

Twitter Handout : BIOL 4090 Plant Ecology January 2014

Why are you tweeting for 5% of your mark?

You should be asking this question.

To check up on Course Twitter Activity, go to this aggregator:

<https://tagboard.com/Biol4090> OR search #Biol4090 on Twitter

1. This class is mostly comprised of students who are digital natives (another term for your generation is Millenials...).

Chances are that you use social media a lot (see data below). But, how well do you understand it, and, how effectively are you using this technology?

@Dawn Bazely (your course director) has been sending and receiving emails since 1988, posting e-lectures since 1999 and blogging since 2006. Technology can be beneficial or harmful. In this course, we will use many different e-learning technologies. Using twitter will improve your use of keywords, and help you to write more succinctly and logically.

We will end the course with a Tweetchat discussing specific plant ecology-related questions.

For an example of Tweetchat, pls see:

#Ecovalue tweets from a facilitated Tweetchat organized by Rockefeller Foundation, The Economist and the World Resources Institute.

For more about my participation in this Tweetchat, see this blog post:

<http://dawnbazely.lab.yorku.ca/2013/11/figuring-out-the-link-between-social-media-and-what-i-do-as-a-biology-prof/>

2. Essential background information about using Twitter:

Twitter is a truly disruptive, unexpected technology. This micro-blogging site is akin to a loud public conversation on a bus or train, which includes people that you know and people that you just met while travelling. In this conversation people eavesdrop, join in, leave to get coffee, and no one should really mind who's doing what (a bit like a yoga class). There's NOTHING private about Twitter. This aspect appeals to me, because, from the get-go, the notion that the internet is private, which some naïve users still seem to think is the case, is completely dispelled.

<http://www.dailykos.com/story/2014/01/02/1266225/-5-Tips-for-Living-in-a-Surveillance-State>

I started using Twitter on September 18th 2013, to understand its potential application and significance for teaching science and mobilizing knowledge. I quickly realized that there's a steep learning curve and that Twitter CAN play a role in educating people about ecology.

This excellent TechCrunch article describes why Twitter is so puzzling to people who "don't get it": <http://techcrunch.com/2013/09/28/the-genius-of-twitter-a-paean/>

It's important to understand who uses Twitter and other social media, and how they use it. Twitter analytics and commentary can tell you about this:

<http://blog.hubspot.com/blog/tabid/6307/bid/6050/The-Ultimate-List-100-Twitter-Statistics.aspx>

<http://www.theatlantic.com/technology/archive/2013/11/what-tweets-with-ridiculous-numbers-of-retweets-say-about-twitter/281200/>

<http://chronicle.com/article/Worried-About-Message/141773/>

<http://www.mattersofthesmart.com/howcanyouprotectyourselfagainstrumors/>

Using Facebook makes people more unhappy:

<http://www.economist.com/node/21583593?spc=scode&spv=xm&ah=9d7f7ab945510a56fa6d37c30b6f1709>

Demographics of users: <http://www.beevolve.com/twitter-statistics/#a1>

<http://www.nytimes.com/2013/09/29/fashion/technology-and-the-college-generation.html>

When do people post to social media?

<http://imgur.com/1rsoT3u>

<http://www.sysomos.com/insidetwitter/engagement/>

Millenials spend a lot of time on Social Media (more than doing homework):

http://www.slideshare.net/slideshow/embed_code/27425345?rel=0

<http://curt-rice.com/2012/11/26/how-social-media-is-destroying-productivity/>

<http://www.pewresearch.org/fact-tank/2013/11/07/looking-for-news-on-twiters-ipo-many-young-adults-may-find-it-on-twitter/>

The use of social media among older age groups is increasing ('cos most youth already use it):

<http://www.searchenginejournal.com/growth-social-media-2-0-infographic/77055/>

Marketers are trying to figure out how to make money from Social Media:

http://www.sciencecodex.com/carnegie_mellon_researchers_create_brand_associations_by_mining_millions_of_images_from_social_media-124252

<http://www.inboundwriter.com/content-marketing/15-shocking-content-marketing-stats/>

Internet influencers aggregate information about social media and their sites are a good place to check in for the latest trends. Kevin Mullett is one such source of this kind of web content:

<https://www.rebelmouse.com/kevinmullett/>

You can also analyze your Twitter usage and impact using these tools. You will see just how public your Tweets & other online social media usage are.

<http://twtrland.com/>

<https://www.rebelmouse.com/dawnbazely/>

3. Using Twitter in #BIOL4090:

A. Create a Twitter account with the handle @BIOL4090FirstnameLastnameinitial: I am @BIOL4090DawnB

B. Follow everyone in the class (find them on Twitter by searching), who has an @Biol4090 username.

C. Follow ecologically relevant Tweeters. Check out who I Follow.

D. Use #Biol4090 in every Tweet for the Plant Ecology course.

E. Tweet at least 39 times during the term: on average 3 times/week for 13 weeks, to get 2.5% out of 5%. This includes ReTweets and replies to other Tweeters.

Do the math and you'll see that 15.6 tweets = 1% of your overall grade and that 1 tweet of your first 39 tweets is worth 0.06% of your overall grade.

Beyond that, if you want to get the full 5% of your final mark that comes from Tweeting, you'll need to do another minimum 39 tweets... (or more).

In other words, 78 ecology-related tweets including in Tweetchats will give you 5% of your final grade. That's less than 3 pages of single-spaced written text.

4. Advice from the internet on how to use Twitter:

Please note, that I don't necessarily agree with all of this crowd-sourced advice, but reading about diverse opinions will be helpful to you in learning to use Twitter more effectively.

Pro-twitter advice (like learning how to shorten long urls):

<http://read.bi/1coYsC2>

<http://blog.digitalinsights.in/twitter-mistakes-to-avoid-2014/05119087.html>

<http://sugarpinerealty.blogspot.ca/2013/05/7-keys-to-your-tweeting-success.html>

<http://wiredimpact.com/blog/12-tweets-nonprofit-should-share>

Abbreviations: <http://socialmediatoday.com/marketmesuite/421522/omg-over-40-twitter-abbreviations-you-should-know>

Using Twitter Lists: http://www.makeuseof.com/tag/turn-twitter-custom-reading-list-tweetbits/?utm_source=twitterfeed&utm_medium=twitter

Using hashtags: <http://mashable.com/2013/08/22/twitter-teaches-hashtag/>

Here are some con views from people who think that Twitter is a waste of time (they will give you a multi-faceted perspective):

http://www.weeklystandard.com/articles/twidiocracy_719178.html?page=3

Use with caution:

http://www.jdsupra.com/legalnews/new-job-think-twice-before-announcing-i-20973/?utm_source=jds&utm_medium=twitter&utm_campaign=sml&utm_term=+&utm_content=+

<http://socialmediatoday.com/node/1312321>

5. Using Twitter to mobilize #Science and #Ecology knowledge:

Darling, E.S. et al. 2013. The role of Twitter in the life cycle of a scientific publication.

Ideas in Ecology and Evolution 6: 32–43. doi:10.4033/iee.2013.6.6.f

<http://library.queensu.ca/ojs/index.php/IEE/article/view/4625/4830>

Parsons, E.C.M., Shiffman, D.S., Darling, E.S., Spillman, N. & Wright, A.J. 2014. How Twitter Literacy Can Benefit Conservation Scientists. *Conservation Biology*

Published online 26 Dec 2013: DOI: 10.1111/cobi.12226

<http://thetopograph.blogspot.co.uk/2013/10/social-media-strategy-for-early-career.html>