

TEACHING WITH TWITTER

A COLLABORATIVE EXPERIMENT USING TWITTER IN
THE CLASSROOM

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Research on Twitter in the Classroom

Pre-Health course at Lock Haven University (2009)

- Analyzed student engagement and GPA
- Experimental (Twitter) & control groups
- Used Twitter for discussion on lectures, readings, videos
- **RESULTS**
 - Higher student engagement for Twitter group
 - Mean GPA 2.8 (Twitter); 2.3 (control)
- More info:
 - Article by Junco, *et al.* (2011) in *Journal of Computer Assisted Learning*
 - YouTube “Academic Excellence in 140 Characters”

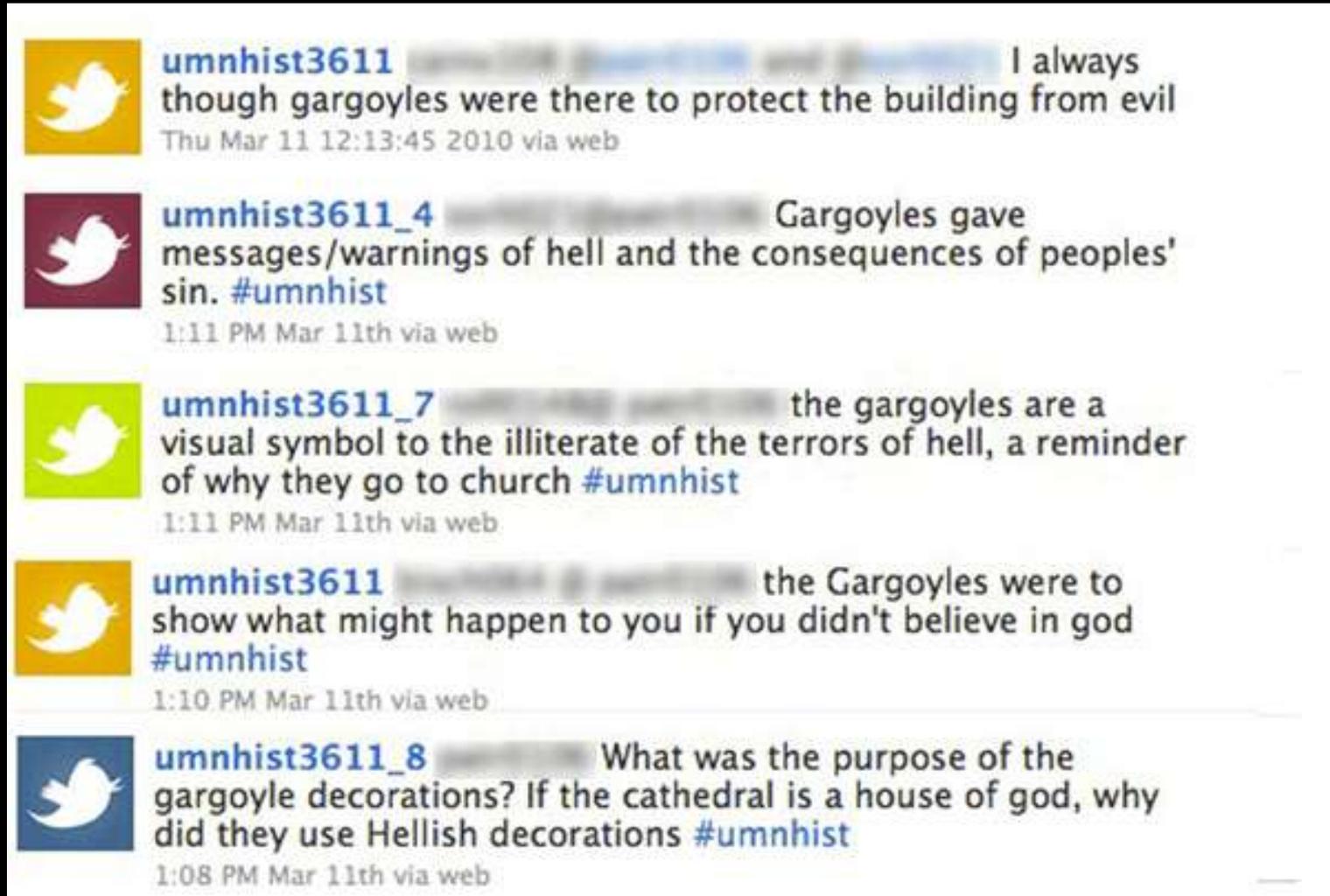
Research on Twitter in the Classroom

Cities of Medieval Europe course at Univ. of MN (2010)

