TWITAGOGY:
WRITING, INFORMATION LITERACY,
WRITTEN COMMUNICATION,
and 21st CENTURY PEDAGOGY

Brooke A. CARLSON, Ph.D.
Chaminade University of Honolulu
Honolulu, HI, USA

ABSTRACT

Technology is transforming twenty-first century education. Central to the study of English Literature is critical thinking and writing, and with the advent of digital texts (along with the precursor - digitized writing) the space of the discipline continues to expand. One way to get at what is being done in the study of literature is to explore the core competencies most directly linked to the field: Written Communication, Information Literacy, and Critical Thinking. "Twitagogy" is a qualitative exploration of the use of the social media platform Twitter across two semesters of teaching a variety of courses in English. I offer over twenty examples of students Tweeting, the prompts that produced them, and analysis of their work, as well as student feedback via pre- and post-surveys, class evaluations, and Canvas discussions. Twitter strengthens critical thinking and pushes students to think critically outside of the classroom.

Keywords: mLearning, Twitter, critical thinking, information literacy, social media

INTRODUCTION

I used to share with my classes that ebooks are outselling books, and like the music industry, the book market is now digital. While the record business has shifted in profound ways with the rise of digital technology, the book press is still in flux. Digital book sales over the past couple of years have been fluctuating around book sales. Jeffrey A. Trachtenberg (2015), in his *Wall Street Journal piece* on the impact of Amazon on publishing, suggests the now rising digital costs are allowing book publishers to earn back some of what they have been losing. As a professor of English literature, how do I take this digital development into account? What sort of changes have I made in my pedagogy to better serve my (digital) students? I mention the digital and the real student not as a means of privilege and disparagement, but to accept that I, in fact, teach both kinds of students, and the mediums in which they exist ask different things of both me and my pedagogy. Both students, however, wield digital tools to learn.

I was teaching high school English in the late 1990s when I decided to go back to school to earn a Ph.D. When I entered graduate school in 2000, however, education had long been in flux, especially in technology. I was an undergraduate just before email. As a graduate student, I was an early member of Facebook and PDF files were only beginning to appear as a way to move documents electronically. More importantly, what this means for me in short is that my own experience as a student is different from that of my students today. How then might my pedagogy address these new students and processes?

In 2011, U.S. News & World Report reporter Ryan Little shared that online courses had been increasing for nine straight years in a row. Broadly speaking, the online presence has thus been growing continuously since the turn of the century. Take, for example, the Online Learning Consortium's 2015 annual report, from which we can see the pervasiveness of the online classroom: "More than one in four students (28% now take at least one distance education course - a total of 5,828,826 students, a year-to-year increase of 217,275)" (Online Report Card). Here at Chaminade, many of us are teaching both in brick and mortar classrooms and online. I am not trying to replicate online what I do in my brick and mortar classes. The brick and mortar experience translates badly, and the online experience is always already different. Nonetheless, I want to try and get at how we might improve our teaching, in both spaces, by strengthening the ways by which we employ appropriate, relevant, and meaningful technology (hereafter - ARM technology). My intention is thus to move critical thinking, writing, editing, and representation out into the digital realm. Across eight different English classrooms and three online classes in this past academic year, I have been encouraging the use of critical thinking in my students' Web life. Because students are already out there, my work with the widely known and used apps Twitter, Vine, and Instagram creates a space for the Web to be more than mere entertainment.

There is a growing body of work out there in the scholarship of teaching and learning that engages mobile learning. Mobile learning refers to the use of mobile devices as educational tools. The computer, and this has been in process since the rise of Apple in the mid-seventies, has grown increasingly smaller and more personal. Steve Jobs, the visionary who propelled Apple to the forefront of the international market (watch Alex Gibney's documentary to learn more), worked prolifically at merging the computing device (personal computer) to the human, with the human focus on creation. Putting Apples in schools made perfect sense in that vision, but what we are seeing now is the expansion of the digital device as education wrestles with the pedagogy of inclusion. Fowler and Bond, in "The Future of Faculty Development in a Networked World" (2016), argue the focus of pedagogy in the near future will run along these three trajectories: shared purpose, production-centered, and open networks. The attention of faculty, as they conclude in their piece, ought be on the individual. Focusing on the individual in education is challenging. Any pedagogical approach requires a target, but what provides the individual approach weight today is technology. Tutors and small class size have been largely questions of class, until now.

