

**“Here I am posting daily and enjoying it!”:
Twitter days of the week challenge in a
graduate level online course**

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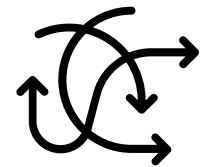
Introduction

- Learning can be supported through interactions on social media.
- Twitter affords such learning interactions.
- Students engage in meaningful collaboration and community development practices on Twitter (Hawkins, 2015).
- Following a pedagogical Twitter increases student motivation and interest in the course (Erhel et al., 2022).



Problem

- Students lack clarity and guidance about what to tweet in a formal learning context.
- Students do not engage in learning activities facilitated by Twitter without clear guidelines and expectations (Tang & Hew, 2017).
- Students look for structured activities facilitated by the instructor that help with developing a tweeting habit (Lackovic et al., 2017).



This study

- We examine how graduate students enrolled in an online course responded to a microchallenge named as “Twitter days-of-the-week challenge.”
- The purpose of the microchallenge was to:
 - Provide learners with a structured guidance
 - Support learning interactions
 - Facilitate network and community development
 - Help learners develop a tweeting habit as facilitated by the instructor

Research Questions

- How did students engage in the microchallenge?
- How did students perceive the microchallenge?

- 1 #MemeMonday
- 2 #ToolboxTuesday
- 3 #WonderingWednesday
- 4 #ThrowbackThursday
- 5 #FollowFriday
- 6 #ShoutoutSaturday
- 7 #SumItUpSunday

Method



Context

Graduate level online course
Web 2.0 Based Learning and Performance
The role of social media on how people learn and work



Participants

24 students



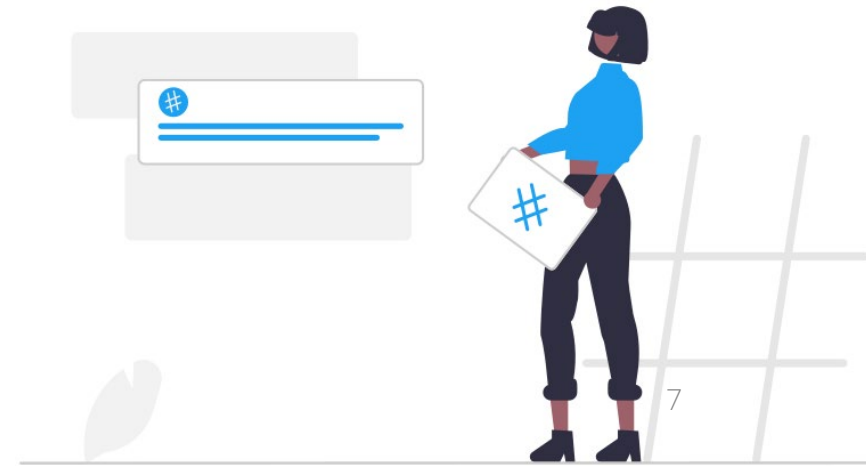
Design Team

The course instructor
A teaching assistant
An instructional designer

Design & Development Process

1. Designing the microchallenge

- Follow Twitter conventions
- Guide students to post a tweet on a specific topic
- Facilitate aggregation: Include the class hashtag and the day's hashtag (e.g., #ShoutoutSaturday)
- Align microchallenges with course objectives



Design & Development Process

1. Designing the microchallenge

- A microchallenge example

Microchallenge date	Hashtag	Microchallenge	Course objectives
June 11, 2022	#ShoutoutSaturday	Give a shoutout to a classmate who's done good, written a cool blog post, etc.	Creating and sustaining online communities

Design & Development Process

1. Designing the microchallenge / Directions

Twitter Days of the Week Challenge Directions

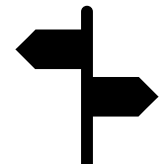
[The Ultimate Challenge / Challenge #1]

What to tweet? Always a dilemma, right? But people have been coming up with topics or trends for each day of the week since the beginning of Twitter. Here's a Twitter challenge that will keep you posting throughout the week.

Participate as much or as little as you like. There's a badge in it (along with one of your weekly blog posts and learning a new tech skill) for folks who do it all.

Here's what to do:

Each day has a theme/topic described below. Post to Twitter using the class hashtag and the day's hashtag.



