

Social Media as Game Strategy: Twitter in the #InfoLit Instruction Session

Q: Why Twitter?

Twitter users comprise 20% of adults who are online. However, those who are on Twitter are more engaged as social media users than the users of any other platform.

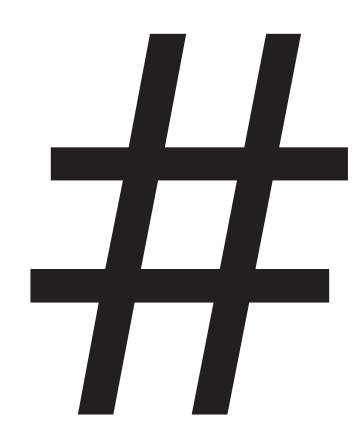
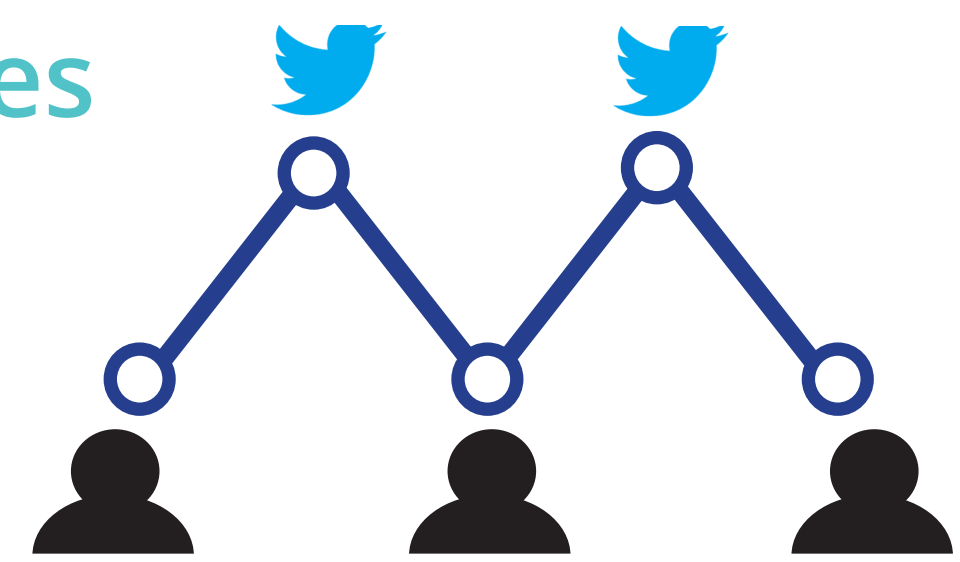
Social media matrix
 % of users of each particular site who use another particular site (e.g., 34% of Pinterest users also use Twitter)

	Use Twitter	Use Instagram	Use Pinterest	Use LinkedIn	Use Facebook
% of Twitter users who ...	-	58%	42%	47%	91%
% of Instagram users who ...	52%	-	47%	38%	94%
% of Pinterest users who ...	34%	43%	-	40%	88%
% of LinkedIn users who ...	39%	35%	40%	-	86%
% of Facebook users who ...	29%	34%	34%	33%	-

Pew Research Center's Internet Project September Combined Omnibus Survey, September 11-14 & September 18-21, 2014.
 PEW RESEARCH CENTER

Retrieved from: http://www.pewinternet.org/2015/01/9/social-media-update-2014/pi_2015-01-09_social-media_10/

Twitter also provides context to SCHOLARSHIP as CONVERSATION



...because Twitter's hashtags link users to (public) conversations

h o w t o p l a y

BASIC

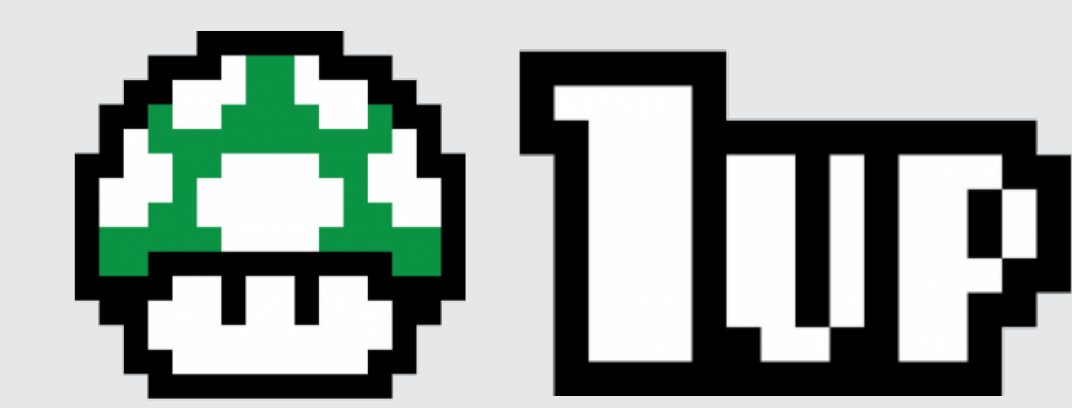
LIB200@SUNYPlatts @Lib200Platts Feb 3
 Team 1: Start with #ferguson in twitter advanced search. Try different search limiters. #LIB200A10

