Using Twitter to Create a Professional Learning Network (PLN)

Instructional Plan

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Introduction

This package was created in fulfillment of course requirements for 6401 Instructional Design at George Washington University under the instruction of Prof. Ryan Watkins as part of the Graduate Certificate in Education and Human Development in eLearning.

Goal Analysis

Educators are using social media to create content focused, geographically diverse, and engaging professional learning communities. Twitter enables fast and searchable access to a broadly-skilled range of educators allowing users to interact with leaders and thinkers in their field. This training will equip participants to make connections with a global professional community using Twitter.

Using this tool, participants will be able to engage with colleagues around the world in professional learning on demand. Flexibility is a key component of professional learning networks as participation is not limited or restricted to time or location. Any connected computer or mobile device can link teachers to the collective wisdom and experience of their professional learning network.

Instruction covers four stages in developing a professional learning network

1) Create a Twitter Account
2) Connect with content and users
3) Consume information shared
4) Contribute / Communicate with others

Participants should already be familiar with basic computer use including keyboard, mouse, launching applications, and browsing the internet. Web-enabled laptop computers will be available for use during training.

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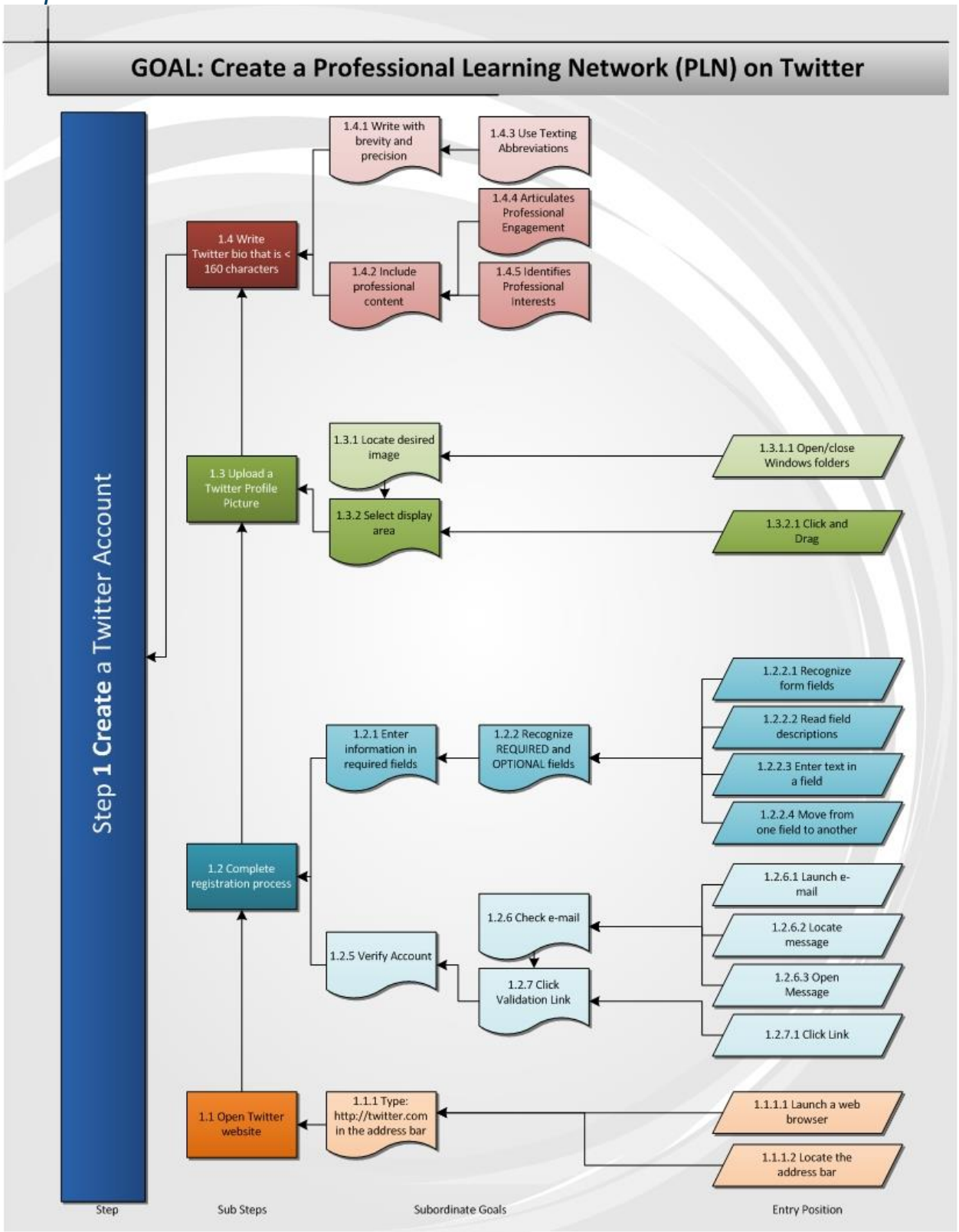
Instructional Analysis

Step 1: Create an Account



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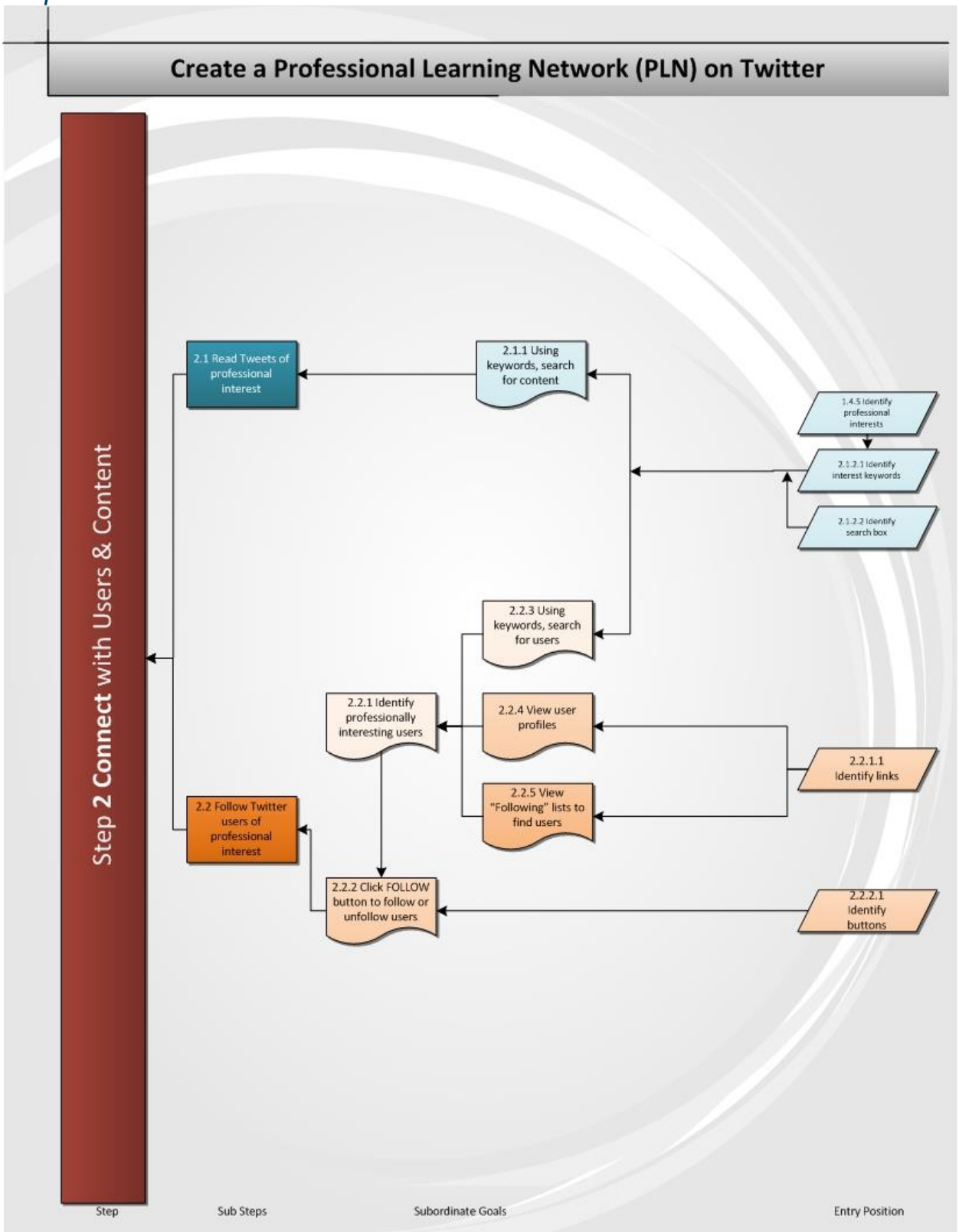
Step 2: Connect with Content and Users



