INTEGRATING SOCIAL MEDIA INTO THE CLASSROOM

Digital Humanities Faculty Workshop Series
Fall 2017

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Agenda

• Social media in the classroom: Why?
• Project Overview: Digital Identity Analysis
• Course Overview: The Crowdsourced Classroom
  • Activity
• Questions/Discussion
The omnipresence of digital media as well as the increasing popularity of "new media" in academic job advertisements makes it clear that we must adapt to these technologies, if not for ourselves, then certainly for our students...While the literature remains the same, our students and our resources do not, and we must consequently take up this opportunity to incorporate these exciting possibilities into our classroom. In doing so, we foster the intellectual flexibility necessary for our students to thrive as professionals, citizens, and thinkers.

-Peter C. Kunze, “To Tweet or Not to Tweet: Using Twitter in the Literature Classroom”
Digital Identity Analysis

- Venue: suitable for Gateway seminars
- Goal: to encourage students to reflect on the multiple ways in which they self-represent across genres
- Paper One: brief memoir, character sketch, or autobiographical essay
- Paper Two: analysis of online identity across venues and platforms
- Paper Three: comparative analysis with implementation plan
Cyberspace has taught me something about living in “real space,” and this remains true no matter what my online personality is or has been in the past. I seldom use the Internet for social networking outside of Facebook and, when I do, I have no desire to be anyone but the quintessential me, unless in jest. Besides, I’ve had to live with myself every waking moment since May 1st, 1995, so the area of “Jasmine” is the only area I can actually claim some sort of expertise in. I am so inherently me that divorcing my communication from my personality would be akin to separating purple into blue and red; once the mixture is made, it takes a world of effort to undue. I have put far too much effort into knowing myself to undo 21 years of trying to mesh the two seamlessly.
Student Responses

I think that looking at myself from an objective perspective via the Internet has really made me realize some uncomfortable truths. Although some of the information is incorrect, most of it is not—including the negative parts. I had not been able to see this before this project. I want the Internet to show parts of me that I would be proud to express to the world. I also want people to know me as a caring and thoughtful person, even though I have not been that way all of my life. Yet these desires do not completely correspond to reality. I wish that I could turn a blind eye to the unflattering truths that my online identity demonstrates because these are aspects of myself that I wish were not true. However, this analysis has helped me realize how online identity can be unintentionally revealing.
Crowdsourced Classroom

- Consistent updates related to class and its relevance to the contemporary world
- Frequent discussion between classmates and instructor
- Less artificial than required discussion boards (due to more frequently used tools)
- Useful means for engagement of non-vocal students
- Key opportunity for meta-analysis of discussion in papers using “They Say / I Say” dynamic
Activity

• Go to Twitter.com.
• Log in using the information card.
• Post five tweets with #dhiwu hashtag:
  • 1) Question
  • 2) Observation
  • 3) Personal Response
  • 4) Interesting Image
  • 5) Related Text
• View posts with #dhiwu hashtag.
• Post two comments on other people’s posts.
Meta-Analysis

• Require one student to live-tweet every session.
• Download Tweetroot app.
• Enter #dhiwu hashtag.
• View word cloud.
• Integrate into any essay as “They Say” component.
• Require essay analyzing the role of genre in literary analysis on Twitter.
ePORTFOLIOS OF STUDENT WORK

Wednesday, November 15, 2017
12 pm
Ames 129
Lunch Provided