USING SOCIAL MEDIA TO INCREASE STUDENT SUCCESS
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RemindMe101

WHAT is it?
RemindMe101 is a message-service site that allows you to send texts and emails to anyone who signs up for your “class.” You can use this service to send reminders or words of encouragement that are 140 characters are fewer.

HOW does it work?
1. Go to www.remindme101.com and create a free account. Choose the Get Started button if you do not have an account. Choose the Sign In link once you set up an account.
2. Once you create your class and name it, you will be able to download a PDF that provides students with instructions about joining. You do nothing more than wait for them to register.
3. Once your students register, you will type in your message. You may send it immediately or schedule it to send later. Students may choose to receive messages by text or email.
**WHY would you want to use it?**

Use it to provide weekly reminders of work that must be completed or to provide words of encouragement at certain times during the semester. It can also be used to for changes to the schedule (such as an unexpected absence or change in content for class).

It is not a replacement for students’ using the course outline to determine what is due and when it is due, but it can be a supportive service to help students stay on track, especially if you have multiple assignments due during the semester.
**TWITTER**
Success In 140 Characters Or Less!
(www.twitter.com)
(from: Piscitelli, S. Choices. Pearson, 2011)

**WHAT is it?**

Twitter is a microblog service that allows for short communication. Short in this case = 140 characters or less. These short missives are known as “tweets”—and are immediate in their delivery. Twitter can be used as tool to broadcast information of value. Obviously, it can be used to send out spam and drivel. Consider Twitter an “attention getter.” How can you draw attention—in a good way? You can become part of a group of like-minded individuals. You can follow major news and sporting events.

**HOW does it work?**

1. Go to www.twitter.com. If you do not have an account, you will need to “sign up for Twitter.” If you already have an account, “sign in.”

2. Create a profile. Like most social media platforms, you control what you post. (Reminder: No matter what you post online, consider that it will become part of your “digital tattoo.”) Make your profile interesting, professional, and identifiable. How can you draw attention—in a good way?

3. If you are new to Twitter, you may want to search for people or groups who share the same interests as you. One search tool is www.search.twitter.com. Once on that page, type a keyword or phrase (like “student success”) in the search box. A list of Twitter users will appear on your screen who have a connection to that topic. You will be able to click on any of the tweets to see the user
profile. If you are interested, click on “Follow.” You will begin to receive this person’s/organization’s tweets.

4. “Followers” are sought on Twitter. In many cases if someone follows you, you will return the favor and follow him/her/them; and the same goes for someone who decides to follow you. (You are not obligated to follow anyone. Be mindful of who you follow. Some folks have been known to spam for followers.) One thing to keep in mind, it is not so much the quantity of your list of followers as it is the value of your list of followers.

5. Consider two guidelines when using Twitter:
   a. Are you posting something of value? Really, does anyone care (other than maybe your mother) that you are enjoying a cup of tea at this moment? Really? If you want a professional following, then tweet items that are of value.
   b. Post regularly so that your followers can come to expect a quality message from you. “Regularly” is up for interpretation. If you are slamming tweets every fifteen minutes you may be viewed as a spammer. No value there. Follow others’ tweets for awhile to get an idea of frequency.

6. There have been many suggestions as to the optimum time of day to tweet. One suggestion is to post your tweet at 15 minutes past the hour so that you do not get lost in the top-of-the-hour tweets. Some people think an 8:00 AM tweet is best. Others, 6:00 PM. Again, find your own rhythm with your Twitter experience?

**WHY would you want to use it?**

**Selected instructor uses:**
1. Since it is a platform of 140 characters or less, it promotes succinctness with meaning.
2. Post regular tips or strategies related to the class.
3. Post notices about special events at school.
4. Start a professional development Twitter group for your campus/institution.
5. Browse “categories” of professional and personal interest.
6. Join a “list” of interest.
7. Post a quote of the week that relates to the class topic of the week.
8. Connect with people going to a conference prior to the conference. (You could start your own hashtag (#).)
9. Send links to your favorite articles or websites.