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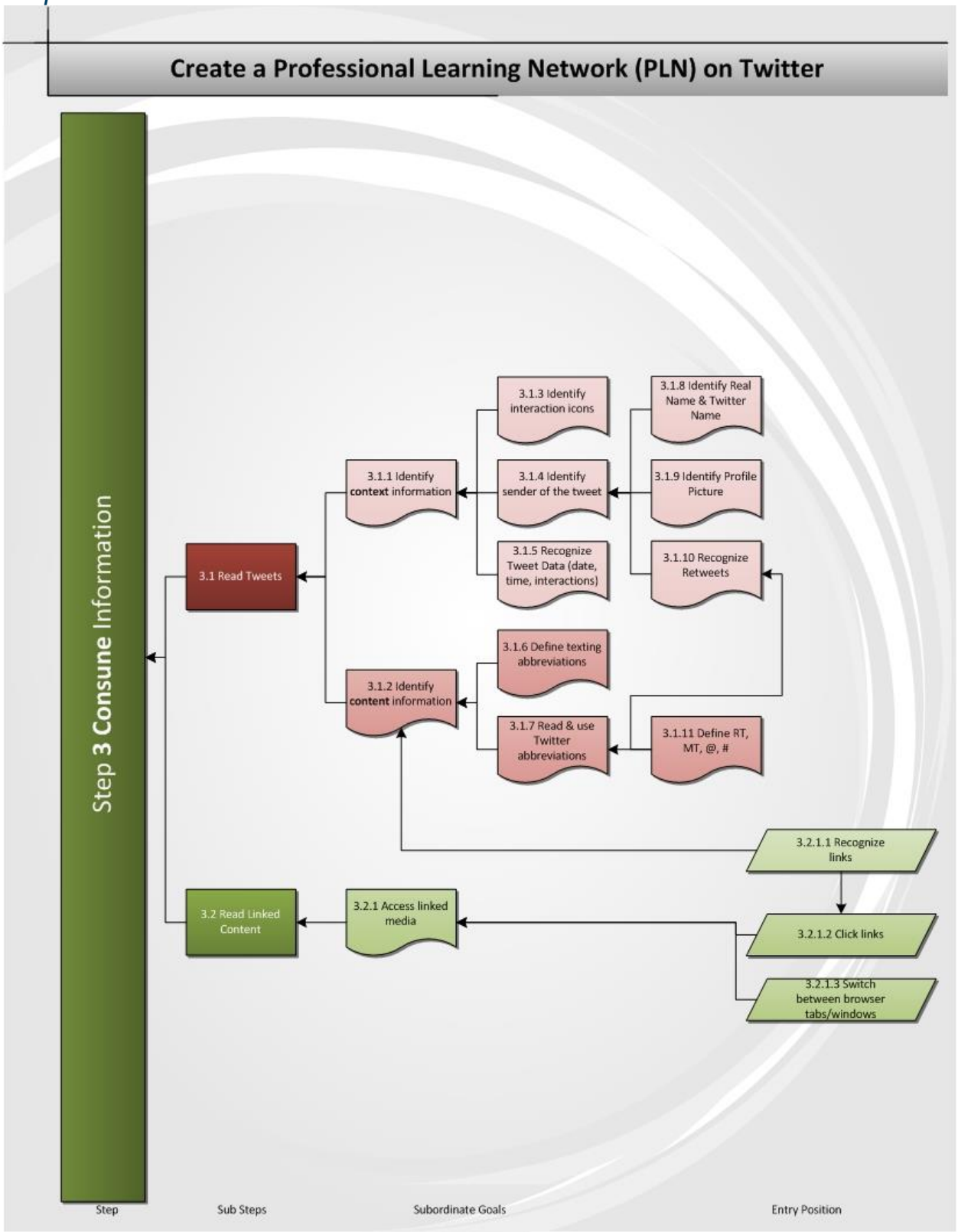
Step 3: Consume Information



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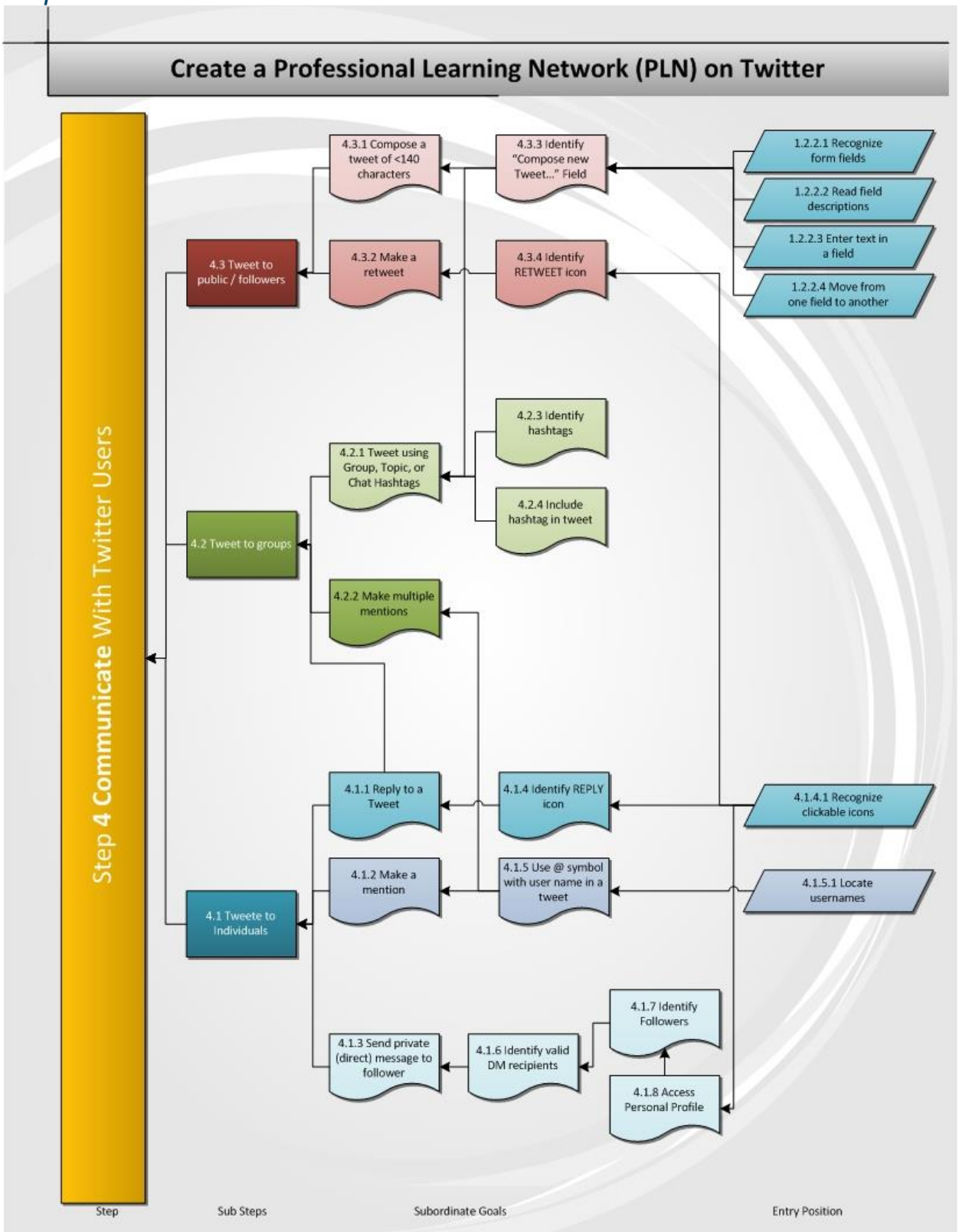
Step 4: Communicate with Twitter Users



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Context & Learner Analysis

General Characteristics of Learners

While this instructional program for educators, it is applicable to any professional learners seeking to make connections with others in his/her field. Conversations with administrators and content specialists provide a sense of internet accessibility in participants' home communities, and their levels of technology engagement in school. Take a few minutes at the start of the session to survey participants about use of, and attitudes toward Twitter, social networking, and professional engagement.

Educator participants already likely make extensive use of digital resources and use online record keeping and digital report cards, they have at least a basic understanding of computers, word processing, Internet access, and search functions. All participants will know about Twitter but few will be active users, and virtually none will be using it as a tool for professional engagement. Many will have some pre-existing attitudes, likely negative, toward Twitter from previous personal experience following celebrities and friends. It is important to help learners reframe this understanding.

Teachers enjoy professional development days as opportunities to network with colleagues and be reinvigorated and inspired when they return to the classroom. Time to visit and share is important to them and they expect a degree of autonomy. Teachers like something hands-on, engaging, and social in nature. Balance guided instruction with time to network with those in the room.

Performance Context Analysis

When, where, and how to use Twitter is a matter of personal preference and habit and is not tied to any particular time or location. In this respect, the performance context is virtual and attitudinal: virtual inasmuch as the app interface becomes the context, and attitudinal insofar as performance is tied to personal motivation.

