

1A Tweeting during lectures/tutorials: Engaging learners—not clipping their wings

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Students on the MA Primary Education Programme were encouraged to tweet during lectures and tutorials in Semesters 1 & 2 for two specific courses in order to determine if it would impact on their engagement and learning. Within weeks, three main types of tweets were identified: questions/answers, reflections and reporting. While this project is still ongoing, early results have been positive. Contrary to the expectation that students would be off-task, the results have shown that during the lecture/tutorial they are reflecting more on the main lecture points, asking (and answering) relevant questions (particularly by students who are traditionally more-reserved) and they are tweeting web links and academic references which link to wider reading and engagement with the subject.

The author will reflect on the impact tweeting has had on the methodologies used in his own practice for lectures and tutorials. Evaluation data had shown that responding to live comments/questions provided students with lectures which were more engaging and interactive.

This presentation will conclude with a consideration of how this social media can be applied in other programmes.

References

Evans C., (2013) Twitter for teaching: Can social media be used to enhance the process of learning? British Journal of Educational Technology. Available at:
<http://onlinelibrary.wiley.com/doi/10.1111/bjet.12099/abstract>.