

# BOGANTWEET

WILLIAM J. BOGAN COMPUTER TECHNICAL HIGH SCHOOL

## Convos on Twitter

Many teachers are using Twitter as a forum for class discussions. Digitizing classwork, especially class discussions, allows us to grow our audience and we're able to incorporate other stakeholder groups in the learning that takes place. In particular, we're able to actually engage our students' parents and guardians.

On Twitter to post a question type 'Q1' in front of the first question, type your question, include a hashtag, and then post your tweet. *Example: "Q1 Was the antebellum South agrarian? #CampbellAPHistory"*

Your students will post answers with 'A1' in front and include the same hashtag. *Example: "A1 YES! IT DEF WAZ AGRARIAN #CampbellAPHistory"*

Please don't mind the slang in the response (that is how your students may respond).

Now it's time for the second question. Type 'Q2', then your question and the hashtag. *Example: "Q2 What digital evidence can you provide to support your A1? #CampbellAPHistory"* Now your student's are scouring the net for resources that the class will vet for authenticity and reliability. Students will post their answer to the second question like this: *"A2 here's a link defending my response to A1... #CampbellAPHistory"*

From here the conversation will grow. Q3, A3 - Q4, A4 - etc. And all this can be viewed by the parents when they search the hashtag #CampbellAPHistory.

Bear in mind that our parents and guardians are just as skeptical of social media as you are. Calling families and/or emailing them to share what you're doing on Twitter will engender buy-in.



## Reaching the Digital Native

First came the GenXers - these are my people. On the young end, we are in our early 30s. Then came the GenYers (also called *Millennials*). Many of our students have one foot or both feet firmly planted in this generation.

Spread across these two generations is found the *Digital Native* - someone whose entire existence has been marked by the ubiquitous presence of digital technology - think: smart phones, digital information services, internet, cable television, and social media.

The *Digital Native* spends more time in real-world actually *isolated*, but more time than any previous generation engrossed by the mosaic of colors that appear on a small screen held in his or her hand. The *Digital Native* is a child of the 21st century, a social media guru, a genius in the art of cyber connectivity, and a student who is usually bored to tears in our classrooms.

Why? Is it the *Digital Native* or his or her family's fault? Could we say that the family of the *Digital Native* has allowed for the growth of apathy and indifference towards learning. Could the disconnect stem from how we approach the *Digital Native* in the classroom? Is the teaching and learning in our classrooms equitable to the *Digital Native*? Is there fault to cast on anyone? I don't think there is. There is a societal advancement that has taken place and we all are exploring this brave new world together.

Regardless of your years of service in the teaching profession, we all are collectively grappling with creating relevance for the *Digital Native*.

In short, we are all in this together. Let's make a go of it!

@njcampbell1



**REACH**Students  
Recognizing Educators Advancing Chicago Students

### #DanielsonFramework Tip of The Week - 2b: Establishing a Culture for Learning

To earn *distinguished* in 2b, the teacher, in part, "...conveys high learning expectations for all students..." And the students "assume responsibility for high quality work by...initiating improvements, making revisions, adding detail and/or helping peers." There are a couple ways Twitter can be a useful tool to you and your students in 2b. First, posting assignment on Twitter opens up the communication and creates a support for students. Second, a student in each class can be tasked with the responsibility of being the Class Tweeter, and s/he will manage these posts for the class as a whole. Third, if you find a link to a web resource, don't email it out. Post it on Twitter for students to access. Remember: if students are on Twitter, they're online. They can easily tap or click on the link to access the information you've shared. Fourth, you and your students can use twitter as a backchannel - a place to post questions and answers so the lesson can proceed as planned while you've given space for students to scaffold each other in their learning. Additionally, a Twitter feed can be a place where students actually post links for classmates, directing them to the answers they're seeking. Through the use of Twitter, a *distinguished* in 2b has just become a little more attainable.

## FOLLOW @



**Who:** Ms. McGuire

**Subject:** AP English

**Twitter:** @LiddellMcGuire

Ms. McGuire has been on Twitter for several months, using it both as an instructional tool and also to support her own growth as a teacher and teacher-leader. One of her hashtags is #lyricalsavants, which she uses when tweeting out photos and information about the student spoken word group she facilitates.



**Who:** Mrs. Robinson-Davis

**Subject:** Yearbook, College Prep

**Twitter:** @RobDavisEng4

Need an example of a great Twitter lesson to polish off reading a novel in class, then Mrs. Robinson-Davis is your gal! Her students finished the novel *Persepolis* and took the conversation digital. Check out the assignment to the right!

## Tweeting #Persepolis

Mrs. Robinson-Davis was one of the first Bengal teachers to use Twitter as a tool to facilitate a whole-class assignment. Last spring she and her English IV students were wrapping up the novel *Persepolis* by Marjane Satrapi. Mrs. Robinson-Davis approached Twitter with eyes wide open. She did her best to envision the questions her students might have. What she knew was that, up until that point, none of her students had thought about using Twitter as an academic tool. She took into account that she may not want to see the things posted on a student's person Twitter feed. So, she tasked students with making a new 'professional' account just for school work. She provided a hashtag that would be a tool all could use to search the class tweets. And she included a tip, knowing that, though her students were digital natives, perhaps some weren't really fluent with how to use Twitter.



### Persepolis Twitter Assignment #RDPerse

Due date: \_\_\_\_\_

Here are the steps that we're going to follow as we work on our first Twitter-based homework assignment. Please let me know if you have any questions.

1. First, you must use your CPS ID Twitter account for this assignment. If you don't have a Twitter account based on your CPS ID, see Mr. Campbell during your lunch shift or after school in the DLL.
2. Next, use Google to perform an image search for an image from *Persepolis*.
3. Next, download that image.
4. Finally, tweet that image with your explanation of how it echoes the intent, symbolism, irony or meaning from either the book or the movie.

**A tip:** You are only allowed one tweet. Nothing more will be graded. You only have 140 characters in a tweet. Our hashtag is 8 characters long. This leaves you with only 132 characters to use to convey your message. Think critically about the words you use. Use 'texto' language if needed.

**Start your tweet with the hashtag #RDPerse**