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We could understand the performance context as the app environment with which participants engage with their Twitter feed. It would be impractical to cover all available Twitter clients, so the official website and mobile app will be the sole focus when considering how individuals will interact with their professional learning networks.

The performance context is also a matter of developing habits for engaging with the Twitter feed. Having the PLN is not as critical as engaging with the people on the list. Making time throughout the week to work with Twitter is another element of the attitudinal performance context. Understanding this, the learning activity will include development of a personal strategy for when, where, and how long, to engage with their Twitter PLN.

Learning Context Analysis

The instructional context is very different from the performance context inasmuch as a hotel, meeting space, computer lab, or conference room, while convenient for meeting and training purposes, does not simulate the home or work environment in which learners will engage with their professional learning networks.

Participants may learn on computers provided for the training but will perform the tasks on their own equipment. A variety of browsers may be provided for participants to use in order to more closely simulate their own browsing experience.

This instructional activity is for in-person delivery to a mid-sized group of <30 participants per session. Material considerations include:

- wifi enabled computers or mobile devices, one for each participant.
- Variety of browsers (IE, Firefox, Chrome, Safari) installed on computers/devices.

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- Open access to the internet. Ensure facility is aware that there will be concentrated demand on their internet network. Ensure the network has sufficient capacity.
- Sound system and projector for the presenter.
- Presenter's computer with required cables to interface with sound and projection equipment.
- Circular tables and chairs for 4-6 participants at each table
- Electrical outlets for each table to plug in computers and/or charge devices

Consider facility accessibility for accommodating different abilities. Identify and communicate washroom facilities and emergency exits. While the learning session is about 60 minutes in length, having water available in the room is often welcome by participants.

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Performance Objectives

Instructional Goal

Participants will create and engage with a Professional Learning Network using Twitter making connections with content and users for professional learning and development.

Terminal Objectives

- Given a *professional challenge* (CN), the learner will seek out advice from professionals on Twitter (B) sending a tweet that generates helpful responses (CR).
- Encountering a *professional question* (CN), the learner will seek out answers from professionals on Twitter (B) sending a tweet that elicits answers (CR).
- Experiencing a new *professional understanding* (CN), the learner will seek out and share with professionals on Twitter (B) sending a tweet that generates dialogue (CR).
- Achieving a *professional success* (CN), the learner will share experiences with professionals on Twitter (B) sending a tweet that informs others (CR).

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Subordinate Skills and Objectives

Subordinate Skills Subordinate Objectives

Step 1: Create a Twitter Account

1.1	Open Twitter Website	Given an on-line web browser (CN) the learner will navigate to twitter.com (B) such that the twitter splash page is visible. (CR)
1.2	Complete Registration Process	1.2.1 Having access to the registration form (CN) the learner will read field descriptions and enter required data (B) so verification link is sent. (CR) 1.2.5 Having completed the registration form (CN) the learner will access and click the emailed validation link (B) such that the account is validated (CR)
1.3	Upload a Twitter Profile Picture	1.3.1, 1.3.2 Having created a new Twitter account (CN) learner will upload and crop a profile picture (B) so that the Twitter Egg is replaced.
1.4	Write a Twitter biography that is less than 160 characters	1.4.2 Having a blank Twitter biography field, (CN) learner will identify professional interests and activities (B) such that the learner has a list of said interests. (CR) 1.4.1 Having a list of professional interests and activities, (CN) learner will compose a biography using abbreviations and text-speak as necessary (B) using fewer than 160 characters (CR)

Step 2: Connect with Users & Content

2.1	Read Tweets of professional interest	2.1.2.1 Given a topic of interest (CN) learner will identify (B) at least three (CR) keywords related to the topic. 2.1.1 Given topic-related keywords (CN) learner will enter the keywords into Twitter's search function and revise searches (B) until relevant tweets and/or users are displayed (CR).
2.2	Follow Twitter users of professional interest	2.2.4 Viewing search results (CN) learner will click a Twitter user's name (B) to display the related profile (CR) 2.2.2 Viewing a professionally interesting user profile (CR) learner will click the Follow button (B) such that the user is added to the Following list. (CR)
2.2.1	Search for content using keywords	

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Step 3: Consume Information

3.1	Read Tweets	3.1.1 Viewing a tweet (CR) learner will correctly (CR) identify the following context items (B): 3.1.3 Interaction icons 3.1.4 Sender of the Tweet 3.1.5 Date and time sent 3.1.2 Viewing a tweet (CR) learner will correctly (CR) define (B): 3.1.6 Texting abbreviations 3.1.7 Twitter abbreviations
3.2	Read Linked Content	3.2.1 Given a tweet containing a link (CN) user will click the link (B) successfully launching the attached media item (CR).

Step 4: Communicate with Twitter Users

4.3	Tweet to public / followers	4.3.1, 4.3.3 Given a professional challenge, question, understanding, or success (CN) learner will compose a message in the "Compose New Tweet" field (B) of fewer than 140 characters. Having composed a message (CN) learner will click send (B) such that the message is posted (CR). 4.3.2, 4.3.4 Having read tweet that the learner wants to share (CN) learner will identify and click the Retweet button (B) such that the message is posted (CR).
4.2	Tweet to groups	4.2.1 Having a message for twitter users on a particular topic (CN) learner will use relevant # hashtags (B) such that they appear in the body of the tweet (CR). 4.1.2, 4.2.2 Having a message for a specific twitter users (CN) learner will include @ mentions for each individual (B) such that they appear in the body of the tweet (CR).
4.1.1	Reply to a Tweet	4.1.4.1 Given a tweet to which the learner wants to respond (CN) the learner will hover the cursor over the tweet (B) such that the interaction buttons are revealed (CR) 4.1.4 Viewing the interaction buttons on a tweet to which the learner wants to respond (CN) the learner will click "Reply" (B) such that the "Reply to" field is displayed. 4.1.1 Given the "Reply to" field in a tweet to which the learner wants to respond (CN) the learner will type a response using fewer than 140 characters (B) such that the "Tweet" button, when clicked, will send

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		the message.
4.1	Tweet to individuals	4.1.7 Given the learner's profile page on Twitter (CN) the learner will identify and click the "Followers" link (B) to display the list of users following the learner (CR). 4.1.3 Having a private message to send to a Follower (CN) learner will click the user's profile button and to access "Direct Messages" (B) opening the Direct Messages window.

Assessment Instruments and Procedures

Assessment Table

The activities in the student

	Assessment Instrument	Objectives Assessed		
Step 1	A. Are you ready for step one? *True/False Entry Skills Test*			
	B. Get ready to Create your account *Fill-in-the-Blank Practice Test* C. Completed account details *Fill-in-the-Blank Practice Test*	1.1 1.2 1.4.4	1.4.5 1.4	1.2 1.3
Step 2	D. Can you find what you need? *Fill-in-the-Blank Pretest / Worksheet*	1.4.5	2.1.2.1	
	E. How did you do? *Short Answer Form*	2.1 2.1.1 2.2	2.2.3 2.2.4	2.2.2 2.2.1
Step 3	F. Reading a Tweet *Multiple Choice Practice Test*	3.1.8 3.1.3 4.1.4	3.1 3.1.3 3.2	3.2.1 3.2.1.1
Step 4	G. Connecting with Twitter Users part 1 *Multiple Choice Practice Test*	4.1 4.1.1 4.1.2 4.1.4 4.1.5	4.3 4.2 4.2.1 4.2.3	4.2.4 4.1 4.1.3 4.1.6
	G. Connecting with Twitter Users part 2 *Multiple Choice and Short Answer Summative Test*	4.1 4.2 4.3	4.3.2 4.3.4	
	H. Planning for future development *Rubric Chart for ongoing self-evaluation in performance context*	Step 2	Step 3	Step 4

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Instructional Strategy

Macro Level Strategy: Guided set-up and establishment of PLN

Activity	Time
Introduction: *Lecture* to establish need for, and concept of a Professional Learning Network (PLN)	5 minutes
Step 1: *Video* instruction on common elements of creating a Twitter account (stream at own computers for self-paced progress with instructor guidance as necessary)	15 minutes
Step 2: *Workbook* planning and Online engagement with Twitter website	20 minutes
Step 3: *Screenshots* of sample Tweets to orient learner to parts of a Twitter post	10 minutes
Step 4: *Screenshots* of sample Tweets showing how to engage with a Twitter user and Twitter content	10 minutes

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Instructional Strategy for Introduction:	
In this step, learners will learn the benefits of a Professional Learning Network.	
Student Groupings	Set-up room to facilitate conversations and workspace for paper and computer. Have one student booklet for each learner.
Media & Delivery Systems	Set-up instructor laptop and projector to show Twitter and instructional material. Instructor will guide learner through materials and activities.
Pre Instructional Activities	Welcome participants. Point out escape routes, washrooms, and any other necessary pieces of information they may require during the session.
Content Presentation & Learning Guidance	Introduce need to connect with other professionals.
Learner Participation	Part A in student workbook supports this stage of instruction.
Assessment	Learners should respond T for all statements. Learners responding F will require assistance from the instructor during step 1. All these skills are required to complete this step.
Follow-Through	The Introduction and Step 1 are one-time processes that establish the focus of engagement.

