

Appendix B. **Methodology**

This assessment of social media learning had two parts. The first is the use of a pre-post survey. The survey questions, which were identical between pre and post-tests, can be found in Appendix A¹. Both surveys were administered via the university's Qualtrics survey management system and were not mandatory components of the COT exercise. One week prior to the COT exercise, students in the course received a link to the online pre-test, with instructions to complete the survey prior to COT. There was 78 percent (n=33) response rate on this pre-test. The intent of these questions was to assess the students' media literacy, interest, and use of social media prior to the exercise. Following the COT, students received a link to the online post-test, for which there was a 71 percent (n=30) response rate.

The second component was a qualitative examination of student blogpost about their COT experience. These blogs were designed to demonstrate the students' substantive learning through the use of social media, but also for them to reflect on their experience using Twitter in this exercise. By using both the survey responses and the blogpost, I examine both student perception of the exercise and my own.

The students participating in this assessment were undergraduate students enrolled in an introductory American government class at a northern urban liberal arts university across several semesters of instruction (n=114). The course that participated in the pre/post survey was one semester of these participants (n=41) and the qualitative analysis of blogposts came from a semester with fewer students (n=18). The course fulfilled a general education requirement, so students came from a variety of major backgrounds. Across the four discrete courses that participated in the exercise, seven of the students were dual-enrolled high school students, and

¹ Prior to the first use of this exercise in my course, and prior to the COT exercise, I conducted a focus group with the student who would participate in order to guide future evaluation of the exercise.

the remainder were at various levels of their undergraduate degrees; the modal student was a first-year college student.

The pre-post survey consisted of questions that identified student news sources, evaluated how confident they were in using them, their interest political news, and the ways social media connect to these interests. The post-test duplicated this same set of questions.