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# Crynoldebau / abstracts

Using Twitter to Engage Students Outside the Classroom

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This paper will discuss the author’s experiments with using Twitter alongside traditional face-to-face methods of teaching to increase the quality and quantity of engagement by undergraduate students outside scheduled contact hours. For the past three years, the author has invited students taking different International Politics modules at Aberystwyth University to follow a variety of Twitter accounts relevant to the module and to use a hashtag comprised of the module’s course code (such as #IP36720) when tweeting about something related to their academic work. Student participation has been voluntary and a rolling feed of tweets including the module hashtag has been embedded in the module’s Blackboard site so that students who do not wish to participate directly are still able to read the tweets sent by others. In every module that has included Twitter so far, a virtual community has been created in which practitioners (journalists, activists, NGO staff, policy advisers) interact with students. This interaction with professionals helps to bring the subject alive to students and to demonstrate the relevance of their studies for events and debates in the world outside the classroom.