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Instructional Strategy for Step 1: Creating a Twitter Account	
In this step, create a Twitter account. While this is an essential step in the learning activity, it is not the primary learning goal. Instructor can help learners along through this stage as quickly as possible.	These activities address the following elements in the instructional analysis: ***1.1 Open Twitter website*** ***1.4.4 Articulates professional engagement*** ***1.4.5 Articulates professional interests*** ***1.4 Write Twitter bio*** ***1.4.2 Includes professional content*** ***1.4.1 Write with brevity and precision***
Student Groupings	Students will work independently with video as they create their Twitter accounts.
Media & Delivery Systems	Direct learners to the video tutorial on YouTube (http://youtu.be/IEppl5RjX10) on how to set up a Twitter account.
Pre Instructional Activities	Learners will create a professionally oriented biography for their Twitter profile.
Content Presentation & Learning Guidance[i]	Learners need to appreciate how professional names, images, biographies, and content will attract other professionals on Twitter.
Learner Participation	Part B in student workbook supports this stage of instruction.
Assessment	Part C in student workbook is an assessment tool to verify successful creation of a Twitter account.
Follow-Through	The Introduction and Step 1 are one-time processes that establish the focus of engagement.

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Instructional Strategy for Step 2: Connect with Users & Content[ii]	
In this step, learners will develop and implement a strategy for identifying content and Twitter users who communicate about topics of interest to the learner.	These activities address the following elements in the instructional analysis. ***2.2.2.3 Identify professional interests*** ***2.2.2.1 Identify interest keywords*** ***2.2.1 Use keywords to search for Tweets*** ***2.2 Read Tweets of professional interest*** ***2.1.1 Identify professionally interesting users*** ***2.1 Follow Twitterers of professional interest***
Student Groupings	
Media & Delivery Systems	Use oral prompts to guide learner through booklet activities. Use a laptop and projector or chart paper as needed
Pre Instructional Activities[iii]	Help learners understand what Twitter is and how it works. Provide strategies for making it a professionally useful tool. Part D in student workbook supports this stage of instruction.
Content Presentation & Learning Guidance	Help learners identify content and users Tweeting about topics of interest. Model determination of topic and search terms.
Learner Participation[iv]	Have learners search, skim, identify valuable info, and follow professionals on Twitter
Assessment[v]	Part E in student workbook supports this stage of instruction.
Follow-Through[vi]	Instruct learners to continue this activity as the class continues.

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Instructional Strategy for Step 3: Consume Information	
In this step, learners will read Tweets and be able to identify the parts of a Tweet in addition to the Tweet's content. This step blends into the last step. Monitor time remaining. Allow sufficient time to read a few tweets and get uses to abbreviations and symbols then move on to next step.	These activities address the following elements in the instructional analysis. ***3.1.8 Identify real name and Twitter name*** ***3.1.3 Identify interaction icons*** ***3.1 Read Tweets*** ***3.2 Read linked content***
Student Groupings	Students will search for, and find content on their own but are encouraged to share findings with others.
Media & Delivery Systems	Continue oral prompts to guide learner through booklet activities. Use laptop and projector as needed.
Pre Instructional Activities	Learners must understand Twitter's limited message length and how to communicate using abbreviations.
Content Presentation & Learning Guidance	Use handout (Appendix B, "Twitter Reference Sheet by Dr. Kimberly Tyson") to help learners understand commonly used abbreviations.
Learner Participation	Spend time reading Tweets. Encourage learners to ask questions about unfamiliar terms or abbreviations.
Assessment	Part F in student workbook is an assessment tool to verify ability to read and understand Tweets.
Follow-Through	Encourage learners commit the abbreviations and symbols to memory.

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Instructional Strategy for Step 4: Communicate with Twitter Users	
In this step, learners will develop and implement a strategy for identifying content and Twitter users who communicate about topics of interest to the learner.	These activities address the following elements in the instructional analysis. ***4.1 Tweet to individuals*** ***4.1.1 Reply to a Tweet*** ***4.2 Tweet to groups*** ***4.2.1 Tweet using group, topics, or chat hashtags*** ***4.3 Tweet to public/followers***
Student Groupings	Encourage learners to talk and share their findings as they search for content and follow more people.
Media & Delivery Systems	Continue oral prompts to guide learner through booklet activities. Use laptop and projector as needed.
Pre Instructional Activities	Prepare learners for sending out their own messages and engaging in conversation on Twitter.
Content Presentation and Learning Guidance	Encourage learners to continue reading, searching, adding to their following list.
Learner Participation	Have learners create and send their own Tweets in a variety of methods.
Assessment	Part G in student workbook is an assessment tool to verify ability to respond to, and write one's own Tweets.
Follow-Through	Encourage learners to make a strategy for continued engagement and participation in their Professional Learning Network. Part H in student workbook is a rubric providing guidance in PLN engagement.

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Media Selection Decision and Rationale

This program is guided by an instructor with material support from a student booklet and video tutorial. Activities in the student booklet are organizational helping students manage new content, and offer both formative and summative feedback to student and instructor. Questions and activities in the booklet offer multiple choice questions for verbal skills and short answer and fill-in-the-blank questions for intellectual skills. The assessment criteria indicate to the instructor and learner the critical elements in any open response.

The printed page format allows students to view Twitter content on the screen and engage with the learning materials simultaneously. It is also easily reproduced, and can, in digital format, be distributed for a paperless experience.

The primary focus of the instructional program is not learning how to create accounts, rather, it is how to create and engage with a professional learning network. Therefore, the assessment component for step one, “Creating an Account”, merely verifies that the account has been created and the learner knows how it is accessed.

Step two uses a video tutorial giving students some independence in the more mechanical, one-time set-up of their accounts while giving time to the instructor to assist students individually who had “false” responses in part A, “Are you ready for step one?”.

The reference card (Appendix B) provided for step 3 may be retained and used in the performance context but learners should be encouraged to commit the abbreviations and symbol meanings to memory.

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Appendix A: Assessment Materials / Student Booklet

Using Twitter to Create a Professional Learning Network (PLN)

Student Booklet

(10 pages including covers)

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Step 1: Creating a Twitter Account - checklist

***Instructions for the assessor**: In this pretest, learners will report existing skills and gaps in online account creation. If a learner answers False to any of the items below, they will require instruction on that skill. As learners complete the registration process, they will create and accumulate the details required to respond to items 7 – 12.*

A. Are you ready for step one?

Directions: Read the statements below and indicate using True or False whether the statement describes you.

T F 1. I can navigate to a website.

T F 2. I can complete an online form.

T F 3. I can check my e-mail.

T F 4. I can locate files on a computer.

T F 5. I understand some texting abbreviations.

T F 6. I can describe my own professional activities and interests.

B. Get ready to create your account

Directions: To prepare for your search, respond to the statements below in the space provided.

1. In fewer than 160 characters, describe your educational role, professional interests, and

2. Your Twitter handle is your nickname online. Be thoughtful about the image and feelings it may evoke compared to the image and attitudes you are trying to project. Write a few possibilities that are fewer than 15 characters.

View the video at http://youtu.be/IEppl5RjX10
for help creating your Twitter account.
Pause and rewind as necessary.

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Step 1: Creating a Twitter Account – checklist (con't)

C. Completed account details

Directions: Fill in the blanks.

7. The web address for Twitter is:

8. My new Twitter handle is:

9. My Twitter biography refers to this professional role:

10. My Twitter biography refers to these professional interests:

11. The number of characters in my Twitter biography is:

12. I have a personalized profile picture. Yes No

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Step 2: Connecting to Content and Users

***Instructions for the assessor**: In this step, learners will find Tweets relevant to their area of professional interest and find users to follow. In the first segment, learners will prepare for the search by identifying an area of interest then stating related keywords. In the second segment, learners will share an exemplary sample of their search results. Ensure the result contents reflect the stated area of interest.*

D. Can you find what you need?

Directions: To prepare for your search, respond to the statements below in the space provided.

3. In a sentence or two, describe a professionally interesting topic.

4. List 5 keywords and phrases associated with that professional interest.

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Step 2: Connecting to Content and Users (con't)

E. How did you do?

Directions: Demonstrate you're the accuracy of your searches by sharing some results.

5. Transcribe 3 Tweets that result from a search using the keywords and phrases listed above.

a)
b)
c)

6. From search results using the keywords and phrases listed above, list and follow 5 Twitter users with profiles reflecting your professional interest.
7. Briefly describe how the user's connection to your area of interest.

a)	a)
b)	b)
c)	c)
d)	d)
e)	e)

8. How many Twitter users with profiles reflecting your area of interest are you following? _____

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Step 3: Consuming Content

***Instructions for the assessor**: This step requires the learner to read and understand Tweets in their feed. This includes distinguishing message content from contextual information like sender and time sent. The learner will respond to the multiple choice questions below use the sample Tweet below to*

F. Reading a Tweet

Directions: With reference to the Tweet above, read each question and write the letter of the best response in the box to the left of each question.