Consequently, to teach effectively (online or always already everywhere?), faculty are encouraged to offer students what they want. Quirk and Young (2016), in "Lost (and Found) in Translation: What Online Students Want," argue we must

transform the brick and mortar classroom into an online space that gives the students what they want (cue The Kinks, and modify as needed for purposes of online, earbud karaoke). Giving students what they want, according to Quirk and Young, means excellent instruction, a clear orientation, and framing that includes some elements of the traditional classroom (synchronous meetings, "office hours," quick response time for work and questions), flexibility, small class size, and a sense of community (Lost). Satisfying desire in the classroom makes me uncomfortable, but so does effective learning.

My intention in teaching, be it brick and mortar and online, is to move critical thinking, writing, editing, and representation out into the digital realm. To that end, I am employing applications that allow me a shared purpose, are production-centered, and open (Fowler and Bond, 2016). Educator Ruben R. Puentedura, Ph.D. (2006), suggests four ways by which we might change our pedagogy through technology using his SAMR model: Substitution - technology affords one a substitution or change in tools; Augmentation - technology provides a substitute and an improvement; Modification - technology allows for redesign of the experience; and Redefinition - technology that allows for a new experience and outcome, with something hitherto nonexistent. Sydney Musselwhite's Tweet of a YouTube explanation is helpful. I use Twitter, Instagram, and Vine to craft assignments that Substitute and Augment older assignments.   With some experience, I hope to Modify and Redefine my assignments and my Student Learning Outcomes.

CONTEXTUALIZATION

Before moving into Twitter, I offer my SLOs, PLOs, ILOs, and our Marianist Values, taken from my syllabi three sections of one brick and mortar classes I taught this spring semester - English 102, Expository Writing:

Student Learning Outcomes
Upon completion of this course, students will be able to...

- ✓ generate pre-writing strategies and techniques;
- ✓ identify, create, and edit using the correct grammar, punctuation, word
- ✓ choice, mechanics, and sentence structure in a written text;
- ✓ write clear and effective claims, or thesis statements;
- ✓ demonstrate organizational development in a written text;
- ✓ identify and implement structured and effective rhetorical writing
- ✓ techniques;
- ✓ cite written works using MLA citation;
- ✓ understand the difference between a bibliography and a Works Cited page;
- ✓ research, draft, revise, and edit a research paper;
- ✓ write and present a poem as a creative process; and
- ✓ demonstrate the connection between writing and social action.

Program Learning Outcomes
- ✓ Proficiency in writing through an analytical literary research paper;
- ✓ Proficiency in creative writing through an original production of poetry, fiction, or nonfiction; and

77

✓ **The ability to define various literary critical approaches and apply them to given texts.**

Institutional Learning Outcomes
- ✓ **Written Communication**
- ✓ **Oral Communication**
- ✓ **Critical Thinking**
- ✓ **Information Literacy**
- ✓ **Quantitative Reasoning**

The ILOs remain the same for my fourth class, a section of English 256, Poetry and Drama, a survey on genre in Western Literature. The SLOs and PLOs are the following:

Student Learning Outcomes
Upon completion of this course, students will be able to...

- ✓ **improve upon the critical reading and writing skills developed in EN 101 and 102;**
- ✓ **demonstrate familiarity with the elements of fiction and the literary terms used to discuss and analyze literary works, using the elements of fiction;**
- ✓ **define various literary critical approaches and use them to analyze literary texts;**
- ✓ **demonstrate the ability to situate literary texts within their genre and historical contexts;**
- ✓ **develop the skills necessary to lead class discussions during group presentations on literary texts; and**
- ✓ **demonstrate the ability to write unified, coherent, well-developed essays about literary works.**

Program Learning Outcomes
- ✓ **Proficiency in creative writing through an original production of poetry, fiction, or nonfiction;**
- ✓ **The ability to define various literary critical approaches and apply them to given texts;**
- ✓ **The ability to define, identify and articulate major movements/periods in British and American literature; and**
- ✓ **The ability to critically analyze significant authors, texts, and issues in British and American Literature.**

I offer these outcomes, even though they take up lots of space, because in light of backwards course design, I start to design a class at the end, with the objectives. I could not add the elements of ARM technology into my courses until I started with what I wanted to my students to take away from my classes.

