too! It shows you've done research on the company which is always impressive. #vct2040

LIKE

1



5:49 PM - 11 Feb 2016





  · Feb 10  
 @vct2040 I'll admit I tend to use interviews as an excuse to go shopping. Nothing like a new outfit to boost your confidence!

   4 

  · Feb 10  
 @vct2040 walking in with confidence starts the interview off to a good start.

   1 


---

  · Feb 11   
 @vct2040 I interviewed in the summer for my current job in a full suit and tie even though my interviewers were in summer clothes

   2 


---

  · Feb 10  
 @vct2040 The saying "Dress for the job you want, not the job you already have." Applies here as well!

   2 

---

  · Feb 10  
 @vct2040 couldn't agree more, but I always panic when it comes to what to wear! #vct2040

   2 

---

  · Feb 11  
 @vct2040 Dressing confident definitely show confidence plus makes you look prepared and intelligent. #vct2040

   1 

## Appendix F

Examples of announcements tweeted out:



**VCT 2040** @vct2040 · Feb 4

Please note that there is a pop quiz that is active only for today!!



**VCT 2040** @vct2040 · Feb 11

CO-OP Workshop:

Wednesday, February 17th from 5:30-6:15 & 6:30-7:15 in room 237  
Technology (open lab area)



**VCT 2040** @vct2040 · Feb 17

REMINDER: Interview Activity Part 1 & 2 are  
due tomorrow at 11:59 pm. Discussion  
board extended until Friday at 11:59pm



1



## Appendix G

### Human Subjects Review Board Approval Letter:



DATE: February 23, 2016

TO: Toria Felton

FROM: Bowling Green State University Human Subjects Review Board

PROJECT TITLE: [828484-4] Integrating Twitter into the Classroom

SUBMISSION TYPE: Amendment/Modification

ACTION: DETERMINATION OF EXEMPT STATUS

DECISION DATE: February 23, 2016

REVIEW CATEGORY: Exemption category # 2

Thank you for your submission of Amendment/Modification materials for this project. The Bowling Green State University Human Subjects Review Board already determined that this project is exempt from IRB review according to federal regulations AND that the proposed research has met the principles outlined in the Belmont Report.

Note that an amendment may not be made to exempt research because of the possibility that proposed changes may change the research in such a way that it is no longer meets the criteria for exemption. A new application must be submitted and reviewed prior to modifying the research activity, unless the researcher believes that the change must be made to prevent harm to participants. In these cases, the Office of Research Compliance must be notified as soon as practicable.

To facilitate your research, we administratively reviewed the amendment request and found that the proposed changes will not change the exempt status of your project. You can implement these changes.

We will retain a copy of this correspondence within our records. If you have any questions, please contact Kristin Hagemyer at 419-372-7716 or khagemy@bgsu.edu. Please include your project title and reference number in all correspondence with this committee.

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within Bowling Green State University Human Subjects Review Board's records.

## Appendix H

### Respondent Summary

Items	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
1. I found it helpful getting announcements on Twitter.	5	7	3	2	1
2. I found Twitter to be a useful way to communicate.	4	10	3	0	1
3. I felt more engaged by using Twitter.	2	10	3	2	1
4. I found Twitter to be distracting.	3	4	5	4	2
5. I found it helpful to use Twitter before posting in a discussion board.	1	6	6	2	3
6. Twitter helped me connect to professionals within my field.	1	8	7	1	1
7.Using Twitter in the classroom was confusing.	1	3	7	5	2
8. I would like other classes to use Twitter in them.	1	10	4	2	1
9. I did not think that Twitter impacted the course any.	3	7	6	2	0
10.Overall I enjoyed using Twitter in the classroom.	2	12	3	1	0

*Please answer questions 11-12 in the space below the question. .*

11. What aspects of using Twitter in the classroom would you change in order to make it a better experience?

-There honestly isn't anything I can think of. The only problem I found with using Twitter in the classroom was the fact that we only have 140 characters to get our thoughts out; it makes the discussions a little tedious.

-Using twitter as a platform to get answers to a question rather than a discussion about a topic.

-There's not much more you could do to improve.

-More announcements about assignments or reminders

-I think that teachers should send out twitter notifications daily to help students stay on top with assignments.

- I didn't get the point at first but it was kind of helpful. The only change I would make is to incorporate it more.

-Using it more than we did.

-N/A

-Have discussions explicitly through twitter

-Nothing at all.

-I would make the tweet questions relate more towards a discussion rather than

answering a question

-Remove it entirely.

-I would rather do just the twitter assignments or just the discussion boards, but both was a bit much. Also the character limit in Twitter made it quite difficult to convey my thought

-N/A

-The deadlines and seeing post confused me but that's my problem I guess

12. What aspects of using Twitter did you like the most?

-That I could get useful information from it.

-It made it a lot easier to communicate with other students in the class.

-Notifications about different things that are coming up. Even though once you get a lot of posts it is much hard to see tweets that are sent out by the professor when you cannot tag a large group of people.

-Twitter is fun. Not sure it's for professionalism though.

-That I can get a notification about an assignment

-Quick and discussions

-I liked that we just got to have a normal tweet convo and got points simply by responding with #vct2040

-Being connected to all of my classmates and viewing their opinions and suggestions.

-Being able to comment on our classmates posts to communicate :)

-Discussions

-How I could interact with others

-I like feeling more connected to the other students

-None

-Connecting with other students since we do not see them in the classroom

-Posting MY thoughts about MY interest.