1) The Twitter handle of the person who sent this Tweet is:

Choice: ____

A) @PrincipalDunlop
B) @federico_frank
C) @davidwees
D) all of the above

2) Which button would you press to send the message to your own followers?

Choice: ____

A) Reply
B) Retweet
C) Favorite
D) More

3) The subject of the Tweet is best described as:

Choice: ____

A) Dissecting MathChat topics
B) Problems with Math learning
C) @federico_frank and @davidwees do not agree on learning styles
D) Comparing problem and project based learning

4) Clicking which of these Tweet items will access linked media?

Choice: ____

A) MT
B) @davidwees
C) bit.ly/Zt6Vj1
D) #mathchat

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Step 4: Communicating

***Instructions for the assessor**: This step requires the learner to read and understand Tweets in their feed. This includes distinguishing message content from contextual information like sender and time sent. The learner will respond to the multiple choice questions below using the sample Tweet below.*

G. Connecting with Twitter Users part 1

Directions: With reference to the above Tweet, read each question and write the letter of the best response in the box to the left of each question.

1) Which button would you press to send a message back to the sender?

Choice:

A) Reply B) Retweet

C) Favorite D) More

2) If you wanted to mention Maureen in a public Tweet, which of the following should you include?

Choice:

A) Maureen B) Maureen Brunner

C) Ms. Brunner D) @maureenbrunner

3) Which of the hashtags mentioned would you use in to participate in the weekly Teacher Librarian Twitter discussion?

Choice:

A) #SIGMS B) #ISTE13

C) #tlchat D) SLMS

4) What condition is necessary in order to send Maureen a direct (private) message?

Choice:

A) You have to follow her B) She has to follow you

C) You have to have the same interests D) You have to mention her Twitter handle

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Step 4: Communicating (con't)

G. Connecting with Twitter Users part 2

Directions: With reference to the above Tweet, read each question and write the letter of the best response in the box to the left of each question.

5) Which button would you press to send this same message to your followers?

Choice:

A) Reply B) Retweet

C) Favorite D) More

6) Compose a response to the Tweet above. It must include the user's Twitter handle, the hashtags, and have fewer than 140 characters.

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Post Instruction: Engaging with your PLN

***Instructions for the assessor**: After instruction, the learners will continue to expand their following list and increase their levels of interaction. The rubric below indicates increasing levels of engagement from simple consumer (1) to a fully-engaged participant in a professional learning community. Encourage learners to refer to the rubric in the weeks ahead setting goals for themselves to achieve greater levels of participation.*

H. Planning for future development

Directions: Now that you have a Twitter account, know how to read and send Tweets, and are following some professional educators, you will create your own schedule and strategies for engaging with your PLN. The rubric below suggests some benchmarks. See where you are, the look to the column to the right and set some goals for moving ahead.

	1	2	3	4
Accessing Twitter	Views Twitter feed several times each week	Views Twitter feed daily	Views Twitter feed more than once each day	Views Twitter feed several times each day
Reading Tweets	Reads 50 Tweets per day	Reads 100 Tweets per day	Reads 200 Tweets per day	Reads 400 Tweets per day
Reading attached media	Reads fewer than 3 linked articles each week	Reads fewer than 5 linked articles each week	Reads at least one linked article each day	Reads several linked articles each day
Send retweets	Retweets fewer than 3 times each week	Retweets fewer than 5 times each week	Retweets once per day	Retweets several times each day
Make replies	Replies to Tweets fewer than 3 times each week	Replies to Tweets fewer than 5 times each week	Replies to Tweets once per day	Replies to Tweets several times each day
Make original Tweets	Sends original Tweets fewer than 3 times each week.	Sends original Tweets fewer than 5 times each week	Sends original Tweets once per day	Sends original Tweets several times each day
Making personal connections	Recognize a few users in the feed.	Recognize several users in the feed and have, for a few, a sense of their interests and professional engagement. Have engaged a few in dialogue.	Recognize many users in the feed and have a sense, for several, of their interests and professional engagement. Have engaged on several occasions with different users.	Recognize many users in the feed and know their interests and professional engagement. Have corresponded with several on professional issues. Have offered help to users. Participate in chats.

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End Student Booklet

(10 pages including covers)

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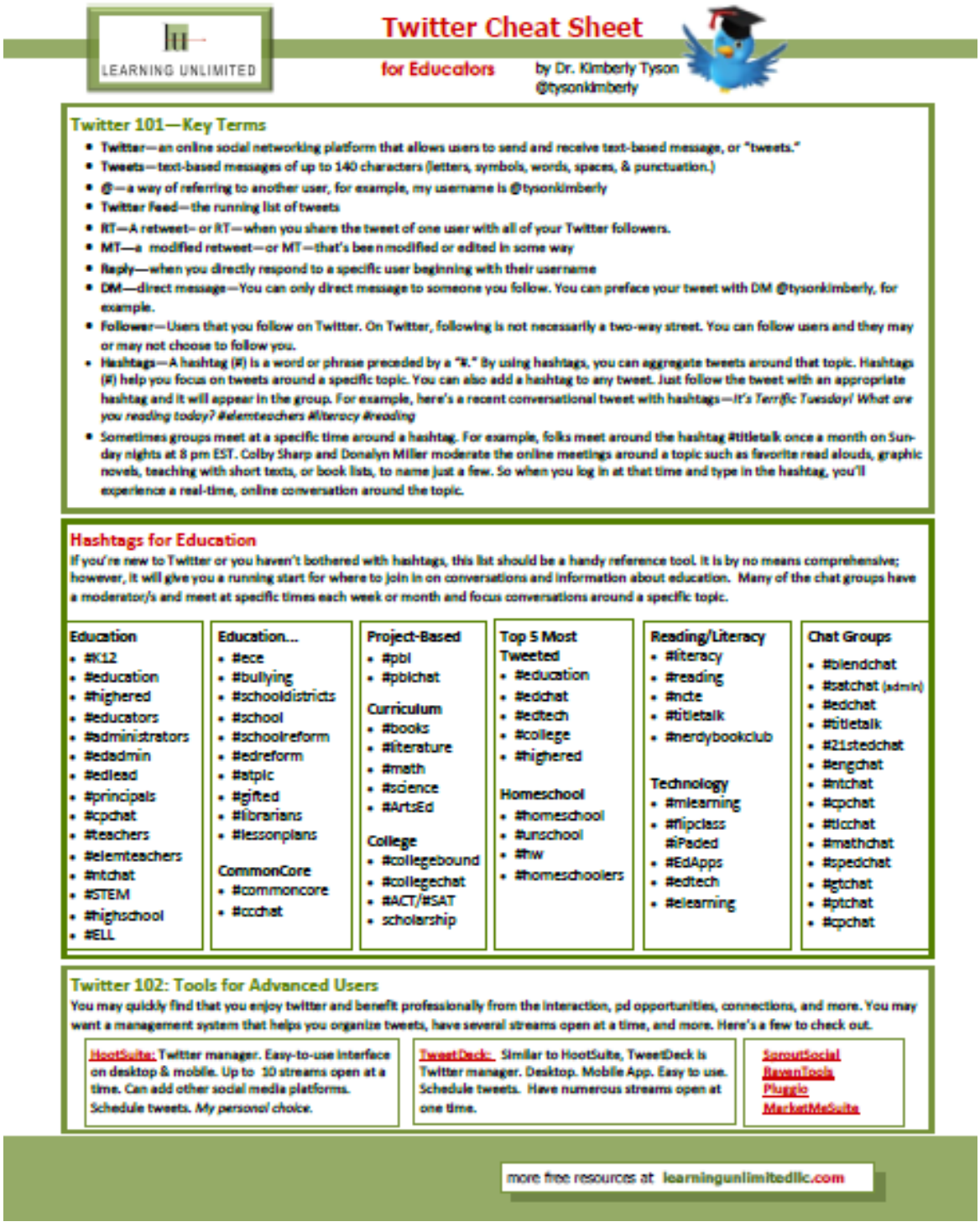
Appendix B: Twitter Reference Sheet by Dr. Kimberly Tyson



LEARNING UNLIMITED

Twitter Cheat Sheet

for Educators

by Dr. Kimberly Tyson
@tysonkimberly

Twitter 101—Key Terms

- **Twitter**—an online social networking platform that allows users to send and receive text-based message, or "tweets."
- **Tweets**—text-based messages of up to 140 characters (letters, symbols, words, spaces, & punctuation.)
- **@**—a way of referring to another user, for example, my username is @tysonkimberly
- **Twitter Feed**—the running list of tweets
- **RT**—A retweet– or RT—when you share the tweet of one user with all of your Twitter followers.
- **MT**—a modified retweet—or MT—that's been modified or edited in some way
- **Reply**—when you directly respond to a specific user beginning with their username
- **DM**—direct message—You can only direct message to someone you follow. You can preface your tweet with DM @tysonkimberly, for example.
- **Follower**—Users that you follow on Twitter. On Twitter, following is not necessarily a two-way street. You can follow users and they may or may not choose to follow you.
- **Hashtags**—A hashtag (#) is a word or phrase preceded by a "#." By using hashtags, you can aggregate tweets around that topic. Hashtags (#) help you focus on tweets around a specific topic. You can also add a hashtag to any tweet. Just follow the tweet with an appropriate hashtag and it will appear in the group. For example, here's a recent conversational tweet with hashtags—*It's Terrific Tuesday! What are you reading today? #elemteachers #literacy #reading*
- Sometimes groups meet at a specific time around a hashtag. For example, folks meet around the hashtag #titletalk once a month on Sunday nights at 8 pm EST. Colby Sharp and Donalyn Miller moderate the online meetings around a topic such as favorite read alouds, graphic novels, teaching with short texts, or book lists, to name just a few. So when you log in at that time and type in the hashtag, you'll experience a real-time, online conversation around the topic.