Course design can be a slow process, and the incorporation of Twitter took me several years. I first opened an account as a graduate student. That account lay dormant for at least a couple of years, yet it took me several more to imagine how I might wield it in the classroom. Thinking about it, of course, did little to move

the project forward. I began playing with my own personal account a couple of years ago, and this, along with the backwards course redesign, allowed me to start.

Twitter is a social media application that allows users to share material and communicate via messages of no more than 140 characters. Users may also share photos, video, and hyperlinks. Twitter has exploded on to the scene despite its brevity. In fact, the short character space is part of what attracted me to the platform. For those of you who are new to the app, KQED offers a wonderful resources with lots of links to all kinds of material on Twitter. Heinemann, Dedicated to Teachers (2014), on the web, offers an introductory overview of Twitter that also mentions as strengths the capacity for inquiry (inside and outside the classroom), empathy, and connection. Sherri Spelic offers a smart and emotive piece on her first three years on Twitter in "Twitter Talk, Year 3," which makes a clear case for academic, social, and personal growth across the platform. John Hawkes (2012), a professor of anthropology at the University of Wisconsin - Madison, has an effective overview for people new to the space, "Best practices and tips for Twitter in the higher-ed classroom," available on his blog. Hawkes offers "best practices," but also suggests using Twitter is a means for faculty to craft community outside of the classroom and "deepen their educational experience" (Best).

As illustrated in the quick summation above, Twitter allows, for faculty and students, a shared purpose, communication, through a limited number of characters, across an open (and measure able) network. I offer one last example, in her April 16th entry in the Modern Language Association's Committee on Information Technology, Shawna Ross (2016) explains: "What this post will do is provide concepts and phrases for reframing Twitter as an indispensable research tool that makes your scholarship better and provides new opportunities for sharing it" (Demonstrating). Tweeting, as part of what professors do, thus makes its way into the classroom via extension. Professors teach what they do. In what follows, I offer examples of how I incorporate Twitter into my English pedagogy.

My discipline teaches critical thinking and writing, through the experience of the written word. A small space to wield text is thus an exciting space to ask students to engage. I would suggest that this small space encourages a flexibility of both thought and practical employment of character that is of tremendous benefit to students. I want students to be comfortable and capable with digital media, and Twitter (of the three apps I use) is most often the space where I ask students to engage.

In what follows, I offer a number of prompts and then hyperlinks with an example of a student's Tweet. All of these examples can be found online with the indicated hashtag. After each example, I include some analysis.

TWITTER AND TWEETS

Tweet a selfie. Remember that the space of the classroom is a space of dialogue, safety, respect, and trust. Your selfie should fit both you and these qualities. Remember, so that we may see you, please use the appropriate hashtag for your section at #BACEN10216.

The student offers a comedic touch with a rather dry task. The selfie is a staple in terms of digital engagement. Here's a short clip I offer students on representation and the body online via [YouTube](#). I ask students to think about the space of the classroom as a safe space in which to dialogue and grow before they make and post the selfie. Context is important in this activity as we will be representing our bodies and physical selves online more, not less, in the future.

Early in the semester, I ask students to Tweet a metaphor at [#BACEN10215.](#)
The student does an excellent job here of offering a metaphor and the required hashtag. I will not spend much time addressing the hashtag here, but hashtags allow us to find Tweets quickly and as a group, rather than checking each individual student. All of my prompts ask students to include the hashtag, which immediately reduces the amount of text available for content. One of the things I like about the student's metaphor is its length, which suggests she is pushing the Tweet to the seams. With regard to metaphor in particular, I see this as a smart critical and creative move (think Homer and the epic simile).