intermediate

LIB200@SUNYPlatts @Lib200Platts Feb 3
 Team 1: Next, identify 3 hashtags related to #ferguson. Write them down. #LIB200A10

ADVANCED

LIB200@SUNYPlatts @Lib200Platts Feb 3
 Team 1: 3rd Step, use hashtags you've collected to conduct an advanced search in "Find Articles" from: plattsburgh.edu/library #LIB200A10



LIB200@SUNYPlatts @Lib200Platts Feb 3
 Team 1: Last step, add links to #ferguson articles to your group biblio: bit.ly/1u2OeH8. Make sure they're scholarly! #LIB200A10

RESEARCH AS INQUIRY:
 TOPIC EXPLORATION AND DETERMINING THE NATURE & EXTENT OF INFORMATION.

SEARCHING AS STRATEGIC:
 SYNTHESIZE IDEAS AND CREATE A CONCEPT MAP OF HASHTAGS.

STUDENTS TRANSFER TOPIC SEARCH SKILLS TO SCHOLARLY RESEARCH IN A LIBRARY DATABASE.

STUDENTS CREATE AN ANNO-"TWEETED" BIBLIOGRAPHY: EVALUATE SOURCES, COMMENT AND ENGAGE.

A: Pedagogy!

Don't silence--Engage!

Apply so-called "distractions"-- for #infolit!

"...one of the fields where gamification may have a greater impact is online learning. Its potential benefits may address well-known issues such as...the lack of student motivation due to the limited capacity of interaction with teacher and classmates."

Dominguez et al, 381

Provide students with an alternative means of participation

Support experiential learning in digital literacy by using everyday tools to apply ideas about scholarship as a conversation.



Set-Up Your Game

1. Create a Twitter account
2. Give your class a hashtag --make it something unique!
3. Create a shared document --Google Doc, PrivatePad, etc.
4. Shorten any shared URLs --bit.ly, tinyurl, etc.

Privacy

If you don't want your students using public Twitter accounts, set-up a few Twitter accounts. Teach "team" can use one Twitter account to search & respond, which can then be re-used for future classes.

#Ferguson Used Differently on Twitter and Instagram

March 3-25, 2015

	% of conversation	% of posts
% that were directly related to Ferguson saga	86	38
% that were not directly related to Ferguson saga	14	62
% that conveyed information about a specific event	71	36
% that were about a theme or idea	29	64

Source: Pew Research Center analysis. PEW RESEARCH CENTER.



Bibliography

American Library Association. (2014). Information Literacy Competency Standards for Higher Education. Retrieved from <http://www.ala.org/acrl/standards/information-literacycompetency>

American Library Association. (2014). Draft Framework for Information Literacy for Higher Education. Retrieved from <http://acrl.ala.org/ilstandards/wp-content/uploads/2014/11/Framework-for-IL-for-HE-draft-3.pdf>

Dominguez, A., Saenz-de-Navarrete, J., De-Marcos, L., Fernández-Sanz, L., Pagés, C., & Martínez-Herráiz, J. J. (2013). Gamifying learning experiences: Practical implications and outcomes. *Computers & Education*, 63, 380-392.

Farber, Michael (2015). Engaging Students with Social Game Mechanics. *edutopia*. Retrieved from <http://iinkis.com/www.edutopia.org/blo/NqVHE>

Rao, Aditi. How To Cite Social Media: MLA & APA Formats. Teachbytes. Retrieved from <http://teachbytes.com/2013/04/09/how-to-cite-social-media-mla-apa-formats/>

Contact Us!



Lydia Willoughby
 Visiting Assistant Librarian
 SUNY Plattsburgh
 lwill016@plattsburgh.edu
 @willoughbrarian

Kelly Marie Blanchat
 Electronic Resources Librarian
 Queens College, CUNY
 kelly.blanchat@qc.cuny.edu
 @kellyblanchat