Partnering Pedagogies Lesson Plan:

Learning with Twitter

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Driving, Learners, Context and 21st Century Skills

Context

The topic of this lesson plan is *Twitter for Learning* which is focused on how to use Twitter in instruction. It will be geared towards high school teachers. According to the Pew Research Center (2012), 81% of online teens use some kind of social media and 24% of online teens use Twitter which is up from 16% in 2011. Twitter is a growing medium and utilizing it in the classroom is an effective way to introduce learners to the 21st century skills it requires.

Due to the vastness of Twitter, the concepts can be used for any topic or subject matter and applied in most learning scenarios especially those that are self-directed and learner-centered. Because of the versatile nature with subject domains, it is the transferable subject domain skills that will be valuable for teachers and their learners alike. The practice of using Twitter as a research tool, communication medium, and a practice in developing concise writing skills can be utilized for any subject and ongoing after school. The targeted concepts in this lesson plan can be adopted into a traditional classroom or online format.

Learners

The topic of this lesson plan is *Twitter for Learning* which is focused on how to use Twitter in instruction. It will be geared towards high school teachers. According to the Pew Research Center (2012), 81% of online teens use some kind of social media and 24% of online teens use Twitter which is up from 16% in 2011. Twitter is a growing medium and utilizing it in the classroom is an effective way to introduce learners to the 21st century skills it requires.

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Partnering Pedagogy

Partnering pedagogy. Project-Based Learning

Reason. Utilizing project-based learning is the best choice for this lesson because it is student-centered that allows learners to be hands-on. Since this lesson is focused on a skill for teachers to implement with their learners, this is the best approach. Project-based learning will allow these learners to address real-life tasks and give them control over their learning (Vega, 2012, December 12). They will be able to create their learning as it fits within their own teaching context. "In general, PBL projects begin by presenting a driving question, one that focuses on intended learning objectives, aligns with students' skills, and appeals to students' interests"

(Vega, 2012, December 3). For Twitter to be a useful and successful learning tool, both the teacher and the student must engage so it serves as an excellent partnering tool when used correctly and effectively.

Subject

Discipline-based concepts/standards. International Society for Technology in Education (ISTE)

> *"Effective teachers model and apply the ISTE Standards for Students (Standards•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators" (ISTE Standards, 2008).*

The following ISTE standards align with the lesson goals for this project:

- Facilitate and inspire student learning and creativity
- Design and develop digital age learning experiences and assessments
- Model digital age work and learning
- Promote and model digital citizenship and responsibility
- Engage in professional growth and leadership

What learners will learn: Learners will acquire knowledge about the implementation of Twitter within their instruction. They will learn the basics of using Twitter in general and how to use it as a learning tool. Twitter has many unique characteristics such as the use of hashtags, the "@" symbol, tools for organization, search features, etc. All of these tools can be utilized for creating engaging learning activities which is the main goal for this lesson plan.

21st Century skills: These skills will be implemented in this lesson plan. Utilizing these skills can serve as practice for learners and also in implementing them with their learners.

- Information literacy-Appropriate applied research to any given challenge. The ability to find useful and reliable information.
- Creativity and innovation - Exploration of imagination. Refining and improving original ideas.
- Collaboration - Working together to share, advocate, and compromise on issues critical to team's success.
- Problem-solving - Experimentation of new and familiar concepts while processing information until a viable solution is reached.
- Communication - The ability to properly read, write, present, and comprehend ideas between a variety of mediums and audiences.
- Digital citizenship - Demonstration of proper technology use, global awareness, and moral capacity in and outside of the classroom.

> *List compiled from Skills21: The Center for 21st Century Skills. (n.d.). Retrieved March 28, 2015, from http://www.skills21.org/*

Learning Objectives: The learning objectives for this lesson are designed with 21st century skills in mind. These skills can be transferred to life-long skills as well as future learning opportunities. These objectives incorporate digital citizenship skills that are valuable for all learners today due to the increase in use of social media and technology in education. "Social media have the potential to enhance learning and meet pedagogical needs thanks to the array of media characteristics and functionality" (Joosten, 2012, pg. 3). These objectives describe what learners will learn via practice with real-life exercises.

- Given a beginner's level skill set with Twitter, will learn Twitter basics to determine tool functionalities.
- Given a teacher's motivation to create engaging learning activities with a social media venue, will determine the best plan for implementing Twitter tools in instruction.
- Given a teacher's need for creating engaging learning activities for their students, will design a Twitter/Social Media plan specifically for their classroom.