Learn more about your own birth and Tweet what you learn at [#BACEN1011315.](#)
The student's Tweet forgoes traditional punctuation, but includes the hashtag and an apt emoji. There are those out there using and trying to wield emoji likes in assessment, see Chris Long's discussion via [Canvas](#) and their July conference, **Instruct recon** (#instcon). An important part of using an app like Twitter is to teach students critical thinking. Much of what I am doing here asks students to be flexible and creative with a given structure. Thinking back on Puentedura, what I like seeing is Augmentation and Modification. Augmenting a Tweet with emoji, for example, is a modification in the sense that a shared reflection and connection between an essay and one's own life experience gets re-articulated (after more reflection) in a new medium, to be experienced by others. This would more traditionally happen in class discussion, yet this space affords the student more space for reflection, critical thought, and creative content; both in production and reception.

Tweet a line from Shakespeare, using the proper punctuation and parenthetical citation, as well as our hashtag [#BACEN25616](#).
Returning again to Puentedura, I am augmenting what would normally appear in a student's notes, by asking the student to Tweet the passage. The modification is that the use of only 140 characters requires students think critically so as to include proper punctuation, parenthetical citation, and a hashtag. Moreover, the quotation then appears to the world, and to the other students. I share in class that I like (click on the heart) those Tweets that offer a passage with correct punctuation, parenthetical citation, and the hashtag. So students can then see how it is to be done correctly.

Furthermore, the passages of importance are now a group effort on display, to further literary analysis. Students are thus offered a snapshot into the analytical minds of their peers. I use this prompt throughout the semester for nearly all the texts we read, and I offer several examples of student responses.

Tweet a passage of importance from *The Day of the Locust*, using proper parenthetical citation, and the hashtag [#BACEN10216 or #BACEN102916](#).

In the two examples above, the student offers a smart passage, proper punctuation, and parenthetical citation. Another student uses an ellipsis properly to omit characters. Our ability to use apps and digital material in new and more effective ways requires that we be flexible and critical thinkers, and these short exercises in Tweeting quotes that matter from the reading are a move in that direction. I offer two more examples from another text in large part because this simple practice does so much.

Tweet a passage of importance from or about the character whose story you think "Portrait of a Good Father" is about. Don't forget our hashtag #BACEN102916 or #BACEN102916.
Here the student innovates by replacing the text with an image of a quote that she would not be able to offer as a whole. She forgoes the problem of punctuation and parenthetical citation, which is important, but she is also being creative. The second student has done something similar, in the aesthetic choice of the image, but she has re-crafted the text for the image so that it includes the proper punctuation and parenthetical citation, along with the hashtag, albeit in a slightly different place. The critical thinking both students are employing to produce these Tweets is part of the purchase value, along with the interest these variations create in their peers. An important question here is just how effectively these quotes help the students to better close read the text. More work for me is to thus develop assessment that helps me answer that question. I am engaging this task more specifically in an international summer class in Seoul, South Korea. After the first Tweet of a passage of importance, I ask students to reply directly to each passage with literary analysis. I am asking students to use the 140 characters to explore what the passage means, how it works, or what it does. In this case, I modified the hashtag in an effort to help this Twitter chat stand apart from the rest. You will notice here that the student was able to include both hashtags in the responding Tweet.

In your notes, outline Kerstetter's essay via its parts (introduction, body, and conclusion), and write down what you think is the function of each paragraph. Add your user name/ID to the Mobile Learning Roster, and Tweet what you think the point of the entire essay is, in quotation marks, with proper parenthetical citation at #BACEN1010915.In this last example, I am using a slightly modified prompt, with a focus on the point or argument of the essay. The focus asks students to think more critically of the passage, yet the task remains the same: properly punctuate and parenthetically cite a passage from the text. I scaffold my writing prompts by offering idea generation, passage of importance Tweets, freewrites, peer review, revision, and more. In retrospect, this more focused Tweet should follow several passage of importance Tweets.

Tweet something you think is connected to what we are doing in EN 102. Please use the appropriate hashtag #BACEN 10216 or #BACEN102916.
Building connections between the things we learn demonstrates higher level critical thinking. John Warner makes the argument for connectivity in his recent *Inside Higher Ed* piece, "The Benefits of Disorganized Learning".