- Simultaneous tweeting during in-class films
- Instructors provided discussion questions before films
- Students created Twitter accounts specific to the course
- Hash tags (#) so students could view other's tweets
- 157 to 207 tweets per film ; 61 students participated
- **Instructors saw greater student engagement using Twitter during movie days than previous semesters (Higdon, *et al.* (2011))**
- More info:
 - Article by Reyerson, *et al.* in *History Teacher*
 - Article by Higdon, *et al.* in *EDUCAUSE Quarterly*

Research on Twitter in the Classroom

Cities of Medieval Europe course at Univ. of MN (2010)



The image shows a vertical list of five tweets from the Twitter account umnhist3611. Each tweet includes a profile picture (a white bird on a colored square), the username, the text of the tweet, and the time and source. The tweets are arranged from bottom to top, as indicated by the caption. The first tweet (top) is from umnhist3611, posted on Thu Mar 11 12:13:45 2010 via web, discussing gargoyles protecting buildings from evil. The second tweet is from umnhist3611_4, posted at 1:11 PM Mar 11th via web, stating gargoyles gave messages/warnings of hell. The third tweet is from umnhist3611_7, posted at 1:11 PM Mar 11th via web, describing gargoyles as a visual symbol for the illiterate. The fourth tweet is from umnhist3611, posted at 1:10 PM Mar 11th via web, explaining gargoyles were used to show the consequences of not believing in God. The fifth tweet (bottom) is from umnhist3611_8, posted at 1:08 PM Mar 11th via web, asking about the purpose of gargoyle decorations.

umnhist3611 I always though gargoyles were there to protect the building from evil
Thu Mar 11 12:13:45 2010 via web

umnhist3611_4 Gargoyles gave messages/warnings of hell and the consequences of peoples' sin. #umnhist
1:11 PM Mar 11th via web

umnhist3611_7 the gargoyles are a visual symbol to the illiterate of the terrors of hell, a reminder of why they go to church #umnhist
1:11 PM Mar 11th via web

umnhist3611 the Gargoyles were to show what might happen to you if you didn't believe in god #umnhist
1:10 PM Mar 11th via web

umnhist3611_8 What was the purpose of the gargoyle decorations? If the cathedral is a house of god, why did they use Hellish decorations #umnhist
1:08 PM Mar 11th via web

Peer-to-peer conversation during one Film (Bottom to Top)

Higdon, et al. (2011)

Research on Twitter in the Classroom

Introduction to Women's Studies online course (2010)

- Instructor used Twitter for updates to class, discussion questions
 - Students tweeted responses to feminist works of art
 - Students commented on other classmates' tweets
 - “Backchannel” feedback on course for instructor
-
- More info: Enszer, Julie R. (2011) in *Feminist Collections: A Quarterly of Women's Studies Resources*

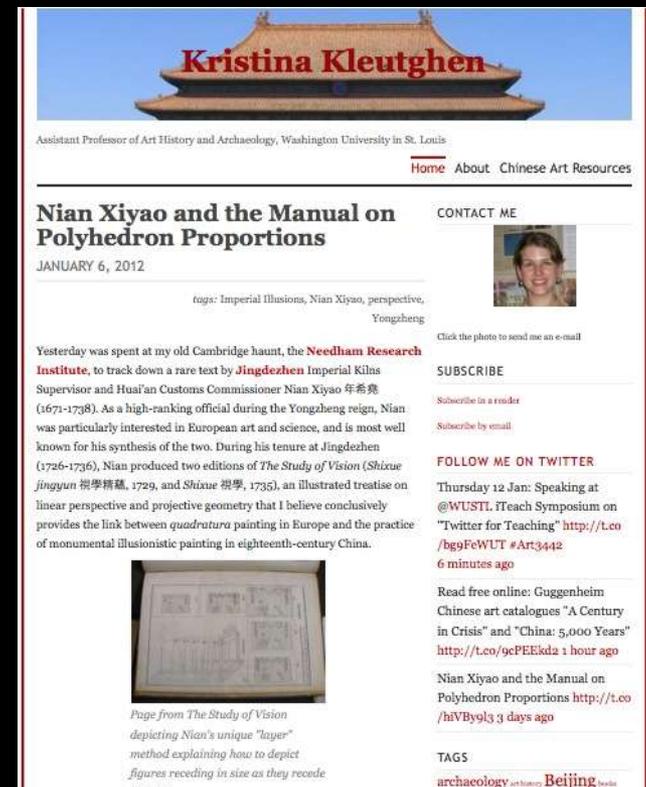
Research on Twitter in the Classroom

Bibliography on Teaching with Twitter

<http://bit.ly/zEe2Bg>

Why should academics use Twitter?