Hashtags for Education

If you're new to Twitter or you haven't bothered with hashtags, this list should be a handy reference tool. It is by no means comprehensive; however, it will give you a running start for where to join in on conversations and information about education. Many of the chat groups have a moderator/s and meet at specific times each week or month and focus conversations around a specific topic.

Education
- #K12
- #education
- #highered
- #educators
- #administrators
- #edadmin
- #edlead
- #principals
- #cpchat
- #teachers
- #elemteachers
- #ntchat
- #STEM
- #highschool
- #ELL

Education...
- #ece
- #bullying
- #schooldistricts
- #school
- #schoolreform
- #edreform
- #atpic
- #gifted
- #librarians
- #lessonplans

CommonCore
- #commoncore
- #ccchat

Project-Based
- #pbl
- #pblchat

Curriculum
- #books
- #literature
- #math
- #science
- #ArtsEd

College
- #collegebound
- #collegechat
- #ACT/#SAT
- scholarship

Top 5 Most Tweeted
- #education
- #edchat
- #edtech
- #college
- #highered

Homeschool
- #homeschool
- #unschool
- #hw
- #homeschoolers

Reading/Literacy
- #literacy
- #reading
- #ncte
- #titletalk
- #nerdybookclub

Technology
- #mlearning
- #flipclass
  #iPaded
- #EdApps
- #edtech
- #elearning

Chat Groups
- #blendchat
- #satchat (admin)
- #edchat
- #titletalk
- #21stedchat
- #engchat
- #ntchat
- #cpchat
- #tlcchat
- #mathchat
- #spedchat
- #gtchat
- #ptchat
- #cpchat

Twitter 102: Tools for Advanced Users

You may quickly find that you enjoy twitter and benefit professionally from the interaction, pd opportunities, connections, and more. You may want a management system that helps you organize tweets, have several streams open at a time, and more. Here's a few to check out.

HootSuite: Twitter manager. Easy-to-use interface on desktop & mobile. Up to 10 streams open at a time. Can add other social media platforms. Schedule tweets. *My personal choice.*

TweetDeck: Similar to HootSuite, TweetDeck is Twitter manager. Desktop. Mobile App. Easy to use. Schedule tweets. Have numerous streams open at one time.

SproutSocial
RavenTools
Pluggio
MarketMeSuite

more free resources at learningunlimitedllc.com

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Appendix C: Instructor's Guide

Using Twitter to Create a Professional Learning Network (PLN)

Instructor's Guide

(12 pages including covers)

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Overview and Schedule

Activity	Time
Introduction: *Lecture* to establish need for, and concept of a Professional Learning Network (PLN)	5 minutes
Step 1: *Video* instruction on common elements of creating a Twitter account (stream at own computers for self-paced progress with instructor guidance as necessary)	15 minutes
Step 2: *Workbook* planning and Online engagement with Twitter website	20 minutes
Step 3: *Screenshots* of sample Tweets to orient learner to parts of a Twitter post	10 minutes
Step 4: *Screenshots* of sample Tweets showing how to engage with a Twitter user and Twitter content	10 minutes

Each step has Special icons are used throughout the Instructional Strategy outline.

- background information ( ) for the instructor, are in *black italicised text*. They are included to help instructor understand process and context for an activity.
- information to deliver ( ) to the learners, and are in green text
- activities ( ) for learner practice and assessment are described with text and screenshots. Acceptable responses are shown in red text.

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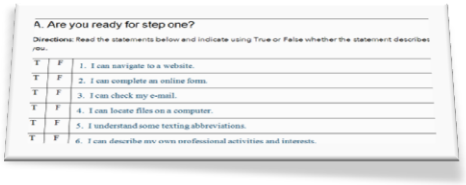
Instructional Strategy for Introduction: 5 Minutes		
In this step, learners will hear of the benefits of a Professional Learning Network.		
Student Groupings	***Note to instructor: groups and interactions amongst learners***	*Learners will each have their own laptop and will each create their own PLNs. They will be seated at round tables with four to six learners to each table. Have learners share their topic of interest with each other. Encourage them to work together identifying keywords and to share found resources (content and Twitter users) that fit with their fellow learners' interests.*
Media & Delivery Systems	***Note to instructor: required materials***	*The instructor may use a laptop and projector or chart paper and markers for the modeling component during Content Presentation and Learning Guidance. Oral prompts from the instructor guide learners through the activities in the booklet. Learner Participation after the initial bookwork occurs online with the Twitter website.*
Pre Instructional Activities	***Note to instructor***	*Welcome participants. Point out escape routes, washrooms, and any other necessary pieces of information they may require during the session.*
Content Presentation & Learning Guidance	***Share this with the learners (1 minute)***	Isolation can be a significant challenge for teachers. We generally work alone and opportunities to make meaningful connections with our colleagues are rare. Today we will learn how to create a professional learning network using social media. After this class, you will have the skills to engage with educators around the world and further develop your own professional learning network.
Learner Participation	***Have Learners perform this task (2 miniutes)***	• Complete part A in your booklet.  A. Are you ready for step one? Directions: Read the statements below and indicate using True or False whether the statement describes you. T F 1. I can navigate to a website. T F 2. I can complete an online form. T F 3. I can check my e-mail. T F 4. I can locate files on a computer. T F 5. I understand some texting abbreviations. T F 6. I can describe my own professional activities and interests. Assessment: Learners should respond T for all statements. Learners responding F will require assistance from the instructor. All these skills are required to complete this step.
Assessment	***Note to instructor***	*Learners should respond T for all statements. Learners responding F will require assistance from the instructor during step 1. All these skills are required to complete this step.*
Follow-Through	***Not applicable***	*(The Introduction and Step 1 are one-time processes that establish the focus of engagement.)*

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<table>
<tr><td colspan="3">Instructional Strategy for Step 1: Creating a Twitter Account
15 minutes</td></tr>
<tr><td colspan="2">In this step, learners will create a Twitter account</td><td>These activities address the following elements in the instructional analysis:
1.1 Open Twitter website
1.4.4 Articulates professional engagement
1.4.5 Articulates professional interests
1.4 Write Twitter bio
1.4.2 Includes professional content
1.4.1 Write with brevity and precision</td></tr>
<tr><td>Student Groupings</td><td>Same as previous step</td><td></td></tr>
<tr><td>Media & Delivery Systems</td><td>Note to instructor: required materials</td><td>The Project Booklet containing instructions and assessment materials is required for each learner. The booklet allows learners to view their search strategy and keywords while accessing the Twitter website on their computer screen.
Learners will view a streamed video tutorial from YouTube (http://youtu.be/IEppl5RjX10) on how to set up a Twitter account.</td></tr>
<tr><td>Pre Instructional Activities</td><td>Share this with learners</td><td>In this first step we will create a Twitter account. You will create a short biography and select a Twitter name.</td></tr>
<tr><td>Content Presentation & Learning Guidance[vii]</td><td>Share this with learners (2 minutes)</td><td>People connect with each other by searching Tweets and profiles. Your profile will have brief biography of fewer than 160 characters that describes your educational role and interests, as well as other professional items like memberships, achievements, designations, awards. Use terms that will help the search function find you for professional reasons.
The Twitter name you select should have some connection to your name or your professional role. You are encouraged to select a professional sounding name.
Once you have written your biography and have an idea for a Twitter handle, use the video to work through the steps in creating your account. Pause, rewind, and review as required. Ask for help if you need.</td></tr>
</table>