Driving Question

Driving Question: Prensky describes two types of driving questions. One type is a big, over-arching question and the other is a more detailed or supportive type question. The driving question for this lesson is the first, an over-arching question that refers to the main goal of the lesson (Prensky, 2010, pg. 84).

The driving question is:

How can you use Twitter to improve teaching and create more engaging learning activities for learners?

Value to Learners: Since this lesson plan will be geared towards a self-motivated teacher, the value comes with their need or desire to create more meaningful and engaging learning activities for their learners. The skills learned in this lesson are focused on the use of Twitter but some of the 21st century skills can be applied to other mediums such as Facebook or the internet in general so it will create authentic and real skills for both the teacher and their students that can be transferred to life-long skills. "Twitter is an excellent place for building and sustaining community, offering quick updates or comment invite in-the-moment reflections, and supporting informal discussion" (Bozarth, 2010, pg. 25). This lesson and driving question also brings value since Twitter can be implemented in traditional classroom instruction or asynchronous online learning (Bozarth, 2010, pg. 26). It can be a versatile learning tool when used effectively and appropriately in producing positive student-outcomes.

Lesson Organizer

Objectives	Research Activities	Grouping	Scaffolds	Web 2.0 Tools	Time	Formative Evaluation	Summative Evaluation
Given a beginner's level skill set with Twitter, will learn Twitter basics to determine tool functionalities.	**Twitter 101**						
	Class Discussion: Discussions and demonstrations with hands-on practice exercises of Twitter functionalities.	All learners will be guided by the instructor in introduction discussions. This will also allow for peer-to-peer teaching (Prensky, 2010, pg. 68) in an informal way since some learners may have some knowledge about a concept that they can share with the class thus teaching other learners. Will ensure complete class participation by posing questions or comments towards each student but especially if there appears to be a lack of participation.	Instructor guidance and peer-to-peer feedback to promote learning and understanding how Twitter works. This will serve as a soft, more informal scaffold which is provides timely support so the instructor can continuously gauge learner's understanding of the concepts (Ertmer & Simmons, 2006, pg. 7). Video demonstrations will be available along with printed quick reference guides. This will provide a hard scaffold for learners while learning new concepts (Ertmer & Simmons, 2006, pg. 7). This also addresses diverse learning styles.	Twitter: Learners will use Twitter to follow along with demonstrations and practice exercises. Twitter is the main topic of this training and is the most popular microblogging site. It is a great tool for sharing links, ideas and articles and gives learners access to experts, authors and other sources of information (Bozarth, 2010, pg. 23).	20 min	Informal observations used to gauge learner's progress and understanding of the concepts discussed and respond accordingly if understanding the concepts appears to not occur. This is a way to support learners during the training and measure learning against learning outcomes (Macdonald, 2005, pg. 87) in an informal way.	
	Using Twitter Functionalities: Choose a Twitter handle and create an account for research and learning activities in this training. Share handle on flip-chart so all learners can follow and participate in upcoming activities. The account can be course specific for the final project. Once the account is	Individual grouping will be used for this activity since learners will have experience creating class-specific accounts and become comfortable with Twitter functionality. Teacher or peer assistance can be utilized when needed. Learners will be observed to	Instructor guidance and peer assistance when needed, Twitter help feature is also available when needed along with printed quick reference guides.	Twitter and tinyurl.com: Learners will use Twitter to create their own account and practice the assigned exercises including using tinyurl.com. This is a popular tool and important since class activities may need to use as much of the character limit possible. Using this Twitter tool	20 min	Informal observations used to gauge learner's progress and understanding of the concepts discussed and respond accordingly if understanding the concepts appears to not occur.	