Design & Development Process

Microchallenge date	Hashtag	Daily Microchallenges
June 6, 2022	#MemeMonday	Share a meme related to online life, make us laugh
June 7, 2022	#ToolboxTuesday	Share one of your favorite online tools
June 8, 2022	#WonderingWednesday	Ask a question about online tools, online life, online topics, and hopefully get answers
June 9, 2022	#TBT or #ThrowbackThursday	Post a technology memory or throwback, preferably with a visual (e.g., #TBT to my computer in elementary school)
June 10, 2022	#FollowFriday	Recommend an account for us to follow
June 11, 2022	#ShoutoutSaturday	Give a shoutout to a classmate who's done good, written a cool blog post, etc.
June 12, 2022	#SumItUpSunday (for those earning the badge)	Gather your six posts and embed them in a blog post where you write about the challenge

Design & Development Process

2. Developing the microchallenge

- Tool selection
 - Canvas: The course LMS
 - Class blog: A central information hub for the class
 - Twitter: A social media platform used to facilitate microchallenge interactions
 - Canva: A design tool used to design microchallenge visuals
 - Badgelist: A badging tool used to award microchallenge badge
- Instructor and TA roles

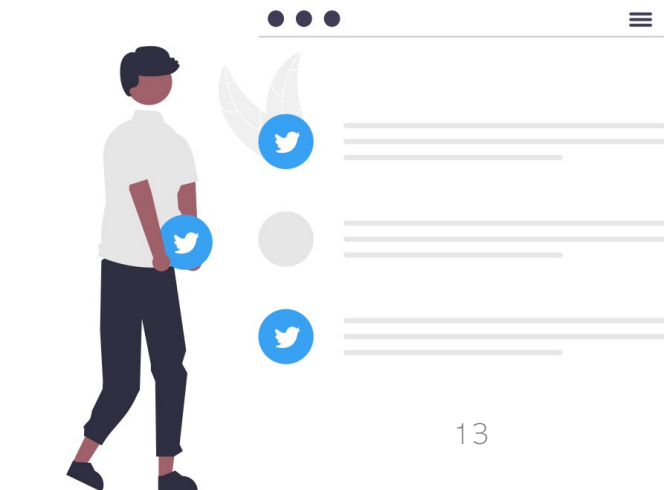
Design & Development Process

3. Implementing the microchallenge

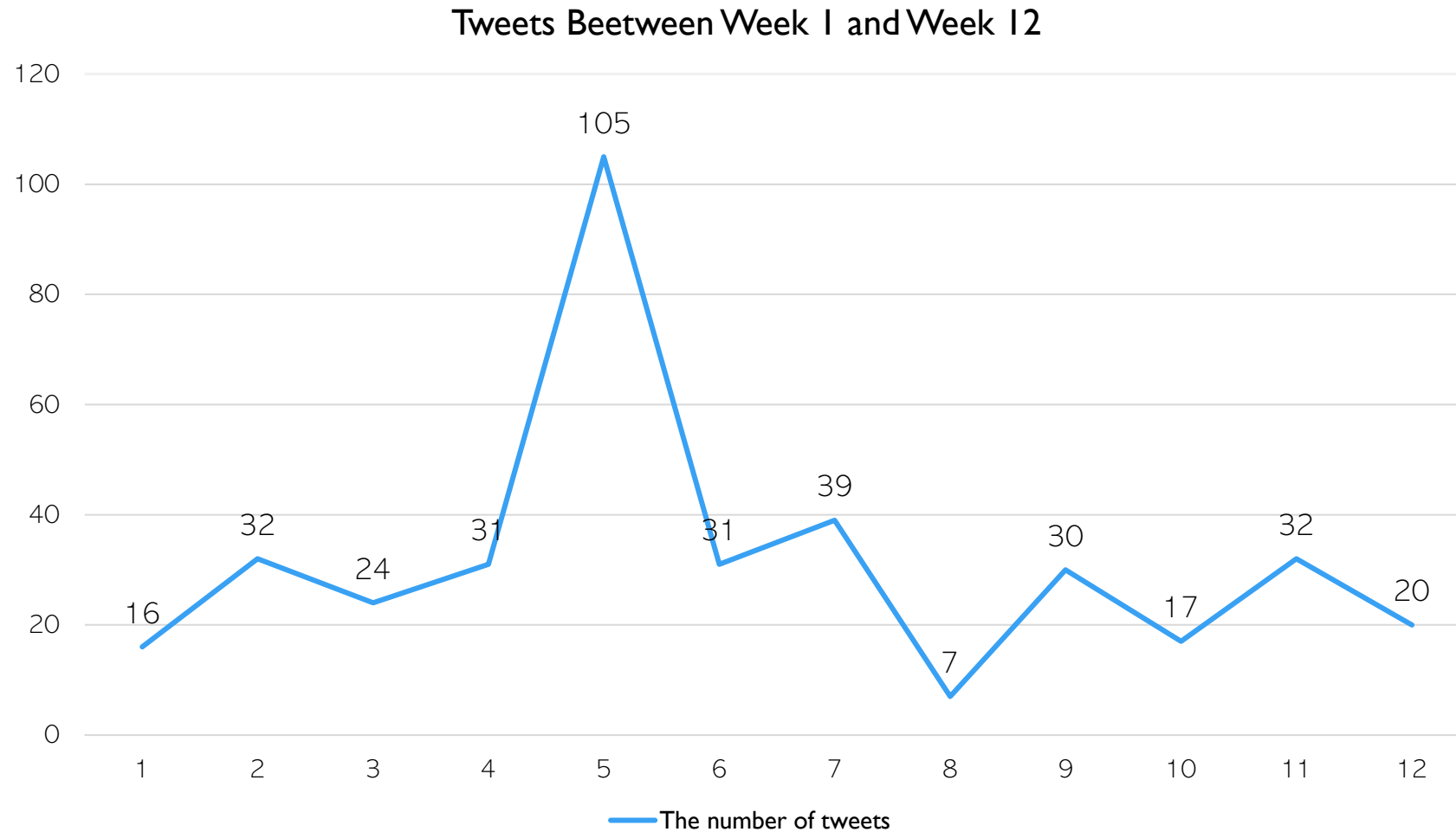
Weekly Progress	Tasks
Week 1	<ul style="list-style-type: none">• Introduce Twitter as one of the classroom tools (Twitter use is OPTINAL in this class)• Set up Twitter account (don't have to use real names) and try tweeting to the course hashtag• Follow the instructor, TA, and classmates
Week 2	<ul style="list-style-type: none">• Encouraged students to sign up for an account on Twitter with a reminder• Encouraged students to share their Twitter handle with the class (TOTALLY OPTIONAL)
Week 3	<ul style="list-style-type: none">• Published a page on Canvas (where student identity is private)• Listed class Twitter accounts (updated in future weeks)• Matched Twitter accounts with student names so that their classmates can find/follow
Week 5	<ul style="list-style-type: none">• Issued Twitter days of the week challenge• Started on June 6, 2022, and ended on June 12, 2022