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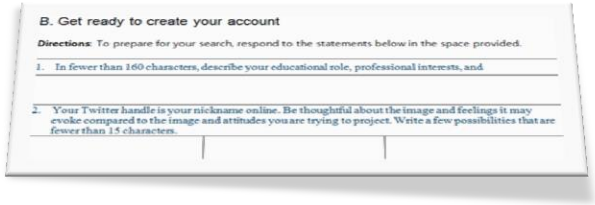
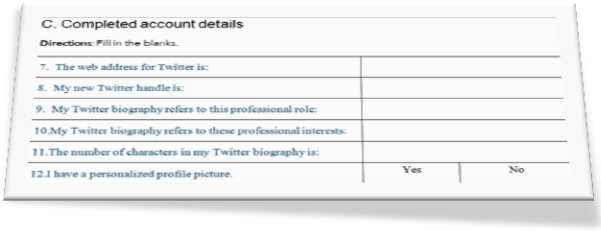
Learner Participation	***Have learners perform these tasks (8 minutes)***	• In part B of your booklet, write a short biography of fewer than 160 characters • Brainstorm two or three Twitter handles  B. Get ready to create your account Directions: To prepare for your search, respond to the statements below in the space provided. 1. In fewer than 160 characters, describe your educational role, professional interests, and 2. Your Twitter handle is your nickname online. Be thoughtful about the image and feelings it may evoke compared to the image and attitudes you are trying to project. Write a few possibilities that are fewer than 15 characters. • Create a new Twitter account following the steps outlined in the YouTube video (http://youtu.be/IEppl5RjX10) Assessment: 1) Answers will vary. Look for statements describing professional topics. 2) Answers will vary. Look for usernames
Assessment	***(5 minutes)***	• Complete section C in your booklets.  C. Completed account details Directions: Fill in the blanks. 7. The web address for Twitter is: 8. My new Twitter handle is: 9. My Twitter biography refers to this professional role: 10.My Twitter biography refers to these professional interests: 11.The number of characters in my Twitter biography is: 12.I have a personalized profile picture. Yes No Assessment: 7) http://twitter.com. 8) A username preceded with the @ symbol. 9&10) Answers will vary. 11) Must be less than 160. 12) While the learner may proceed having answered No, the learner's user profile is not yet complete.
Follow-Through	***Not Applicable***	*The Introduction and Step 1 are one-time processes that establish the focus of engagement.*

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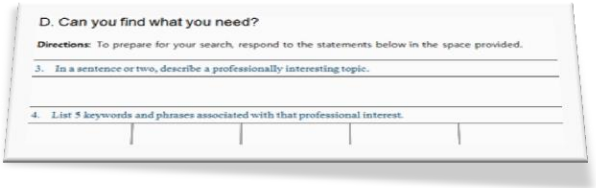
<table>
<tr><td colspan="3">Instructional Strategy for Step 2: Connect with Users & Content[viii]
20 minutes</td></tr>
<tr><td colspan="2">In this step, learners will develop and implement a strategy for identifying content and Twitter users who communicate about topics of interest to the learner.</td><td>These activities address the following elements in the instructional analysis.
2.2.2.3 Identify professional interests
2.2.2.1 Identify interest keywords
2.2.1 Use keywords to search for Tweets
2.2 Read Tweets of professional interest
2.1.1 Identify professionally interesting users
2.1 Follow Twitterers of professional interest</td></tr>
<tr><td>Student Groupings</td><td>Same as previous step</td><td></td></tr>
<tr><td>Media & Delivery Systems</td><td>Note to instructor: required materials</td><td>Instructor will continue using oral prompts to guide learner through booklet activities. The instructor may use a laptop and projector or chart paper and markers for the modeling component during Content Presentation and Learning Guidance.</td></tr>
<tr><td>Pre Instructional Activities[ix]</td><td>Share the scenario with learners.</td><td>Imagine being at a party with a hundred people and dozens of conversations happening at the same time. You could try to listen to all of the conversations at once, or you could move from group to group to find an interesting conversation.
Twitter hosts millions of simultaneous conversations and the search tool makes it possible to focus in on particular conversations and people who are talking about topics of interest to you.
Your twitter feed will show Tweets from the individuals and organizations you follow. For this reason, be very selective about who you add to your following list. Stocking your list with intelligent, thoughtful, and focused individuals means your feed will be full of valuable information.</td></tr>
<tr><td></td><td>Have learners perform this task. (2-3 minutes)</td><td>• Identify and name a topic of professional interest. Think about a topic you find interesting or challenging and wish to explore with others. Use section D in your booklet.
 
D. Can you find what you need?
Directions: To prepare for your search, respond to the statements below in the space provided.
3. In a sentence or two, describe a professionally interesting topic.
4. List 5 keywords and phrases associated with that professional interest.
Assessment: 3) Answers will vary. Look for statements describing professional topics. 4) Answers will vary. Look for words associated with the</td></tr>
</table>

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		professional topic described in question one.
Content Presentation & Learning Guidance	***Share this with learners.***	In a single conversation on a topic, participants may use a variety of content-related words to express their thoughts. Searching for one key word may result in too many, or too broad a range of information. Therefore, it is useful to have a variety of words to help focus a search for more precise results.
	Have learners perform these tasks. (3-5 minutes)	• In a few sentences, *describe your interest* including terminology, special vocabulary, and associated lingo. Describe the most fundamental elements of the interest. • *Underline the keywords* and phrases in your description. These are the keywords and phrases you will use to search for content. • Use a mind-map to *brainstorm additional synonyms* and associated words from the identified keywords.
	Model the process with this example	**Topic of Interest**: Physical Education **Description**: I like exploring ways to get inactive kids more engaged with the PE program. Finding low-organized games and sports that emphasize cooperation over competition is important to me. **Brainstorm**: Physical Education, PhysEd, activity, action, participation, health, healthy living, sedate, couch-potato
Learner Participation[x]	***Have learners perform these tasks. (10-15 minutes)***	• *Perform searches* using the keywords identified above. • *Skim* through the resulting Tweets and user profiles to find relevant information. • Click the *Follow* button on profiles of Twitter users that share your interests. • View the "Following" lists of the people you follow for additional sources of Twitter users. • While searching, look for more keywords, hashtags, and profiles that will help focus your results. • Aim to Follow at least 25 people in the next 10 minutes.

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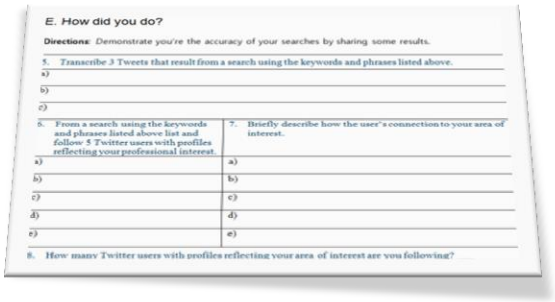
Assessment[xi]	***Have learners perform these tasks while performing Learner Participation tasks***	**Complete section E in your booklets.**  E. How did you do? **Directions**: Demonstrate you're the accuracy of your searches by sharing some results. 5. Transcribe 3 Tweets that result from a search using the keywords and phrases listed above. a) b) c) 6. From a search using the keywords and phrases listed above list and follow 5 Twitter users with profiles reflecting your professional interest. 7. Briefly describe how the user's connection to your area of interest. 8. How many Twitter users with profiles reflecting your area of interest are you following? Assessment: 5) Answers will vary. Look for content associated with keywords and professional interest. 6) Answers will vary. Look for Twitter username preceded by the @ symbol. 7) Look for an explanation connecting user profile to learner's area of interest. 8) Learner should follow at least 50 Twitter users.
Follow-Through[xii]	***Share this with learners. (2 minutes)***	Now that you have a start to your Professional Learning Network, continue to add Twitter users to your Following list. While it may seem like a lot, following at least 300 Twitter users will fill your feed with enough new and relevant information to make it worthwhile. In the next step, we will explore details of a Tweet. As we continue through the rest of the training, set a goal to have 100 in your following list and think about when and how you will read your Twitter feed. Remember, you don't need to read them all; think of them like headlines in a newspaper. Skim and decide which Tweets to give your attention.

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<table>
<tr><td colspan="3">Instructional Strategy for Step 3: Consume Information
20 minutes</td></tr>
<tr><td colspan="2">In this step, learners will read Tweets and be able to identify the parts of a Tweet in addition to the Tweet's content.
This step blends into the last step. Monitor time remaining. Allow sufficient time to read a few tweets and get uses to abbreviations and symbols then move on to next step.</td><td>These activities address the following elements in the instructional analysis.
3.1.8 Identify real name and Twitter name
3.1.3 Identify interaction icons
3.1 Read Tweets
3.2 Read linked content</td></tr>
<tr><td>Student Groupings</td><td>Same as Previous</td><td></td></tr>
<tr><td>Media & Delivery Systems</td><td>Note to instructor: required materials</td><td>Instructor will continue using oral prompts to guide learner through booklet activities. The instructor may use a laptop and projector to view additional Tweets for illustrative purposes.</td></tr>
<tr><td>Pre Instructional Activities</td><td>Share this with learners</td><td>Because of the limited message length, Twitter users employ symbols and abbreviations to fill those 140 characters with as much meaning as possible.
Like texting abbreviations, Twitter abbreviations are intuitive once you have the vocabulary sorted.</td></tr>
<tr><td>Content Presentation & Learning Guidance</td><td>Share this with learners (2 minutes)</td><td>ReTweets, ModifiedTweets, and DirectMessages are very common. @ symbols mean people, # symbols mean topics
Use the reference sheet in your booklet from Dr. Kimberly Tyson[xiii] (Appendix B) as you read through your Twitter feed.</td></tr>
<tr><td>Learner Participation</td><td>Have learners perform this task (5 minutes)</td><td>• Read Tweets and linked content for a few minutes. Focus on understanding the Tweet's message and recognizing Twitter symbols and abbreviations.</td></tr>
<tr><td>Assessment</td><td>Have learners perform this task from memory (2 minutes)</td><td>Without using the reference sheet, complete section F in your booklet.