- Public presence in the global digital age
- Evolving relevance of academia, especially humanities
- “It’s a conversation, not a monologue.”
- Improve personal tech literacy
- Enjoyment!



Kristina Kleutghen
Assistant Professor of Art History and Archaeology, Washington University in St. Louis
Home About Chinese Art Resources

Nian Xiyao and the Manual on Polyhedron Proportions

JANUARY 6, 2012

tags: Imperial Illusions, Nian Xiyao, perspective, Yongzheng

Yesterday was spent at my old Cambridge haunt, the **Needham Research Institute**, to track down a rare text by **Jingdezhen** Imperial Kilns Supervisor and Hual'an Customs Commissioner Nian Xiyao 年希尧 (1671-1738). As a high-ranking official during the Yongzheng reign, Nian was particularly interested in European art and science, and is most well known for his synthesis of the two. During his tenure at Jingdezhen (1726-1736), Nian produced two editions of *The Study of Vision* (*Shixue jingyun* 视学精蕴, 1729, and *Shixue* 视学, 1735), an illustrated treatise on linear perspective and projective geometry that I believe conclusively provides the link between *quadratura* painting in Europe and the practice of monumental illusionistic painting in eighteenth-century China.



Page from *The Study of Vision* depicting Nian's unique "layer" method explaining how to depict figures receding in size as they recede.

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Thursday 12 Jan: Speaking at @WUSTL iTeach Symposium on "Twitter for Teaching" [#Art3442](http://t.co/bgsFeWUT) 6 minutes ago

Read free online: Guggenheim Chinese art catalogues "A Century in Crisis" and "China: 5,000 Years" <http://t.co/9cPEEkdz> 1 hour ago

Nian Xiyao and the Manual on Polyhedron Proportions <http://t.co/hVBY9l3> 3 days ago

TAGS

archaeology art history Beijing books

Higher education review of 2011: the 10 best blogs of the year

<http://www.guardian.co.uk/higher-education-network/blog/2011/sep/12/twitter-revolutionise-academia-research>

How Twitter will revolutionise academic research and teaching

You may have gathered by now that we're fairly fond of Twitter. Perhaps our micro-blogging addiction is what drew us to this post by Ernesto Priego.

Reminding us all of the scholarly web's mantra; its a conversation not a lecture, Ernesto argues for academics not only to consider Twitter as a publishing tool, but to look beyond its use in promoting work and recognise its ability to engage new audiences.

It was our biggest blog of the year and, suitably, it did well on Twitter too with 881 retweets.

What tools to use?

www.twitter.com

The screenshot displays the Twitter homepage with a dark navigation bar at the top containing icons for Home, Connect, Discover, and a search bar. The main content area is divided into three vertical sections:

- Profile Section:** Features the profile of Kristina Kleutghen, showing 786 tweets, 449 followers, and 366 following. Below the profile is a "Compose new Tweet..." input field.
- Who to follow Section:** Lists users to follow, including Jay Jordan (@jaymjordan) and China Youthology (@Chinayouthol...).
- Tweets Section:** A list of tweets from various accounts, including Molly (@Molly_Kats), JSTOR (@JSTOR), MOCA Museum (@mocamuseum), Erin Tapscott (@100percentroo), Jeff Wasserstrom (@jwassers), and OH Tourism Division (@DiscoverOhio).
- Boston trends Section:** Lists trending topics such as #ThingsIHearEveryday, #thoughtsduringterriblesex, #IThinkOomf, Dixville Notch, Page 10 of 366, New Hampshire, Van Halen, LSU, and Amber Rose.

What tools to use?