**Selected student uses:**
1. Create a study group.
2. Post reminders to classmates (or have classmates post reminders for them).
3. Find a “list” or “category” that relates to their major or anticipated career.
4. Follow two political candidates (for instance, in the 2012 presidential race) who post on Twitter. What issues dominate their Tweets?
5. Post a “reflection of the week” based upon a classroom lesson or current event.
6. Post an inspirational message to your classmates and instructor
7. Find and send a website that complements a classroom topic.
8. Attend a campus guest speaker program and tweet a summary of the main point presented.
Facebook Face-Off

Your students are always on Facebook. You have seen them in the library, in the computer labs, and even in your classrooms updating their statuses. No need to ban this activity, if you can make it work for you.

**WHAT is it?** Facebook is a social media site that allows you to “friend” other people with accounts and communicate in text, photos, and videos. It is free.

**HOW does it work?** Create an account at [www.facebook.com](http://www.facebook.com). If you already have a personal account, you can create a new one with a different email address (e.g., your school account). A great tutorial for doing this can be found at [http://tutorialblog.org/how-to-create-a-facebook-fan-page/](http://tutorialblog.org/how-to-create-a-facebook-fan-page/).

**I’m Your Biggest Fan**
Once you create a Facebook fan page for your course and ask students to become a fan. Use this page to make announcements, provide links and videos, allow students to communicate with each other, and provide pre-class/post-class discussion. Other possible uses include the following:
- Make last-minute announcements that they are more likely to get (emailing and calling don’t work as well).
- Ask them to consider a concept or broad question and post their best ideas before class discussion.
- Have them find “buddies” in the class to use as study partners.
- Ask students to explain a concept they have mastered and then ask fellow students to rate their explanations based on how helpful they were.
- Ask students to find a website or video or image that best explains or supplements a course topic.
- Allow “alumni” to remain fans and share “after-class” experiences with the course concepts. They can also provide notes of encouragement at the beginning, middle, and end of the semester.

**What Do Your Friends Think?**
Ask students to post a question on their own Facebook pages and solicit responses to share with the class. They can share through the fan page, through a course management system, or verbally in class. Specific assignments include the following:
- Have students ask a “hot topic” yes/no question and have them report on the numbers of friends (and family) who said “yes” and who said “no.”
- Take the above assignment and push it further: Ask students to classify the responses based on gender, age, political affiliation (if known), race, geographic area, marital status, etc.
- Have students ask friends to explain how they use X course concept in their daily lives. For example, a student in a history class may ask “How does knowing about history play.
WHY would you want to use it? You want to use it because in some cases it is the fastest way to get in touch with students. They are on Facebook for reasons other than academic. Now, you can blend both worlds on their terms, which may mean they are more likely to stay on top of their classes.
WHAT is it? Blogspot (or Wordpress) are free blogging sites that allow anyone to create and maintain a blog for others to read.

HOW does it work?

You will receive an email from our class’ blog site. Follow the link provided.

This is the screen you will see. You will create an account, but you do not have to use a Gmail address to do so.

At this screen, you may view the blog or post. You may also edit your profile and add a photo.
You will go through the process of creating a username and password. You may use any screen name you want.

Once you click on New Post, you will be able to start typing, or better yet, copy and paste your posting from a Word document so that you can check spelling and grammar and word count.
WHY would you want to use it? It can replace short reaction or minute papers in the classroom, and it helps promote collaboration and critical thinking.

You may be sent an email to verify your account. If so, follow the links.

You will then be prompted to log in and accept the invitation.

Once you hit Publish Post, your post will appear. Remember to read others’ posts and comment on theirs by clicking on the (number here) Comments link.
# BLOG Grading Rubric for Original Posts


