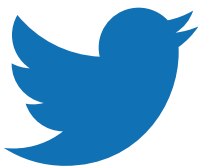




A 10-STEP PROCESS FOR INTRODUCING TWITTER AS A POWERFUL LEARNING RESOURCE

**FOR THE PURPOSES OF THIS EXAMPLE, WE ARE
OUTLINING A SUCCESSFUL WORKSHOP RUN FOR
HAIRDRESSING STAFF**



- 1. SETTING THE SCENE:** We asked staff if they use Twitter. They said “no—it’s all about celebrities and gossip”. We explained that it’s also a powerful learning tool, a place where experts and practitioners exchange up-to-date information and provide links to a range of learning resources (websites, apps, blogs, videos, etc.). We also explained that it’s immediate—that it’s what people are thinking, saying and doing right now as compared to published data that can already be out-of-date.
- 2. DEMONSTRATING THE POWER AND REACH OF TWITTER:** We watched a tutor demonstrating a hairdressing technique to students and then searched on Twitter for videos on that same subject. Immediately, tutors found a resource that modelled the same technique but that also provided additional information and resources. This was an eye-opening moment for everybody as they could see the potential of using twitter to enhance and develop course content. We had buy-in!
- 3. CREATING A TWITTER PROFILE:** We asked tutors and students who already had a Twitter account to write their username (@username) on the board. With the help of existing users, those new to Twitter then set up their Twitter profiles and added their usernames to the board.



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**CONTEXTUALISED
WHEEL****Targeted digital
resources**

Mapping curriculum
content to individual
digital resources

- 4. FOLLOWING COLLEAGUES, PEERS AND FRIENDS:**
Everyone was then assisted to ‘follow’ their peers and colleagues via their usernames. They also ‘followed’ the workshop leader—in this instance @debmillar24.
- 5. FOLLOWING EXPERTS, BRANDS AND PRACTICES:**
We then searched for hair and beauty brands and hairdressing techniques and ‘followed’ those accounts.
- 6. DEMONSTRATING UPLOADING PHOTOS TO TWITTER:** We took a photo of the whole class and @debmillar24 tweeted it to all her followers who now included the entire class—tutors and students alike!
- 7. TWEETING, RETWEETING AND FAVOURITES:** We demonstrated and practised how to tweet, retweet and to ‘favourite’.
- 8. TWEETING IMAGES AND USING HASHTAGS:** We demonstrated and practised how to tweet images and use hashtags, e.g #learningwheel.
- 9. CREATING A CLASS HASHTAG:** The class agreed on its own hashtag to include in all its tweets so they could always share new and exciting ideas and tools found by tutors and students.
- 10. INTRODUCING CONTEXTUALISED LEARNING WHEELS:** We introduced the Contextualised Learning Wheel for Hair allowing staff and students to explore and add to the resources already identified via Twitter.

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#learningwheel

DOWNLOAD**Twitter in 10 easy steps****Contextualised Learning Wheel (Hair)**