I employ connectivity prompts in the latter half of the semester, sometimes only after Tweeting my own examples. In the end, however, an important component to this prompt is its openness. The student links a recent article by a young woman trying to make it as an actor in Los Angeles, to Nathanael West's *The Day of the Locust*. Not only is the connection clear and relevant, but she also uses a quote from the text as a bridge. The second student offers a combination of both text and an arresting, neon visual. While we may well make connections like this in class discussion, this sort of critical thought may challenge students, especially in short discussion. Moreover, these digital records allow students to return or even first see such connections in a medium that renders them far more complex than an in-class comment. Either way, through the extension of the class beyond the class time, a prompt like this allows for students to be critical thinking on their own time.

Can you share with us a pop song about faith? Tweet it, using the appropriate hashtag #BACEN25616.
I often use music in the classroom, and plenty of of pop, so this was not surprising in the context of the class. I learned about new artists and songs in the process, and was ecstatic to see faith represented so well in a genre that is all too often dismissed as vacant.

Ask a question that might lead to a research paper topic. Tweet your question, using our hashtags #BACEN10216, #BACEN10216 and #BACEN102916.
Asking good questions really gets at what we do in critical thinking, and in higher education. This prompt comes out of my 102 class, which focuses on the research paper, so I am using the Tweet here as a way for students to see how their peers are asking questions, what topics might be of interest to them, and how a question leads to topics. The first student is asking about women's rights, feminism, and space. Where are people engaging in feminism? Is feminism a global phenomenon? What might feminism mean in places other than Hawaii? The second student is asking a wonderful question about jobs and gender. Both of these questions, about feminism and about gender as demonstrative of the sort of work one does, require a narrowing down. Nevertheless, each student is leading with a question that leads to knowledge and refinement. The student in the last example here offers a more creative Tweet, using film as narrative that ends in the mixed media collage and question: are drugs the only solution to the problem of depression? A follow up to this prompt comes out the end of the research paper process, and is the Tweeting of the student's claim. I originally used Vine for these two prompts, specifically because Vine is a loop, and repetition is such an important tool for learning. I also really like the idea of a topic loop and a claim loop as demonstrative of the search and writing process.

Please continue reading Homer's *The Odyssey,* Books Seventeen, Eighteen, and Nineteen. In addition, please Tweet your best resource for Homer, using the hashtag #BACEN20115
Reading classical texts is difficult, and in addition to a page or two of digital resources I offer students at the beginning of the semester, I often ask students to share their resources via Twitter. In upper level classes, review of the sources also leads into discussion of information literacy, research, and citation. Here, the student uses biography.com to learn more about Homer and his history. With

students following each other, students can, on their own time, explore the sources their peers offer.

Tweet your Romantic Poem, including the proper hashtag at #BACEN10216 or #BACEN102916.
The student Tweets his poem as a modified image, and the image suggests the beach or the ocean, which is the place his Romantic poem is about. In both of these examples, students use the textual space as the place for the hashtag, and then upload the poem as an image. Some students used photos of the place, but I liked the textuality of these two Tweeted poems. The second student Tweets about her first experience of snow, and the image she uses is "snowy" in its pixelated way. The posting of a creative writing project like a poem in Instagram furthers the creativity, even as it ensures a sort of equity amidst students. I respond to the poem with a rubric, as I would an essay, and the posting is part of the student's social media grade. I will be increasing the weight of such participation this fall, but in this first year, any completed post was acceptable.

Surprises
Readings...and readings...
Poets in action...
Using ARM technology in the classroom...
One of my students started something new on Twitter...
A student Tweets a question...
The ghost...

This spring, we were blessed to have Fia Sigiel read at our university. I asked students to Tweet something from the event, and I offer two examples here. In the first example, the student adds the hashtag #interesting. I placed no limitations or conditions upon the Tweet, so the addition of one beyond our class identification reveals her desire for the image to be seen outside of the class. The next Tweet from the same event includes not one, but three terrific images, and the support of Samoan culture with text. In the fall semester, in conjunction with a Service-Learning project at our local high school, we offer a poetry reading with students from both classes, and I am including an image of one of our poets, also a basketball player. I am also including an action shot I took to show students working in the classroom. Returning to the surprises, one student was inspired to take her Twitter to the streets, using the hashtag #StrangersontheStreetHI as a photo series. Another surprise was the asking of a question. This should not have been a surprise at all, but this student's was the first. I responded and was hoping her classmates would follow, but none did.