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<th>Points</th>
<th>Grading Criteria</th>
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| 10-9   | ▪ Contains two correctly documented direct quotes from the assigned reading(s).  
       | ▪ Provides analysis and shows a strong understanding of basic literary, cultural, and/or historical context.  
       | ▪ Contains at least 250 words. |
| 8-7    | ▪ Contains at least one correctly documented direct quote from the assigned reading(s).  
       | ▪ Shows a clear understanding of basic literary, cultural, and/or historical context.  
       | ▪ Contains at least 200 words. |
| 6-5    | ▪ Contains only one correctly documented direct quote from the assigned reading(s).  
       | ▪ Shows a simplistic understanding of basic literary, cultural, and/or historical context.  
       | ▪ Contains 150-200 words |
| 4-0    | ▪ Contains no direct quotes from the reading(s) or contains incorrectly documented quotes.  
       | ▪ Shows no understanding of basic literary, cultural, and/or historical context.  
       | ▪ Contains predominantly personal connections that lack critical thinking or connection to the literature.  
       | ▪ Contains fewer than 150 words.  
       | ▪ Is plagiarized. |

# Comment Grading Rubric for Classmate Blog Posts

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<th>Points</th>
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| 10-8   | ▪ Contains at least 100 words and adds to an analytical point made by the original author OR counters a point made by the original author.  
       | ▪ Contains at least one correctly documented direct quote from the reading(s). |
| 7-5    | ▪ Contains at least 75 words and provides analysis.  
       | ▪ Contains no direct quote or an incorrectly documented quote. |
| 4-0    | ▪ Contains fewer than 75 words.  
       | ▪ Does not move beyond “I agree” or “I like what you said.”  
       | ▪ Is plagiarized. |
BONUS: You may earn 1 bonus point for each of the following (maximum bonus earned for Blog grade is 20 points): video, blog, website, joke, cartoon, song, image, etc. that enriches our understanding of the concepts, content, or context of World Literature 1650 to Present or makes us laugh hysterically. The additional content must be posted to the class’ blog. The instructor will make final determination if bonus is earned for the content. Anything that is posted that is deemed offensive may be removed. Use your best judgment or get approval from me if you are unsure of the content.
WHAT is it? YouTube is the largest, most comprehensive video sharing site in the world. YouTube has over 70,000 videos uploaded every day. There are wonderful and beneficial videos that you can share with your students or have students share with the class.

By creating your own YouTube channel, you can easily access the videos that you have found or the videos that you have made on Camtasia or Flip Video. Each will have its own individual link.

HOW does it work?
- Go to www.youtube.com and create an account.
- Sign into your account. After you have created your own account, create your own channel following the directions on the top toolbar.
- Go to your channel and find the video you would like to place on your channel. When watching the video on YouTube, simply look below the video and click ADD TO, then click Favorites and the video will appear on your channel.

WHY would you want to use it?
- Designate a videographer for each class and compile the videos for students to watch if they miss or what to review a class session.
- Record student presentations or activities so that students can review their skills and work on improving them.
- Provide chosen videos for students to watch that supplement their learning.
- Ask students to submit their favorite fun or educational video to be included on your class channel.
- Create an assignment in which students have to find the best videos that explain a concept.
- Note the screen capture above has created boards for using social media, life choices, life-long learning and other educational purposes.
- Students could create boards and do a photo-journalism project.
- An organization can pin photos of its community service.
- Student government associations may be able to spotlight its campus programs.
- Admissions and enrollment departments could showcase unique features about a campus, program or department.
- A residence hall organization may want to feature its dining hall or lounge.
- In short, the boards you create can help to build community.
What is it?
Are you looking for an easy and low-cost way to connect with colleagues in other cities, states, or nations? Or perhaps you would like the flexibility to speak with and see your students from a location away from campus.

Skype™ provides a free and relatively easy way to connect with your students and colleagues. An Internet connection and a simple download allows for computer-to-computer audio and video conferencing. There is also the capability of conferencing computer-to-phone. Up to 24 different locations can be connected at one time (though video conferencing is not available for more than two at a time). Think of what you can do with this kind of simple-to-use technology!

How does it work?

- Log onto www.skype.com / Click "Join Skype" button
- Click on Create an Account
- Complete the registration process (name, numbers, passwords, etc...)
- Type in the strange code at the bottom / Press continue
- When asked to add $10.00 to your account, click on Not Now, Thanks / Continue
- You will be given a welcome screen and Free Calls and Video will be marked
- You can add money for other services here if you like
- After you have completed your account set-up, you’ll need to download the program to your computer or phone
- Click on Prices and click FREE (or buy what you want)
- Enter what type of computer system or phone you have
- Click on GET SKYPE for Windows (or Mac, etc)
- New Screen, Click on Download Skype / Click RUN
- Follow the directions at the bottom of the screen and YOU'RE IN
- ADD your friends and you're off and skyping
- Once you sign out, simply return to www.skype.com or click on your Skype Logo
- Enter your user name and password and you're back in
- DOUBLE Click on any of the people you have added to your account and click "Call" or "Video Call"

Why would you want to use it?