Tweetdeck (free Mac/PC application or Google Chrome extension)

Download from www.tweetdeck.com

The screenshot displays the TweetDeck application window with the title bar "TweetDeck". The interface is divided into several columns:

- Column 1: @KKleutghen/chinese-art** (User: KKleutghen). Tweets include:
 - MUSEUM OF CHINESE IN AMERICA: "We LOVED your puppets! Thanks for visiting! RT @themarigold My 'Year of the Tiger' puppet @mocamuseum yfrog.com/esggheuj"
 - AsiaSociety: "Aung San Suu Kyi to run for Parliament scty.asia/wN7SjC Receiving our Global Vision Award via video: scty.asia/zFRDkT"
 - NEAarchaeology: "Tongliao, Inner Mongolia: New discoveries at the Hamin site, a prehistoric settlement | #archaeology #kaoguxue sgp.cm/34f69e"
 - KKleutghen: "Thursday 12 Jan: Speaking at @WUSTL iTeach Symposium on 'Twitter for Teaching' teach.wustl.edu/symposium/2012 #Art3442"
 - aiww: "又要脱了 RT @Kane_Wang: 发点艳照当利息吧，哈哈 RT @aiww: 不要催的太急，容易出事 @jianbo0418: @aiww 胖嘛，就几天过年了，是不是该把债清算下丫？"
- Column 2: Group: General Art** (User: KKleutghen). Tweets include:
 - artnetdotcom: "Gagosian's mum on prices, but Colin Gleadell says Hirst spots get £650,000-£1.2 mil at auction—or £89.95 for a spot scarf at Other Criteria"
 - TopArtNews: "#ArtsJournal: Are We, Or Are We Not, Going To Hell In A Population Explosion Handbasket?: Remember predictions o... bit.ly/yPblfE"
 - artcounsel: "RT @MeleanaLerma (*meleana.) I loveee my 2nd period class. #arthistory #4classmateshttp://twitter.com/MeleanaLerma bit.ly/ybecdI"
 - artcounsel: "RT @attwireless (lambert)#Korea: Art and Archaeology Review goo.gl/fb/p5qo8 #history #asianart #arthistory... bit.ly/wuBmAz"
 - artcounsel: "RT @iphotographer18 (Marissa Barber)▼ day two of exams #arthistoryhttp://twitter.com/iphotographer18 bit.ly/xV4X2B"
- Column 3: Group: Academia** (User: KKleutghen). Tweets include:
 - JSTOR: "Indian digital library, the Traditional Knowledge Digital Library (TKDL), helped foil British firm's patent bid. bit.ly/zDCmx0"
 - chronicle: "Last chance to submit your questions/thoughts for #ncaafuture: What's going to happen in college sports?"
 - SupportStudents: "Meryl Streep went2 Dartmouth on single-term exchg b4 D co-ed in '72. Used experience 2prep 4role as Margaret Thatcher. ht.ly/8np4F"
- Column 4: Search: #Art3442**. Tweets include:
 - brynarc: "RT @KKleutghen: Thursday 12 Jan: Speaking at @WUSTL iTeach Symposium on 'Twitter for Teaching' http://t.co/bg9FeWUT #Art3442"
 - KKleutghen: "Thursday 12 Jan: Speaking at @WUSTL iTeach Symposium on 'Twitter for Teaching' http://t.co/bg9FeWUT #Art3442"

At the bottom of each column, there are navigation icons: back, home, search, eye, X, trash, and forward.

Why use Twitter in the classroom?

Generally:

1. Increase student engagement and grades
2. Teaches information synthesis and critical thinking
3. “Continue conversation outside the classroom”
4. “Encourage” students to prepare for lecture class
5. Classroom command

Why use Twitter in the classroom?

Specifically for Art 3442 (Chinese Painting):

1. Modernize perceptions of the topic
2. Hook
3. Consistent digital humanities pedagogy
4. Create seminar feeling in lecture class

How I implemented Twitter

On Blackboard

- Twitter Widget with #Art3442 dedicated search stream

The screenshot displays the Blackboard LMS interface for a course titled "R2611101 Art-Arch3442.01 - Tradition and Innovation: Chinese Painting from the 4th to 20th Centuries". The user is identified as Kristina Kleutghen. The interface includes a navigation menu on the left with options like "Home Page", "Content", "Resources", "Twitter Feed", "Documents", "Office Hours", "Attendance", "Groups", "Tools", and "Help". The main content area features a "Twitter Feed" widget with a yellow header and navigation buttons: "Build Content", "Create Assessment", "Add Interactive Tool", and "Assign Textbook". Below the header, there is a "Class Twitter Feed" section showing two tweets from the course. The first tweet is from Kristina Kleutghen, dated Thursday, 12 Jan, with the text: "Chinese painting is the best class ever! (I'm very glad you think so, but what else can you offer your followers?)". The second tweet is from Kristina Kleutghen, dated 12 Jan, with the text: "Interested in Chinese painting? St. Louis Art Museum displays 11th-century masterpiece for first time in 10+ years <http://bit.ly/pM0oWz>". Below the tweets, there is a section titled "Creating 'Thick' vs. 'Thin' Tweets" with the following text: "Thin tweets convey only one layer of information: 'Chinese painting is the best class ever!' (I'm very glad you think so, but what else can you offer your followers?) Thin tweets are fine for asking questions, but when tweeting for class, use thick tweets! Thick tweets convey two or more layers of information, often with hyperlinks: 'Interested in Chinese painting? St. Louis Art Museum displays 11th-century masterpiece for first time in 10+ years <http://bit.ly/pM0oWz>' Three layers of information: 1. Targets people with an interest in Chinese painting 2. Summarizes rare opportunity to see ancient work 3. Provides link to press release".

