

Poster

Title: Use of Tweet Chats for distributed CPD within an open Community of Practice

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Session Learning Outcomes

By the end of this session, delegates will be able to:

- Identify the value of using Twitter to build a learning network
- Reflect upon how Twitter can be used to build upon the 5Cs: connecting, communicating, curating, collaborating and creating
- Discuss the role of 'TweetChats' within a learning network

Session Outline

Twitter has been used as the primary communication channel for an open 5 day event for staff and students where participants reflect upon and discuss the use of smart/mobile devices in supporting learning and teaching. The 'Bring Your Own Device For Learning' (BYOD4L) short course runs over five days, and has taken place on two separate occasions - January 2014 and July 2014. The course is free and does not require participants to register.

Scheduled synchronous 'TweetChats' have taken place on each of the five days, and last for one hour. Each TweetChat aligns to one of the five Cs - connecting, communicating, curating, collaborating, and creating (Nerantzi and Beckingham 2014). Facilitators in pairs or threes worked together to create a list of 5-6 questions relating to the daily theme to stimulate discussion in the chat. Participants used the '#BYOD4LChat' hashtag to easily follow discussions and respond to the series of questions, however also began to engage in conversation with peers and build a network (Reed and Nerantzi 2014). What emerges from these TweetChats is a rich dialogue, a sharing of resources (links to papers, website, tools, videos and more) and a clearly supportive community reaching out to each other.

Participants on the July 2014 iteration of BYOD4L were asked to complete a short online questionnaire related to their experience of TweetChats and the findings are shared in the poster. Respondents were both experienced and new to using Twitter, and participated within this community of practice. Our poster will reflect upon this research and prior work in this area. (Reed and Nerantzi 2014, Reed 2013, Beckingham 2011)

Key issues to be addressed are:

- How participants new to this environment are supported

- What guidance needs to be provided by facilitators to develop confident communication in this space

References

Beckingham, S. (2011) The impact of Twitter and its new relationship with the SEDA community, Educational Developments

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Reed, P. (2013) Hashtags and retweets: using Twitter to aid Community, Communication and Casual (informal) learning.

Reed, P. and Nerantzi, C. (2014) Tweet-Chats: The New 'Condensed' Synchronous Discussion Forum? Using Social Media in the Social Age of Learning

Reed, P & Nerantzi, C (2014) Tweet-chats: the new 'condensed' synchronous discussion forum?, in: Nerantzi, C. & Beckingham S. (eds.) Using social media in the social age of learning, Lifewide Magazine, Special Edition, June 2014, pp. 13-16.