	created, follow classmates, tweet to at least one classmate using an assigned hashtag and include a link of your choice using www.tinyurl.com to shorten the URL, tweet to multiple classmates in one post using the assigned hashtag, post a reply to at least one classmate, and retweet at least one classmate to gain hands-on experience using Twitter functionalities.	ensure participation during this activity.		allows more of the characters in a tweet to be used for thoughts instead of the characters in a link.		These are basic concepts for using Twitter and completing them successfully will show evidence of attaining knowledge.	
	Intro to Using Twitter in the Classroom					
	Class Discussion: Discussions and demonstrations with hands-on practice exercises of Twitter's functionalities as related to classroom usage and learning.	All learners will be guided by the instructor in introduction discussions. This will also allow for peer-to-peer teaching (Prensky, 2010, pg. 68) in an informal way since some learners may have some knowledge about a concept that they can share with the class.	Instructor guidance and peer-to-peer feedback to promote learning and understanding how Twitter works. This will serve as a soft, more informal scaffold which is provides timely support so the instructor can continuously gauge learner's understanding of the concepts (Ertmer & Simmons, 2006, pg. 7).	Twitter, Internet: Learners will be able to follow along, refer too, or be directed to something related using Twitter or the internet. Allowing open use to this during the introduction discussion will allow learners to start considering how to connect this learning to their own classroom, research the possibilities and receive immediate feedback on some of their questions and ideas. This is the part of the training that will allow learners to relate Twitter to their own passions or needs.	15 min	Informal observations used to gauge learner's progress and understanding of the concepts discussed and respond accordingly if understanding the concepts appears to not occur.	
	Hashtags: Research educational hashtags on the web to explore how some	Individual grouping since this is where learners will being to research, analyze	Learners introduced to wikispaces.com to document finding	Twitter, Internet, wikispaces.com: Learners will be able to research	20 min	Learning will be observed by following the chat and ensuring	

	teachers are using hashtags and course-specific accounts. Use findings to search for specific hashtags on Twitter to observe how they are being used, how much they are being used and by whom. Add what educational hashtags could be useful in the classroom to the class wiki in a collaborative effort to create a class learning resource that will be used throughout the training. This is where learners will begin to consider the final project for this training since this is a project-based partnering pedagogy. Once hashtags are researched, learners will begin to consider and determine what hashtag uses may work in their own classroom.	and consider how and what hashtags can work for their own classroom. This grouping will allow learners to make a stronger connection between the use of Twitter in their classroom and make its use real (Prensky, 2010, pg. 78). Participation will be ensured by learner's participation in the class wiki.	throughout the training to serve as a reference during and after the training. Activity supported with teacher guidance and peer assistance. The use of the wiki also serves as a checkpoint and record-keeping device for the instructor to refer to and ensure engaged learning (Ertmer & Simmons, 2006, pg. 8).	hashtags on Twitter and the Internet. A class wiki will be created to document learning and serve as a learning resource during and after the training. It's a simple tool to use and edit and allows all learners to participate including collaborating in learning (Prensky, 2010, pg. 146). It is also a good exercise in editorship and data compilation (Bozarth, 2010, pg. 169).		that each learner participated in each activity for the wiki development exercise.	
	Twitter Survey: Each group will collaborate to create a Twitter poll using www.mysurveysaid.com to poll your classmates on any topic. Each group will respond to the opposite group's poll and then discuss the experience in a class discussion.	Class divided into two groups; this grouping will allow for peer-to-peer learning since all the learning does not have to come from the instructor. This is a way to enhance teamwork in this activity. (Prensky, 2010, pg. 68) Observation of the Twitter survey will ensure participation by all members of each group.	Instructor will provide guidance and feedback. Peer assistance and discussion during this activity will create a collaborative learning environment.	Twitter and mysurveysaid.com: This survey creation tool is a good way to poll Twitter followers. It will allow each group to practice surveying each other and then collate and discuss the results (Prensky, 2010, pg. 142) along with the experience of using the tool.	20 min	Learning will be observed by following the chat and ensuring that each learner participated in each activity for the Twitter survey exercise	