<https://twitter.com/about/resources/widgets>

How I implemented Twitter

For Students

- Twitter Guide
- Firm assignments on syllabus

Week Eleven: 24. 11/10: Painting Under Mao Zedong

- *Three Thousand Years 323-347*
- Michael Sullivan, "Art for Society," *Art and Artists of 20th-Century China* 135-150
- Julia F. Andrews, "The Art of the Cultural Revolution," *Art in Turmoil: the Chinese Cultural Revolution* 27-57.
- 📄 Propaganda posters: <http://chinese posters.net/>
- ✍ **Writing Assignment #11: Find a poster from between 1949 and 1976 on chinese posters.net and write one double-spaced page of visual analysis on it. Title it [YourSurname11].doc and submit online before class by 10am on November 10.**
- 📱 **Send a thick tweet with the poster you'll be writing on.**

How I implemented Twitter

In classroom

- Resource presentation by Brian and Makiba on Day 2
- Consistent use at beginning of class

The screenshot displays a Blackboard LMS interface. At the top, the Washington University in St. Louis logo is on the left, and the user name 'Kristina Kleutghen' with navigation links 'My Places', 'Home', 'Help', and 'Logout' is on the right. Below the logo, there are buttons for 'My Blackboard' and 'Content Collection'. The main header area shows the course title 'FL2011.L01.Art-Arch.3442.01 - Tradition and Innovation: Chinese Painting from the 4th to 20th Centuries' and a 'Twitter Feed' tab. A 'Edit Mode is: ON' indicator is also present. On the left side, a navigation menu lists various course elements: Home Page, Content, Resources, Twitter Feed, Documents, Office Hours, Attendance, Groups, Tools, and Help. The main content area is titled 'Twitter Feed' and contains a sub-section 'Class Twitter Feed'. This section features a blue header with the text 'All Chinese painting... all the time. #Art3442 Chinese Painting WUSTL'. Below this, a tweet from 'KKleutghen' is displayed, dated 'Thursday 12 Jan', with the text 'Speaking at @WUSTL iTeach Symposium on "Twitter for Teaching" http://t.co/bg9FeWUT #Art3442'. The tweet includes options for 'reply', 'retweet', and 'favorite'. At the bottom of the tweet area, it says '1 new tweet'. The footer of the Twitter feed area includes the 'twitter' logo and a 'Join the conversation' link.

Successful Assignments

Answering questions as preparation for in-class discussion

“Based on the evidence, do you think the Qingming scroll was produced during the Northern Song or Southern Song dynasty? Does this difference matter?”



Attr. Zhang Zeduan, *Going Upriver at Qingming* (12th century)

Successful Assignments

Answering questions as preparation for in-class discussion

Is *One Hundred Horses* more Chinese or European? Why?



Giuseppe Castiglione (Lang Shining), *One Hundred Horses* (1728)

Successful Assignments

Close readings and visual analysis

Consider Fan Kuan's painting from the perspective of the travelers in the lower right corner. What emotions do you think Fan Kuan wanted you as the viewer to experience when looking at this landscape?

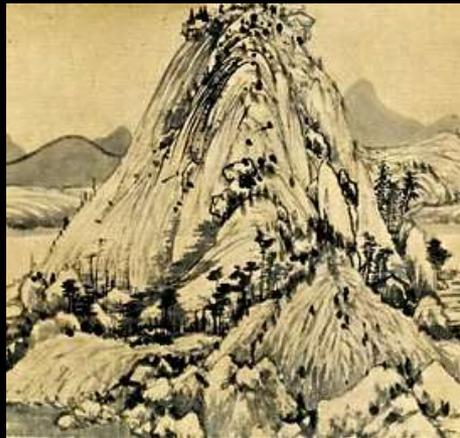


Fan Kuan, *Travelers Amid Streams and Mountains* (c. 1000)

Successful Assignments

Close readings and visual analysis

Which of these artists should be considered the #1 Yuan Master and why?



