Resource Guide for Teaching with Twitter
Compiled by Library and CRTE (updated 2/14/2013)

UC Merced Twitter Handles:
- @ucmerced
- @ucmercedlib (Library)
- @ucmercedcrte (Center for Research on Teaching Excellence)
- @ucmercedOSL (Office of Student Life)
- @ucmercedbobcats (Athletics)
- @ucmercedcareer (Career Services)
- @ucmerced_intl (International Center)

Key Educational hashtags:
- #highered
- #infolit
- #STEM
- #writers
- #edtech
- #educause

Common Ways to use Twitter:
- **Communication:** announcements, bulletin boards, instant feedback, reminders, bite-size info, etc.
- **Organization:** recap, collating ideas, collecting comments, etc.
- **Resources:** research and news from the field, follow experts, ask for advice and feedback, etc.
- **Engagement:** class discussions, links to interesting readings, conversation overflow, etc.
- **Writing Skills:** vocabulary building, punctuation, grammar, concise writing, etc.
- 60 Ways to Use Twitter by Category (TeachThought): [http://goo.gl/as5Vl](http://goo.gl/as5Vl)
- 50 Ways to Use Twitter in the Classroom (Teachhub): [http://goo.gl/GPrTs](http://goo.gl/GPrTs)
- 100 ways to Use Twitter by Degree of Difficulty (Edudemic): [http://goo.gl/V4OfL](http://goo.gl/V4OfL)

Citing Twitter:
MLA and APA now provide guidelines and examples addressing how to cite information found on Twitter. Please find links below, in addition to examples of information order (hanging indents omitted) taken from the MLA and APA style guide websites, respectively:

- **MLA** -- [http://www.mla.org/style/style_faq/mlastyle_cite_a_tweet](http://www.mla.org/style/style_faq/mlastyle_cite_a_tweet)
  Athar, Sohaib (ReallyVirtual). “Helicopter hovering above Abbottabad at 1AM (is a rare event)” 1 May 2011, 3:58 p.m. Tweet.

<table>
<thead>
<tr>
<th>Dialogic</th>
<th>In-class Back Channel</th>
<th>Outside of Class Discussions</th>
<th>In-class Directed Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses: ad hoc class discussions, real-time commenting, recording divergent viewpoints</td>
<td>Uses: extend class discussions, exchange comments about readings or questions about assignments</td>
<td>Uses: Open or guided questions with student responses collected for later analysis</td>
<td></td>
</tr>
<tr>
<td>Benefits: engages less vocal students, archives otherwise ephemeral comments</td>
<td>Benefits: community building, continuity between class sessions</td>
<td>Benefits: engages all students in discussions in large lecture classes</td>
<td></td>
</tr>
<tr>
<td>Tracking Activities</td>
<td>Lightly Structured Activities</td>
<td>Metacognitive/Reflective Activities</td>
<td></td>
</tr>
<tr>
<td>Uses: find and follow instructor, experts in the field, or key topics</td>
<td>Uses: solicit course feedback, offer ambient office hours, poll class, language or writing practice</td>
<td>Uses: students report on self learning, articulate their difficulties, recap the most valuable lesson of the day</td>
<td></td>
</tr>
<tr>
<td>Benefits: exposure to the larger cultural conversation about the class material</td>
<td>Benefits: flexibility, availability, scalability</td>
<td>Benefits: fosters critical thinking</td>
<td></td>
</tr>
<tr>
<td>Institutional communication</td>
<td>Instructor Communication</td>
<td>Pedagogical Communication</td>
<td></td>
</tr>
<tr>
<td>Uses: community outreach, alerts, announcements</td>
<td>Uses: announcements, syllabus changes, reminders</td>
<td>Uses: sharing timely links and resources</td>
<td></td>
</tr>
</tbody>
</table>