	Twitter Chat: Each group will collaborate to organize a personalized Twitter chat using Twitter and TweetChat. Learners will determine who will facilitate and who will be participants. They will decide on the topic and a specific hashtag. The facilitator will organize the chat by creating a list in Twitter and participants will subscribe to that list. Twitter can be a great tool for discussing a particular topic in a live-stream (Prensky, 2010, pg. 144) and the list functionality is an important tool to understand and use.	Class divided into two groups; see previous description. Observation of the Twitter chat will ensure participation by all members of each group.	Instructor will provide guidance and feedback. Peer assistance and discussion during this activity will create a collaborative learning environment.	==Twitter and tweetchat.com:== Learners will log into their Twitter account using TweetChat and their chat hashtag. They will host and participate in the chat using this Twitter tool because this tool makes it easier. Twitter tools and applications are an important part of utilizing Twitter in the classroom.	20 min	Learning will be observed by following the chat and ensuring that each learner participated in each activity for the TweetChat exercise.	Assessment Tool 1 – Checklist for Objective 1 will be used to determine that the objectives have been met and serve as a self-assessment. "Self-assessment allows students to think more carefully about what they do and do not know, and what they additionally need to know to accomplish certain tasks" (Macdonald, 2005, pg. 89).
Given a teacher's motivation to create engaging learning activities with a social media venue, will determine the best plan for implementing Twitter tools in instruction.	**Using Twitter Functionality in the Classroom**						
	Class Discussion: Discussions of Twitter's functionalities as related to classroom usage and how it can be used in your classroom while sharing views, perspectives and experiences. Peer-to-peer learning can be an effective activity for teachers with similar experiences (Prensky, 2010, pg. 68).	All learners will be guided by the instructor in introduction discussions. This will also allow for peer-to-peer teaching (Prensky, 2010, pg. 68) in an informal way since some learners may have some knowledge about a concept that they can share with the class.	Instructor guidance and peer-to-peer feedback to promote learning and understanding how Twitter works. This will serve as a soft, more informal scaffold which is provides timely support so the instructor can continuously gauge learner's understanding of the concepts (Ertmer & Simmons, 2006, pg. 7).	==Twitter, Internet== if needed to move discussion forward. Since this will be collaborative discussion, Twitter and the Internet can be used to point or direct the instructor or other learners to something in particular to discuss further.	15 min	Informal observations used to gauge learner's progress and understanding of the concepts discussed and respond accordingly if understanding the concepts appears to not occur.	
	Classroom Projects Using Twitter						
	Twitter Classroom Activities: Research classroom Twitter projects and/or activities that can be	Individual grouping since learners will research project possibilities that they can relate to or be applicable in	Ongoing instructor guidance and feedback, and peer assistance if needed	==Twitter, Internet, wikispaces.com:== Learners will be able to research hashtags on Twitter and the	30 min	• Informal observations used to gauge learner's progress and	Assessment Tool 2 – Checklist for Objective 2 will be used to determine

	implemented into the classroom. In the class wiki, document one project along with the details including the functionalities in Twitter that can be used, and how will it be facilitated.	their own classroom. It will allow learners to continue considering how a project can be applied in their own Twitter strategy project. Documenting their findings in the wiki will allow other learners to see options that they may have not been aware of or come across in their own research.		Internet. A class wiki will be created to document learning and serve as a learning resource during and after the training. It's a simple tool to use and edit and allows all learners to participate including collaborating in learning (Prensky, 2010, pg. 146). It is also a good exercise in editorship and data compilation (Bozarth, 2010, pg. 169).		understanding of the concepts discussed and respond accordingly if understanding the concepts appears to not occur. Wiki content is observable and can be addressed if there appears to be a lack of understanding. •Learners will Tweet one key point for implementing a Twitter strategy using assigned hashtag. It must be unique so no duplicates. Tweets can be evaluated to ensure key points are covered and learning has occurred. This also allows learners to review the concepts.	that the objectives have been met and serve as a self-assessment. "Self-assessment allows students to think more carefully about what they do and do not know, and what they additionally need to know to accomplish certain tasks" (Macdonald, 2005, pg. 89).
Given a teacher's need for creating engaging learning activities for their students, will design a Twitter/Social Media plan specifically for their classroom.	**Determining the Best Twitter Strategy for Instruction**						
	Class Discussion: Discussions of Twitter different strategies and how they can be used in the classroom sharing views, perspectives and experiences. Discuss ideas for creating individual strategies to gather peer feedback for project.	All learners will be guided by the instructor in introduction discussions. This will also allow for peer-to-peer teaching (Prensky, 2010, pg. 68) in an informal way since some learners may have some knowledge about a concept that they can share with the class.	Instructor guidance and peer-to-peer feedback to promote learning and understanding how Twitter works. This will serve as a soft, more informal scaffold which is provides timely support so the instructor can continuously gauge learner's understanding of the concepts (Ertmer & Simmons, 2006, pg. 7).	Twitter, Internet if needed to move discussion forward. Since this will be collaborative discussion, Twitter and the Internet can be used to point or direct the instructor or other learners to something in particular to discuss further.	15 min	Informal observations used to gauge learner's progress and understanding of the concepts discussed and respond accordingly if understanding the concepts appears to not occur.	