Successful Assignments

Most successful:

independent “thick tweet” assignments with in-class “expert analysis”

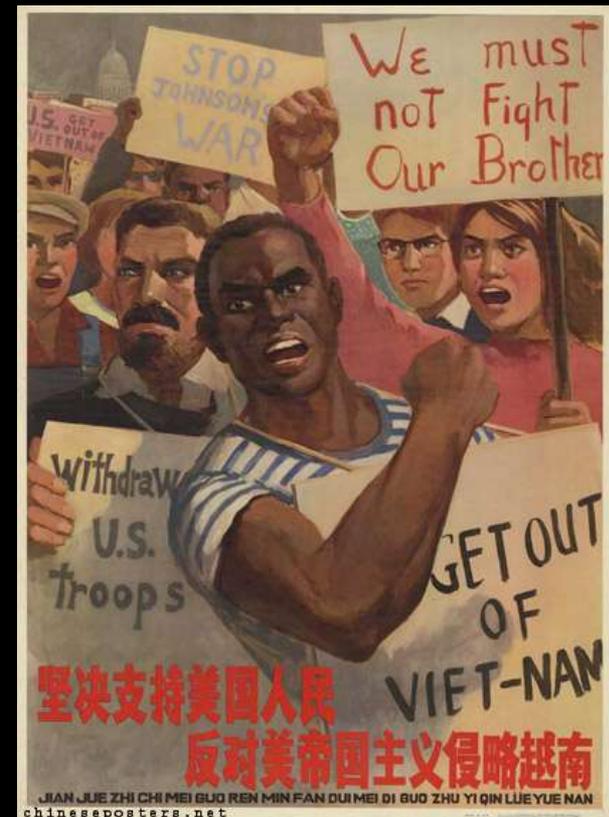
Send a thick tweet about a work by any contemporary Chinese artist that incorporates a modern take on calligraphy.



Successful Assignments

Most successful:
independent “thick tweet” assignments with in-class “expert analysis”

Send a thick tweet with the Cultural Revolution poster chosen for your writing assignment



Unsuccessful Assignments

External contact assignments

Solicit the opinion of a Chinese art twitter user on the issue of copying, authenticity, or forgery in Chinese painting. Be sure to send your tweet early in the week to allow the person to respond to you before class.

Problems:

- Students tend not to read ahead in syllabus
- Can feel extremely awkward to reach out to “expert”
- No guarantee contact will respond

Unsuccessful Assignments

Overly general questions about complex topics

Are the morals and values depicted for women in the *Admonitions* scroll applicable to the present day? Are the gender roles still applicable?



Attr. Gu Kaizhi, *Admonitions Scroll* (6th-century copy of 4th-century original)

What Worked

- Specific questions
- Debate/discussion prep
- Initiative assignments with in-class “expert analysis”
- Internal assignments

What Did Not Work

- General questions
- Assignments that required students’ advance planning
- External assignments

Actual and Potential Issues

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Tips about teaching, technology, and productivity.

Tag Archives: FERPANUTS

November 30, 2011, 8:00 am

Protecting Student Privacy Without Going FERPANUTS

By Amy Cavender



Back in November, Georgia Tech took down their wikis, claiming that they constituted a FERPA violation. This stirred up quite a discussion on Twitter, as well as on blogs and podcasts (see, for instance [this](#) and [this](#)).

Decisions such as the one taken by Georgia Tech are troubling, and undermine the kinds of work many readers of this blog do with their

students. Nonetheless, student control of their work is important—especially when that

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Benefits and Results

Overall assessment of Twitter experiment: **POSITIVE**

- Major course goals reached
- Independent student engagement with particular topics of interest
- Student responses

Did you feel that the Twitter assignments enhanced your understanding of topics covered in the course? If so or if not, why?

00 Yes. I really enjoyed taking the time to think about what I read. It was also very interesting to read the comments from my peers.

01 I don't think they necessarily enhanced by understanding of topics, but they did provide a good starting point for discussions/class presentations.

Benefits and Results

Overall assessment of Twitter experiment: **POSITIVE**

Unexpected benefit: gender and technology

would use

cture courses

- Early Ch
- Later Ch

• the Silk Road
• the Olympics