I fear that Twitter may already be perceived as an app for older people, and regarded much like email is today by our youth, as an old and outdated want to connect. And finally, in the last example, the student offers a hyperlink to her blog page in her Tweet, but the blog page is already gone. I am surprised the Tweet remains, which means she did not logout and close her student Twitter account. I have tried to use examples in the past, only to find them dead, or empty. I use this as a reminder of the ephemerality of the Internet; an amazing tool.

Assessment

In an effort to produce measurable outcomes, I surveyed students about their online use. I am tallying the results of these numbers now. In short, my four classes identified the reasons for mobile device at the beginning of the semester as the following:

- ✓ Communication, Entertainment, Necessity, Family, and Education;
- ✓ Communication, Entertainment, Necessity, and Education;
- ✓ Communication, Entertainment, Education, and Necessity; and
- ✓ Communication, Entertainment, Education, and Necessity.

In all four classes, Education ranks in the bottom half. At the end of the semester, student results illustrate a shift in the use of mobile devices for purposes of education. The results are the following:

- ✓ Communication, Entertainment, Education, Necessity, and Family;
- ✓ Communication, Education, Entertainment, and Necessity;
- ✓ Communication, Education, Entertainment, and Necessity; and
- ✓ Communication, Entertainment, Education, and Necessity.

The prioritization of Education in student use shifts slightly from the bottom into the middle. Two of the four of the surveyed classes moved Education into the upper half. In response to the question "How much has mobile technology made you more comfortable online?" the majority of students responded "Mostly" (a four in a Likert scale of five). The majority of students in three out of the four classes responded "Mostly" and "Completely" (fours and fives on a Likert scale of five) to the question: "How much has mobile technology promoted your self-reflection?" All but one of the classes indicated that mobile technology has "Completely" helped them to connect with their peers. In additional space for analysis is through my online discussion. In week fourteen of the spring semester, I asked students in my three sections of English 102, about their use of social media, both broadly speaking, and in terms of the class with the following prompt:

"I have been asking you to engage with social media this semester, through Twitter, Instagram, and Vine. This week, I would like to hear your thoughts on social media. Why do you use it? What should it be used for? How do people really use it? Has your experience this semester changed the way you view it?"The Discussion portion of a class is a small percentage of a student's grade, and is voluntary.

I am including pieces of those remarks that pertain specifically to the use of social media in class. Following each word cloud figure are the student comments themselves in narrative.

Figure 1.
EN 102-02-1 Word cloud.

- ✓ The way we've integrated it within the course has changed my perspective to some extent, and has showed me different ways to view and use social media.
- ✓ Using social media this semester was different, but very interesting. Although I use social media everyday, I thought it was a challenge because it was different than how I use it. Overall, it was something new and I enjoyed using it for our class assignments.
- ✓ This experience has changed the way I viewed social media by the idea that there are many uses for social media. You can use the apps to portray a thesis statement and make it a marvelous academic app. I also see that people use social media to portray their concepts and ideas. I've never noticed that people post quotes or photos. I now know that this semester showed me that people are trying to convince a message through the social media.
- ✓ But the way we use social media for class is an effective, efficient way of getting in touch with each other and also presenting our assignments.
- ✓ But the way we use social media for class is an effective, efficient way of getting in touch with each other and also presenting our assignments.
- ✓ This class has taught me that it may be used for an academic purpose, which is very appealing to me.

Figure 2.
EN 102-01 Word cloud.

✓ Having English with this Instructor for a year has made me view social media in a more educated type of space. Now, I am going more on social media to educate myself on current events that are happening around this world.

✓ Schools should reflect the world we live in today. And we live in a social world. We need to teach students how to be effective collaborators in that world, how to interact with people around them, how to be engaged as a twenty-first-century citizen. Schools should use social media as a learning tool, a powerful way that networking can change the way they look at education, not just their social lives.