	Implementing a Twitter Strategy					
	Creating a Twitter Strategy: Utilizing previous research, discussions, and the wiki, document a specific Twitter strategy that can be implemented. Use PowerPoint to present the functionalities in Twitter that will be used, the type of project/projects, how it will be facilitated, the time-frame and how learning will be assessed in the strategy. PowerPoint is a great way to pull all the learning together and share it with the class.	Individual grouping since this will be the strategy that they design to meet the needs of their own classroom.	Ongoing instructor guidance and feedback to gauge learner's understanding of the concepts (Ertmer & Simmons, 2006, pg. 7). Peer-to-peer feedback is also ongoing in this activity.	<mark>Twitter, Internet, PowerPoint:</mark> Learners will create a specific strategy for their own classroom and design a presentation to present to the class.	45 min	• Informal observations used to gauge learner's progress and understanding of the concepts discussed and respond accordingly if understanding the concepts appears to not occur. • Learners will pair off to conduct peer assessments on their presentation and Twitter strategy using the Assessment Tool 3 – Checklist for Objective 3. Sharing feedback with another learner is an important aspect of learning and is a valuable skill in general (Macdonald, 2005, pg. 91).	

	Twitter Strategy Presentation: Present Twitter Strategy to all learners.	All learners will share their strategy to demonstrate how the lessons of the training impacted their strategy design decisions. This grouping will allow learners to show other learners how they view a Twitter strategy and will allow each learner to learn more from each other in the process.	Instructor and peer feedback will give the learner to make any final improvements before they implement their design into their classroom. Also, video demonstrations and a quick reference guide for PowerPoint will be provided to learners that may need to learn more about using PowerPoint.	PowerPoint: Learners will present and discuss their Twitter strategy to the class using PowerPoint.	60 min	Informal observations used to gauge learner's progress and understanding of the concepts discussed throughout the training. Instructor can respond accordingly if understanding the concepts appears to not occur by providing immediate feedback.	The final strategy and an individual presentation is the artifact that learners will produce to ensure that the learning objectives for this lesson were achieved. Students will be assessed on their strategy and presentation and provided immediate feedback from the instructor and peers. The Assessment Tool 3 – Checklist for Objective 3 will be used by the instructor and learners. This assessment will reflect the learner's development from novice to practitioner since it is a project that has been developed throughout the training (Macdonald, 2005, pg. 86).

Assessment Tools

Assessment Tool 1 - Checklist for Objective 1

Learning with Twitter Checklist and Self-Assessment Tool
Review criteria and determine successful completion for each.

1. Learning objective: Given a beginner's level skill set with Twitter, will learn Twitter basics to determine tool functionalities.

Learning Checklist	Yes	No	Notes
Twitter Functionalities			
• Chose a Twitter handle and created an account			
• Tweet to at least one classmate using assigned hashtag with a link			
• Used tinyurl.com to shorten character count of link			
• Tweet to more than one classmate in one post using assigned hashtag			
• Retweet at least one classmate's tweet			
Hashtags in the Classroom			
• Documented at least one hashtag in the class wiki			
Twitter Survey - Group Activity			
• Participated in group to determine topic and create survey using mysurveysaid.com			
• Responded to opposite group's survey			

• Actively participated in post-activity discussion			

Twitter Chat - Group Activity

• Participated in group to determine topic and create chat using Twitter and TweetChat with a chose hashtag			
• Participated as the facilitator or participant			
• Organized or subscribed to the chat list			

Assessment Tool 2 - Checklist for Objective 2

Learning with Twitter Checklist and Self-Assessment Tool

2. Learning objective: Given a teacher's motivation to create engaging learning activities with a social media venue, will determine the best plan for implementing Twitter tools in instruction.

Learning Checklist	Yes	No	Comments
Twitter Projects in the Classroom			
• Documented at least one Twitter project in the classroom			
• Determined how Twitter projects can be implemented in own classroom			
• Tweeted one key point for implementing a Twitter strategy			

Assessment Tool 3 - Checklist for Objective 3

Learning with Twitter Checklist and Self-Assessment Tool
Review criteria and determine successful completion for each.

3. Learning objective: Given a teacher's need for creating engaging learning activities for their students, will design a Twitter/Social Media plan specifically for their classroom.

Learning Checklist	Yes	No	Comments
Designing a Twitter Strategy			
• Used Twitter concepts discussed in class to design own strategy			
• Included various Twitter functionalities in strategy			
• Included at least one additional external Twitter tool in strategy			
• Included a title for strategy, how it will be facilitated and the time frame			
• Documented strategy in PowerPoint to present to class			
Presenting Strategy to Class			
• Presented strategy clearly and concisely to class			
• Responded to any questions or feedback			
• Considered any comments to improve strategy			

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