Learning Outcome M SD p
I enjoyed the Twitter Assignment 3.45 1.13 .21
Twitter assignment made class more enjoyable 3.73 1.01 .04
Twitter assignment made class more engaging 3.64 0.92 .05
I spent more time reading when I tweeted 4.09 1.22 .01
I spent more time thinking when I tweeted 4.09 1.14 .01
I feel like I learned more when I tweeted 3.09 1.04 .78
I feel like I remember more when I tweeted 3.36 .92 .22

Note: 5 point Likert scale, 1=strongly disagree; 5=strongly agree
Cronbach’s alpha (α=.75)

Results

Did Twitter increase student interest in the course?

Did Twitter increase student retention of information?

Assignment

For each thinker, compose a tweet or series of tweets that conveys the main idea(s) of the author. You may either write the tweet in your own style or in the style of your author.

Write a short (1-2 paragraph) summary of your tweet and how it relates to the reading. All tweets should include the class hashtag (#hidrg).

Rubric:
1 point – completed tweet and summary
1 point – quality of hashtags (relevant, informative, logical)
1 point – quality of analysis (interesting, insightful commentary grounded in the readings)
1 point – quality of the writing (summary free from grammatical errors)

Methodology

Students were assigned half of the authors to Tweet. The control group is therefore the students who did not Tweet an author. Administered a pop quiz on the last day of the semester to gauge student retention. Also administered surveys to elicit student feedback.

Tweetering Assignments:
Smith (4 Tweets) or Marx (4 Tweets)
Malthus (2 Tweets) or Ricardo (1 Tweet)
Keynes (2 Tweets) or Veblen (1 Tweet)

Lessons Learned

• "I liked how the assignment brought a fun way to discuss normally tasteless topics like Marx/Smith to the course"
• “Tweeting gave a little modern twist to a class about really old people”
• “It was a fun change of pace from [a] typical class”
• “I liked the challenge to post relevant content”
• “It allows others to be engaging in class that wouldn’t otherwise”
• Twitter "makes the reader focus more on strong points that authors make”