✓ This semester has definitely introduced me to new ways of using social media. I never quite looked at social media as a way to connect through academics. It definitely is different. If used properly, I believe it would be successful.

✓ This semester has definitely introduced me to new ways of using social media. I never quite looked at social media as a way to connect through academics. It definitely is different. If used properly, I believe it would be successful.

86

Figure 3.
EN 102-09-1 Word cloud.

- ✓ My experience this semester has definitely changed my view on how people use social media and showed me what it looks like when you're using social media the right way. I feel like by allowing students to use their perspectives really made us feel in control and had us connect to the material on a deeper level. For example, having us pick quotes individually, that we felt were important and having us tweet it gave us the ability to relate it through our own lives and experiences. Whether we wanted to or not, we found quotes that represented us in some way. I truly believe that this twitter that was made for this class holds more rawness, personal substance, and realness than any other social media account I have in my life.
- ✓ Using social media educationally is different than using it for conventional purposes because I still had to use my academic voice. After using social media academically I haven't changed my views. One thing I did learn is to communicate more with classmates. For example, we shared our topic for the research paper. If others didn't post about their topic I wouldn't have known what they were interested in.
- ✓ This semester has made me realize that social media can be used to broaden a student's education and bring awareness to what is happening around them.

- ✓ Using social media for this class was very unique. I personally don't enjoy having multiple accounts. It was kind of interesting because social media is the new norm and to incorporate that with our education was different. Social media is a way for people to be creative such as medias like Tumblr, Snapchat, Instagram, Facebook, Vine, Twitter, Pinterest, etc. Along with the other students who have posted their response, I would have to agree that my experience with social media has changed my view in a way that it has been incorporated with education.
- ✓ This semester has taught me that social media is important to communicate and it is a way that people go to more than communicating in person. It is much easier to communicate through a computer screen if you can't be in the same place at the same time or if you are in different states. Using twitter this semester got me to look at it in a different way. Being able to interact with 150 characters was hard but being able to see other people quotes and tweets about the same thing as me was pretty cool. We all got to bring all of our ideas together to share it with one another and that is something I'll take with me about social media and how we use it forever."
- ✓ Social media is a wide range of connection. But that doesn't change the fact that face to face interaction surpasses the interaction through social media.

In the word clouds, the words that are repeated appear incrementally larger. In these three class discussions using the learning management system, "social media" appears largest, but what follows closely are the words that may well convey what the students take from such an experience. Another important place for assessment comes through class evaluations. Although a controversial space in a variety of ways, I offer some examples below from my 2016 spring semesters student evaluations, as qualitative evidence of the experience.

- ✓ Connects to our real lives.
- ✓ The only thing I would recommend to alter would be the use of social media. For those who don't use it much it's more difficult.
- ✓ Use of twitter, instagram and vine was fun.
- ✓ Using social media for education was new and interesting.
- ✓ The use of media in class was interesting, I've never used it for education.
- ✓ I liked the use of social media and feel it would be interesting to see how you plan to use it next semester.
- ✓ The social media pedagogy was ingenious and should be implemented more.
- ✓ I don't think social media was the best way to increase learning; however I can see how it helps to inspire creativity.
- ✓ Important to stress how social media is the future and we must adapt or be left behind.
- ✓ Online media also felt more annoying as a part of class instead of helpful.
- ✓ I like the idea of using social media as a way to connect to our peers. Something very different and creative! Very good!

✓ **I was partially a demotivated senior who just wanted to get a "C" and get out, but I really disagree with the use of "social" media for class. It inhibits learning rather helping. Yes, it may be more convenient, but some people are uncomfortable putting information about themselves online, even if it is for class. And punishing people for not wanting to use social media is wrong. It only shortens our attention span and throws up a disconnect between people. It's building our relationship w/other students through a screen, and when it comes time to talk in class, everyone just turns to their phone for the answer.**

These are all of the comments, as they appear in the evaluations, pertaining to the use of social media, eight out of twelve of which are positive. Qualitative feedback from students is only a part of the assessment process.

I still have survey data to compile and I would like to look at my grades in these past two semesters, in relation to my past two years at this university.

