Teaching teens to twitter
Supporting Engagement in the College Classroom

Reynol Junco
Associate Professor
Academic Development and Counseling
Lock Haven University
Research Team

Greg Heiberger
Trisha Scarcia-King
Lyudmyla Sonchak

Thank you

Eric Loken
Angela Daly
Manny Cueva

Consortium for Service Learning in Higher Ed.
Corporation for National and Community Service
Engagement and retention
Summary of engagement research

- **Academic Engagement**
  - Academic Work
  - Academic Experience

- **Social Engagement**
  - Class Discussions
  - With Faculty
  - Academic Community

- **Extracurricular Engagement**

- **Critical Thinking**
  - Analytic Competencies
  - Intellectual Development

- **Psychosocial Adjustment**
  - Maturity

- **Retention**
  - Educational Attainment
  - Nontraditional Careers for Women
  - Positive social self-concept
Social networking and engagement

- High or very high connection to institution (Heiberger, 2007)
- Very satisfied with social life (HERI, 2007)
- Participate in >1 student organization (Heiberger, 2007)
- Spend > 6 hours in student organization/week (HERI, 2007)
- High or very high connection to friends (Heiberger, 2007)
- Interact daily with close friends (HERI, 2007)
What’s next?

twitter and student engagement
First year seminar
Experimental Design

Pretest

CONTROL

ENGAGEMENT

EXPERIMENTAL

Posttest

ENGAGEMENT RANKING GRADES

twitter
<table>
<thead>
<tr>
<th>Item</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Asked questions in class or contributed to class discussions</td>
<td>Very Often, Often, Sometimes, Never</td>
</tr>
<tr>
<td>2. Participated in a community-based project (e.g., service learning) as part of a regular course</td>
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<td>3. Discussed grades or assignments with an instructor</td>
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<td>4. Talked about career plans with a faculty member or advisor</td>
<td></td>
</tr>
<tr>
<td>5. Discussed ideas from your readings or classes with faculty members outside of class</td>
<td></td>
</tr>
<tr>
<td>6. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)</td>
<td></td>
</tr>
<tr>
<td>7. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)</td>
<td></td>
</tr>
<tr>
<td>8. Had serious conversations with students of a different race or ethnicity than your own</td>
<td></td>
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<tr>
<td>9. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values</td>
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<tr>
<td>10. Attended an art exhibit, play, dance, music, theater, or other performance</td>
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<td>11. Exercised or participated in physical fitness activities</td>
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<tr>
<td>12. Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)</td>
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<tr>
<td>13. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective</td>
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Cronbach’s $\alpha = .76$
Funding provided incentives for student participation

Asked them to tweet or post on Ning
Using twitter in the classroom

- Continuity for class discussions
- Low-stress way to ask questions
- Discussion of common reading
- Class reminders
- Campus event reminders
- Helping students connect with each other and instructors
- Organizing service learning project
- Organizing study groups
Assignments

- Attend student panel and tweet questions
- Tweet about shadowing experiences
- Final Project Question 1: How has reading MBM changed your ideas about responsibility or obligation toward people who are poorer than you are?
- Final Project Question 2: Check out links and discuss
  - Video of Hursts and Pine Ridge Indian Reservation
  - Article about Hursts
  - 100 People: A world portrait
- Final Project Question 3: Farmer’s critics state what he is doing is only a band-aid for the problem (e.g. he does all $ raising). React and discuss.
Preliminary Data
60% Female; 30% Male
28% Neither parent has a college degree

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Sample</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>Asian American</td>
<td>1%</td>
<td>4%</td>
</tr>
<tr>
<td>Latino</td>
<td>6%</td>
<td>1%</td>
</tr>
<tr>
<td>American Indian</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>91%</td>
<td>85%</td>
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</tbody>
</table>
Technology use

Average Minutes/Day

<table>
<thead>
<tr>
<th>Activity</th>
<th>Minutes/Day</th>
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</thead>
<tbody>
<tr>
<td>Cell: Texting</td>
<td>190.63</td>
</tr>
<tr>
<td>Facebook</td>
<td>72.78</td>
</tr>
<tr>
<td>Cell: Talking</td>
<td>64.13</td>
</tr>
<tr>
<td>Email</td>
<td>36.97</td>
</tr>
<tr>
<td>IM</td>
<td>22.68</td>
</tr>
</tbody>
</table>
Time spent texting/talking

Number of Students

Hours/Day

0 1/4 1/2 3/4 1 2 3 4 5 6 7 8 9 10

Text
Talk
twitter activity
Tweet Categories
<table>
<thead>
<tr>
<th>Supportive</th>
<th>Release</th>
<th>Academic</th>
<th>Co-Curricular Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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This is one of my favorites - the Procrastination Hack http://bit.ly/8mbd9

10 Must-Do's for the first week of college - http://bit.ly/rGz1t - Yes, #9 says to turn off gadgets - not a bad idea from time to time

You sure can use Miss Homelycoming as a LEAP assignment !!!

Latin American 'Pena' Series with Cuban-American singer/songwriter, Lissette Alea. Jack's Place Tonight 7pm

77 ways to learn faster, deeper, & better http://bit.ly/gebGM

Check out the Chemistry Resource Room Shepard Hall 055. M-TH 8am-8pm; F 8am-2pm.

Sign up for a free tutoring session here: https://tutortrac.sdstate.edu/TutorTrac/Default.html

Final Project Q1: How has reading MBM changed your ideas about responsibility or obligations toward people who are poorer than you are?

It depends... What's making you lean towards pre-law?

10 Must-Do's for the first week of college - http://bit.ly/rGz1t - Yes, #9 says to turn off gadgets - not a bad idea from time to time
Discussion

reyjunco
reyjunco
rey.junco
rey.junco.tumblr.com
www.reyjunco.com