Findings (RQ I)

- 17 students (70.8%) shared their usernames and indicated a desire to Tweet during the class in general.
- 15 students (62.5%) engaged in at least one day of the Twitter days of the week challenge.
- 10 students (41.6%) earned the corresponding badge by completing all the daily microchallenges under Twitter days of the week challenge.
- 1 student did not tweet but made a blog post about each challenge in her blog journal, showing the greater reach of the overall microchallenge.



Findings (RQ1)



Findings (RQ2)

- Twitter days of the week microchallenge was fun and encouraging (12 students blogged about their experiences).



Mastered new tools and practices



Knew their classmates better



Engaged more actively on Twitter

Illustrative statement from Colton (Pseudonym)

- The challenges have been a great kick in the butt to get me to use more web 2.0 tools. After resisting Twitter for years, here I am posting daily and enjoying it! I really enjoyed building community with my other class members and upgrading my lurker status to a full-fledged contributor. Here's to more challenges and more tweeting!



Illustrative statement from Cameron (Pseudonym)

- This was fun! I loved seeing everyone discuss the tools they use and #WonderingWednesday was probably my favorite. We all have different backgrounds and experiences, yet use many of the same big tools. (Many MySpace users in the class). Aside from the major ones, I learned about some tools I'd never heard about because of #ToolboxTuesday! I can't wait to do more challenges like this one. 😊



Conclusions

- Twitter days of the week microchallenge seems to reduce uncertainties about what to tweet in a formal learning context.
- Twitter days of the week microchallenge seems to be an effective way to increase some of the students' engagement and interest in course activities.

Discussion

- Although Twitter days of the week microchallenge was optional, this activity produced a higher number of tweets than other weeks in the course.
- Moreover, students expressed positive attitudes toward the microchallenge.
- These findings are encouraging for promoting student engagement and motivation in voluntary course activities which typically raise concerns about low participation rates (Hawkins, 2015; Pollard, 2014; Tang & Hew, 2017).

Limitations

- Non-participants might have different perceptions of Twitter days of the week challenge that might improve the overall design, development, and implementation.
- The number of tweets might not be a robust indicator of the effectiveness of this microchallenge for promoting learning interactions and classroom community development.

References

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Thank you



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