CONCLUSION

There are a number of ways to improve this work. I will offer an overview and lesson on the basic use of each application at the beginning of the semester. I am already increasing the weight the social media participation in my online classes to something between 18% and 23%. I will also be looking at more ways to record student use and experience using qualitative data over the course of the semester. Community building prompts asking students to respond to each other should help foster greater connection. I, myself, have participated in Twitter chats (#canvaschat) and will plan some for my students. I really like the collaborative poem or writing project, which could start with words and hashtags (#4wordpedagogy), an annotation flash mob, or a collaborative poetry production (#NoWdigi). In the process, I trust my students, too, will come up with new ways to create, astound, and learn.

The question of assessment in terms of ARM technology is essential for continuation and improvement. I employ rubrics with written assignments, for example, but do very little with social media. I do "like" or "heart" specific Tweets on occasion, and when I do so, I share in class some examples of those I chose and why I chose them. There are other ways to compile data with these apps, and likes are but the beginning. I need to figure out ways to do so with my online pedagogy. I will also look over my grades and compare the last two semesters with my first two years, the two years prior to this one. I would expect a slight rise in my grades, were the techniques effective. I must be cautious though in the sense that these tasks are but a small part of what we do. The weight of ARM technology in this first academic year, for example, was but 5%. Returning to my SLOs and ILOs, I argue an effective use of ARM technology does improve my teaching.

I close with the surprises in the data because I began using these apps thinking that the space involved would remain closed as my own classroom space.

That has not been the case with Twitter, although it has been for Instagram and Vine. My university Twitter account has become an incredibly rich space for communication and professionalization. I have started developing relationships with peers working along SoTL lines, interests in the digital humanities, and the profession. Research for conferences and publications is now happening here, rather than on email and listservs. This reminds me of that binary about technology - it will either bring people together, or drive them apart. My experience is unifying, and I can only hope that of my students is the same. Indeed, Twitter provides an open platform through which we can inquiry, prod, respond, and produce.

BIODATA and CONTACT ADDRESSES of the AUTHOR

Dr. Carlson TWEETS under the username @unibcarlson and teaches English Literature always already everywhere. Trained in Early Modern English, he has published on Milton, Jonson, and Shakespeare in Korea.

He also writes the occasional film review and is committed to the scholarship of teaching and learning, assessment, critical thinking/composition, and the digital humanities.

Brooke A. Carlson, Ph.D.
Department of English
Chaminade University of Honolulu
3140 Waialae Avenue
Honolulu, HI 96816 USA
Email: brooke.carlson@chaminade.edu

REFERENCES

Fowler, S. B. & Bond, M. A. (2016). The future of faculty development in a networked world. *EDUCAUSE Review, 51*(2), 56. Retrieved from http://search.proquest.com/docview/1774891543

Hawkes, J. (2012) Best practices and tips for Twitter in the higher-ed classroom. John Hawks Weblog. Retrieved from http://johnhawks.net/weblog/topics/teaching/resources/twitter-best-practices-2012.html

Puentedura, R. R. (2006). Transformation, Technology, and Education. Retrieved from http://hippasus.com

Quirk, J. & Scholes Young, M. (2016, April 18). Lost (and Found) in Translation: What Online Students Want. *EDUCAUSE Review.* Retrieved from http://er.educause.edu/articles/2016/4/lost-and-found-in-translation-what-online-students-want

Ross, S. (2016). Demonstrating the Scholarship of Twitter. MLA Committee

on Information Technology. Retrieved from
https://infotech.commons.mla.org/2016/demonstrating-the-scholarship-of-twitter/

Spelic, S. (2106) Twitter Talk, Year 3. Retrieved from
https://edifiedlistener.wordpress.com/2016/07/31/twitter-talk-year-3/

Trachtenberg, J.A. (2015, September 3). E-book sales fall after new amazon contracts; prices rise, but revenue takes a hit. *Wall Street Journal (Online).* Retrieved from http://search.proquest.com/docview/1709262104

Twitter in the Classroom: Some Best Practices. (2014). Heinemann Dedicated to Teachers. Retrieved from http://www.heinemann.com/blog/twitter-classroom-best-practices