- Collaborate with students across campus.
- Collaborate with students across the world.
- Conduct virtual field trips.
- Students can access a classroom discussion from a distance.
- Instructors can travel to a conference—and not miss class with their students!
- Instructors can collaborate with colleagues anyplace in the world.
FERPA and Social Media

By John Orlando, PhD -- Accessed from Faculty Focus

FERPA is one of the most misunderstood regulations in education. It is commonly assumed that FERPA requires all student coursework to be kept private at all times, and thus prevents the use of social media in the classroom, but this is wrong. FERPA does not prevent instructors from assigning students to create public content as part of their course requirements. If it did, then video documentaries produced in a communications class and shown on TV or the Web, or public art shows of student work from an art class, would be illegal. As one higher education lawyer put it:

“FERPA cannot be interpreted as building a total and complete wall between the school and the community. We would have really bad schools if that happened and very disengaged students. This is a good example of where the lawyers can't get in the way of the learning. Podcasting is a fabulous learning tool. Digital storytelling, amazing. I love Voicethread, as do thousands of educators around the country. Sharing is an important part of learning and the ability to share has increased exponentially in the past couple decades. Some students right here in Kentucky are sharing with students in Brazil every day, for instance. FERPA cannot be extended to prohibit all of this sharing.” (Bathon, 2009)

FERPA was never intended to place students into the box of a physical or online classroom to prevent them from learning from the public. Rather, FERPA requires schools to maintain control over certain student records (Fryer, 2009). These records include medical information, social security numbers, and grades.

Some people think that students cannot release any personally identifiable student information, but this is also not true. There is a large category of personally identifiable student information that can be released as “directory information.” Moreover, colleges routinely post photos of sporting events, club activities, or lectures that contain personally identifiable images of students.

Do you know the FERPA “danger zones?” Requirements for the disclosure of student information under FERPA and individual institution policies are both comprehensive and complex. There are requirements that define and govern the handling of not-confidential information as well as confidential educational records. Our 20 Minute Mentor program on FERPA will help you make sense of this important law. Learn more »

FERPA and Social Media

FERPA applies only to information in the possession of the institution. This is an important point if instructors require students to post to a blog, social networking site, or any other site not affiliated with the institution. In this case, “the activity may not be FERPA-protected because it has not been received and therefore is not in the custody of the university, at least until the student submission is copied or possibly just reviewed by the faculty member.” (NC State FERPA Guidelines)
Policy Suggestions
While it’s important to check with your own institution regarding FERPA policy guidelines, here are some policy suggestions culled from a variety of university sites for instructors who want to incorporate social media into their classrooms:

- When students are assigned to post information to public social media platforms outside of the university LMS, they should be informed that their material may be viewed by others.
- Students should not be required to release personal information on a public site.
- Instructor comments or grades on student material should not be made public. (Interestingly, grades given by other students on “peer-graded” work can be made public under FERPA). (ACE, 2008)
- While not clearly required by law, students under the age of 18 should get their parent’s consent to post public work.

FERPA does not forbid instructors from using social media in the classroom, but common sense guidelines should be used to ensure the protection of students.

Resources


Fryer, Unmasking the Digital Divide, (unmaskdigitaltruth.pbworks.com/w/page/7254094/ferpa)

NC State University FERPA Guidelines, (delta.ncsu.edu/teach/ferpa)

Norwich University FERPA Guidelines, (norwich.edu/academics/pdf/registrar/ferpa-compliance.pdf)
Selected Research and Resources on Social Media


Kerpen, Dave. Likeable Social Media: How to Delight Your Customers, Create an Irrestible Brand, and Be Generally Amazing on Facebook (and other social network


