

Twitter in the classroom (1)

Peer interaction in parallel with the Teacher

The essential feature is that students are encouraged to be sending and sharing messages during class, during exposition by the teacher. This is a fundamental challenge to the egotism of the presenter. (*After all, they are paying for it and it should be me me me who delivers.*)

The technology works at any scale; our ability to scan / skim the channel may or may not scale up.

You can hear Graeme Pate's talk on his extensive and successful use of this at tomorrow's LTconference:
[Session 1A: 11:20-11:50am.](#)

I tried it myself in a small way in one class this semester.

Twitter (2)

In one class (27 enrolled; 10 hours), I attempted to introduce Twitter as a second broadcast channel (independent of the first channel consisting of monologue by me in speech and slides).

Graeme Pate identifies 3 kinds of contribution on the 2nd channel:

1. "Linking": URLs or literature citations [7]
2. "Reinforcing": elaborations [23] ("re-expressions" in the Laurillard model)
3. "Questions": Q&A where a student posts a question and others may answer it. [9]

That is what we saw some of in this class

It's a way of getting peer interaction in the classroom; but also, of improving interaction (as opposed to only monologue) between L and T.

2cc: The two channel classroom (3)

I call this idea "the two channel classroom" (2cc).

- The traditional idea of a lecture is that T broadcasts, and Ls silently process that individually by writing paraphrased notes.
- Thus there is actually a second channel anyway, for any active learning to occur ⇒ I.e. attention can NOT be exclusively on T.
- The new feature is that this second channel might be broadcast: so that peers could share their active experience of the lecture in a way likely to promote learning, without interrupting channel 1. (Also, questions for T posted. cf. JITT)

Relative to unreflective standard practice, this is a sophisticated challenge to our concepts of what engagement can and should be; of what interaction should be; and of (my / any) simple division of teacher-learner interaction vs. peer interaction.

It also addresses what learners are actually doing in their minds during a lecture.