Assessment: 1) A, 2) B, 3) D, 4) C.</td></tr>
<tr><td>Follow-Through</td><td>Note to instructor: skills to highlight (1 minute)</td><td>Encourage learners to keep the reference sheet for the hashtags, but to commit the abbreviations and symbols to memory for faster recall and a more fluid experience reading.</td></tr>
</table>

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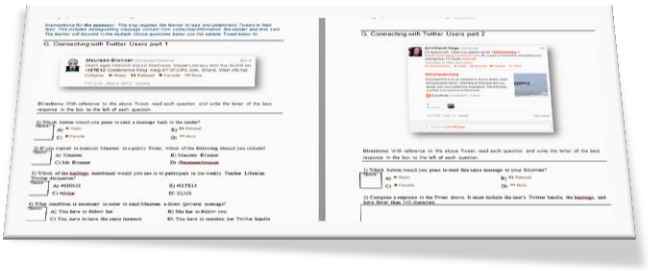
<table>
<tr><td colspan="3">Instructional Strategy for Step 4: Communicate with Twitter Users
10 minutes</td></tr>
<tr><td colspan="2">In this step, learners will develop and implement a strategy for identifying content and Twitter users who communicate about topics of interest to the learner.</td><td>These activities address the following elements in the instructional analysis.
4.1 Tweet to individuals
4.1.1 Reply to a Tweet
4.2 Tweet to groups
4.2.1 Tweet using group, topics, or chat hashtags
4.3 Tweet to public/followers</td></tr>
<tr><td>Student Groupings</td><td>Note to instructor: Student interactions</td><td>Encourage learners to share Tweets and Twitter profiles with others at the table. Conversation amongst the learners reflects the kind of professional engagement desired with their Twitter PLN.</td></tr>
<tr><td>Media & Delivery Systems</td><td>Note to instructor: required materials</td><td>Instructor will continue using oral prompts to guide learner through booklet activities. The instructor may use a laptop and projector to view additional Tweets for illustrative purposes.</td></tr>
<tr><td>Pre Instructional Activities</td><td>Share this with learners</td><td>To this point we have been consuming information found on Twitter. Communicating our own professional challenges, questions, understandings, and successes.</td></tr>
<tr><td>Content Presentation and Learning Guidance</td><td>Share this with learners (2 minutes)</td><td>As you read your Twitter feed, continue adding to your Following list but start engaging with others by replying to topics on which you have an opinion, re-tweeting posts you think deserve a wider audience, and sharing your own thoughts on topics important to you.
Remember that your profile picture, biography and Tweets should form a positive professional image.</td></tr>
<tr><td>Learner Participation</td><td>Have learners perform these tasks 5 to 7 minutes)</td><td>• Reply to at least 4 Tweets
• Re-tweet at least 6 interesting Tweets
• Compose 2 original Tweets of your own.</td></tr>
<tr><td>Assessment</td><td>Have learners perform these tasks (3 minutes)</td><td>Complete part G in your workbook. Do this activity without referring to your reference sheet.
 
Assessment: 1) A, 2) D, 3) C, 4) B, 5) B, 6) Answers will vary. Look for @AvrilVarga, #edchat, #EdCampWPG, and that the tweet has fewer than 140 characters including all symbols and spaces.</td></tr>
</table>

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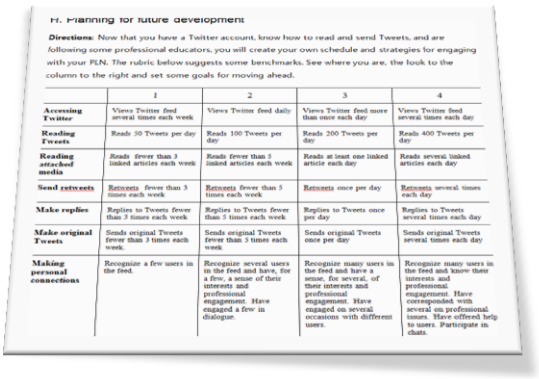
Follow-Through	***Share this with learners***	A professional learning network on Twitter is a personal endeavour and you will find your own patterns of engagement. Grow the list of Twitter users you are following is a good way to populate your feed with valuable information. Make time to read through Tweets on a regular basis. Respond and engage Twitter users on professional topics. .
	Have learners perform these tasks (in last 5 minutes)	Refer to the rubric in part H your booklet and plan for growth and deeper engage with your Twitter PLN.  H. Planning for future development **Directions**: Now that you have a Twitter account, know how to read and send Tweets, and are following some professional educators, you will create your own schedule and strategies for engaging with your PLN. The rubric below suggests some benchmarks. See where you are, the look to the column to the right and set some goals for moving ahead. Assessment: Learner determines own position on the rubric based on current engagement with PLN. Learner will look at the next highest level and set achievement goals to reach the next level.

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End Instructor's Guide

(12 pages including covers)

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End Notes

[i] Video instruction is employed in this segment to accommodate the different speeds at which learners will generate their biography and create the account. Video allows those who quickly create their biographies to move on to account creation and provides opportunities for review at their own pace when working through the setup steps.

[ii] Participants will receive a booklet with preparatory activities, pre-test questionnaires, and assessment tools. This allows learners to engage with instructional material on paper while viewing the Twitter application on their laptop screens.

[iii] The Pre Instruction and Content Presentation are primarily paper & pencil brainstorming tasks. Because the activity asks learners to explore and expand on terminology related to a topic, mind-maps and word walls seem most appropriate. This allows the learner to make connections in a non-linear way and to add content as the lesson progresses.

[iv] Learner Participation takes place on the computer using their newly-created Twitter accounts. This is a logical choice because the application they are using for the learning activity is the same as the one they will encounter in the performance context. Those that choose to use mobile devices in the performance context will follow the same processes though the interface will be slightly different.

[v] Learners will demonstrate understanding by completing a form showing a representative sample of the items found using their search strategy. Learners are asked to transcribe three tweets. Responses should demonstrate critical selection from the many responses for a few that reflect most closely the learners' interests. Learners are also encouraged to follow at least 25 users. A question asks the learner to identify Twitter users and explain how their profile reflects the learner's stated interest.

[vi] These skills are employed as subordinate skills in the next instructional step. Learners will have opportunity to continue working with and developing their search strategies. Prior to the end of the instructional event, learners will work with a rubric that describes subsequent engagement with the Twitter PLN in their performance context.

[vii] Video instruction is employed in this segment to accommodate the different speeds at which learners will generate their biography and create the account. Video allows those who quickly create their biographies to move on to account creation and provides opportunities for review at their own pace when working through the setup steps.

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[viii] Participants will receive a booklet with preparatory activities, pre-test questionnaires, and assessment tools. This allows learners to engage with instructional material on paper while viewing the Twitter application on their laptop screens.

[ix] The Pre Instruction and Content Presentation are primarily paper & pencil brainstorming tasks. Because the activity asks learners to explore and expand on terminology related to a topic, mind-maps and word walls seem most appropriate. This allows the learner to make connections in a non-linear way and to add content as the lesson progresses.

[x] Learner Participation takes place on the computer using their newly-created Twitter accounts. This is a logical choice because the application they are using for the learning activity is the same as the one they will encounter in the performance context. Those that choose to use mobile devices in the performance context will follow the same processes though the interface will be slightly different.

[xi] Learners will demonstrate understanding by completing a form showing a representative sample of the items found using their search strategy. Learners are asked to transcribe three tweets. Responses should demonstrate critical selection from the many responses for a few that reflect most closely the learners' interests. Learners are also encouraged to follow at least 100 users. A question asks the learner to identify Twitter users and explain how their profile reflects the learner's stated interest.

[xii] These skills are employed as subordinate skills in the next instructional step. Learners will have opportunity to continue working with and developing their search strategies. Prior to the end of the instructional event, learners will work with a rubric that describes subsequent engagement with the Twitter PLN in their performance context.

[xiii] Dr. Tyson's handout was selected because it clearly describes the most common Twitter abbreviations and key terms and also has a list of educational hashtags learners can use in Step 4. Dr. Tyson's poster is free to use and distribute and is available at http://www.learningunlimitedllc.com/wp-content/uploads/2012/12/Twitter-Cheat-Sheet-Tool-4-Learning-Unlimited-by-Kimberly-Tyson.pdf

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