Microblogging in the classroom. From information to participation

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III Conference on Law teaching and Information and Communication Technologies
Universitat Oberta de Catalunya
Barcelona, 8 June 2012
Introduction

- e-Government: framework and professional context
  - Wealth of the students’ profiles
- Skills for the job market
- Transversal skills
  - Communication competence
  - Digital competence
Why and what for Twitter in the classroom

- Sense of community en virtual environments
- Almost real-time in asynchronous environments
- Student engagement
- Proactivity
- Information sources from “the outside”
- Informal learning
- Teacher engagement
Workings of the experience

Microblog

¡Envía tu mensaje!

Caracteres disponibles 125

envía

No hay etiquetas. Puedes incluirlas en tu mensaje añadiendo un # delante de la etiqueta.

Cronología Pública

Ismael Peña López (ipena) - hace 5 meses
Ya tenéis las notas de la 1a actividad puestas y algunos comentarios (brevísimos) en vuestros buzones.

... - hace 5 meses
... aunque en este caso, el reconocimiento es tácito ;-) 

... - hace 5 meses
Como se suele decir, el primer paso para resolver un problema es reconocerlo...

Ismael Peña López (ipena) - hace 5 meses
Eso al menos se apuesta por ella, @... :DDD

... - hace 5 meses
ismael, la noticia deja claro... ¿qué si hay algo claro... es la NO interoperabilidad, no?

Ismael Peña López (ipena) - hace 5 meses
Sobre el tema de la e-Administración "global": Kroes apuesta por el e-gobierno sin fronteras
## Participation in the experience

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total users:</strong></td>
<td>43</td>
<td>26</td>
</tr>
<tr>
<td><strong>Total professors:</strong></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total students:</strong></td>
<td>40</td>
<td>23</td>
</tr>
<tr>
<td><strong>Total messages:</strong></td>
<td>79</td>
<td>312</td>
</tr>
<tr>
<td>Messages from professors:</td>
<td>51</td>
<td>129</td>
</tr>
<tr>
<td>Messages from students:</td>
<td>28</td>
<td>183</td>
</tr>
<tr>
<td><strong>Messages / user:</strong></td>
<td>1.8</td>
<td>12.0</td>
</tr>
<tr>
<td><strong>Messages / professor:</strong></td>
<td>17.0</td>
<td>43.0</td>
</tr>
<tr>
<td><strong>Messages / student:</strong></td>
<td>0.7</td>
<td>8.0</td>
</tr>
</tbody>
</table>
Students’ profiles

- Know microblogging tools
- Use a microblogging tool
- Own a smartphone

[Bar chart showing percentages for 2010 and 2011]
Use of the tool (I)

**Ever used the microblog in the classroom**

- **2010**: Never 30%, Sometimes 70%
- **2011**: Never 20%, Sometimes 80%

**Ever used the microblog in your mobile**

- **2010**: Never 40%, Sometimes 60%
- **2011**: Never 30%, Sometimes 70%
Use of the tool (II)

What did you use the microblog in the classroom for? (% of answers)

- Read notices and news from the professor
- Ask questions related to the assignments
- Exchange references and resources related to the subject
- Communicate my status regarding my following of the subject
- Exchange references and resources related to the subject
- Ask questions related to the subject
- Curiosity. Found an interesting link
- Communicate with my classmates

(Chart showing percentages for 2010 and 2011)
Evaluation of the experience (I)

Evaluation of the experience

Useful to follow the subject
Evaluation of the experience (II)

Useful the contributions of your classmates

Useful the contributions of the professor
Evaluation of the experience (III)

What do you value most of the microblog

- Did not use it
- Opinions on the subject
- Comments on time-management
- Links or resources related with the assignments
- Links or resources related with the subject

Percentages:
- % 2010
- % 2011
Conclusions

- Coming of age of the adoption of web 2.0 tools
- Key importance of usage
  - sense of purpose
  - properly led and “scaffolded”
- Permeability of the “walls” of the virtual classroom
- From information to participation
- Sense of community
  - of learning
  - of practice
Barcelona, 8 June 2012. Universitat Oberta de Catalunya

**To cite this work:**

<http://ictlogy.net/presentations/20120608_ismael_pena-lopez_agusti_cerrillo_-microblogging_in_the_classroom_from_information_to_engagement.pdf>

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