When Twitter Meets Advocacy: A Multicultural Undergraduate Research Project From a First-Year Seminar

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Two professors share how they combined Web 2.0, multicultural themes, and undergraduate research in a first-year seminar. The professors explain the "perfect storm" of a project in which undergraduate students collected and analyzed tweets from advocates for various multicultural causes to produce their first collegiate research project. Capitalizing on student interest in social networking, professors aimed to meet multiple student learning objectives and satisfy an overarching theme of multiculturalism for the first-year seminar at a university in the southwestern United States. Students analyzed Twitter handles for causes or individuals advocating for causes related to social, political, and humanitarian efforts. Using basic qualitative and quantitative approaches, students wrote undergraduate research papers and presented their findings about how their cause and advocates used Twitter. The article provides project and assessment rubrics, ideas for improvement, and tools for replication.

As we consider the new face of activism in a digital age and the impact of social media on college students, instructors of a first-year seminar course developed a project where students conducted research on the use of Twitter as a channel for advocacy. Capitalizing on student interest in their social media feeds, professors aimed to meet multiple student learning objectives and satisfy an overarching theme of multiculturalism for the college's inaugural first-year seminar at a university in the southwestern United States. Social media, or social networking sites (SNS), provide a modern way to connect students to current issues related to advocacy and multiculturalism, as well as show students strategic uses of one medium. The undergraduate research component added learning outcomes tied to critical thinking, writing, and oral presentation skills.

Social networking sites encompass the web-based and mobile applications that connect, engage, and distribute user-generated content digitally in a multiway communication model (Boyd & Ellison, 2007; Davis, Deil-Amen, Rios-Aguilar, & Gonzales Canche, 2012). The most popular SNS among American adults who use the Internet include Facebook, LinkedIn, Pinterest, Instagram, and Twitter (Duggan, Ellison, Lampe, Lenhart, & Madden, 2015). In its most recent report, Pew Research Center estimated 23% of American adults who are online use Twitter (Duggan et al., 2015). This is an increase from the estimates in a 2013 study in which about 18% of online American adults used Twitter (Duggan & Smith, 2014), and Twitter estimates 288 million monthly active users, with 77% of accounts outside of the U.S. (About Twitter, n.d.).

The Nature of Twitter

Twitter, a micro-blogging site at the center of this project, is used for advertising, personal, and mass communication. In 140 characters, anyone with a mobile device and Internet connectivity can microblog about topics ranging from individual musings, strategic messages for a company or organization, or news and information. With streaming, real-time content, Twitter provides viewers with the opportunity to examine multiple outlets and various perspectives on a single topic from anywhere. With or without a Twitter account, people can follow users' messages or specific hashtags (labels used for searches and aggregation) on the free web. Users can follow a variety of other users, or Twitter handles, which include individuals, news agencies, governments, companies, nonprofit organizations, and causes. Users can reply to messages, retweet them to their own followers, and "favorite" them. Twitter's multi-way communication makes it an ideal platform for spreading awareness and advocating for causes.

Twitter has moved beyond its capabilities as a sheer communication tool. It offers a democratized mass communication vehicle where anyone can be a producer and curator of content. Traditional gatekeepers at legacy media like newspapers and TV stations are not selecting the content to disseminate on their pages and networks. Everyday citizens become news agencies for their followers. They can live-tweet events as they are unfolding, sometimes before the trained legacy media professionals arrive. Twitter users offer other perspectives and eye witness reporting from areas of unrest or controlled media. Everyday citizens become public relations agents promoting and marketing wares, events, and ideas. And on Twitter, they can become modern-day activists. All that the would-be activist needed is a cause, mobile device, free Twitter account, and Internet access. "The Internet and digital technologies open the door for everyday citizens to rally support for an initiative, and in so doing create large networked communities of normal people with

shared beliefs" (Carew, 2014). In other words, the activist's megaphone now reaches the masses.

Social Media and Advocacy

The Internet and, more specifically, social networking sites have widened the "civic space" (Nugroho, 2011). Social media sites have become rich forums for conversations about social change. Advocacy ranges from politics to social causes to human rights. Zhang (2014) points out that online activism differs from previous activism, citing no centralized leadership, large-scale demonstrations, or radical change. Instead, online activism "emphasizes collaboration, civic participation, and social and cultural change" (292).

In 2011, Alterman described social media's presence in political changes within the Middle East. He noted that Twitter and other social media sources were often used as a supplement to traditional media (such as television). This pairing of new media with traditional outlets led to a change in the way viewers considered current events. Alterman described the role of social media, noting the following:

…[W]hile there has been considerable concentration on the role social media played in allowing people to receive content, analysts have not placed enough emphasis on the importance of social media's enabling people to send content, transforming them from observers of activism to activists themselves with a greater stake as leaders, not just followers, of unfolding events (104).

Iran's 2009 national election linked Twitter and activism on the international stage. CNN's article, titled, "Tear Gas and Twitter: Iranians Take Their Protests Online," talked about a new form of protest:

Iranian protesters have found a new outlet to mobilize and take action. The presidential election has proved how much opposition supporters can demand change without necessarily taking to the streets. Just give them a computer and an Internet connection and watch what they can do. (Nasr, 2009)

Gaffney (2010) questioned to what extent Twitter played in the "Twitter revolution." He added, "by shedding light via the transmission of imagery and video, Twitter likely plays a more important role than some commentators have given it" (7).

Like political activism, advocacy for women's rights also uses Twitter as a platform. Herman (2014) points to hashtags like #yestoallwomen for making Twitter an "empowering platform for women to speak out." Any woman could share everyday experiences of sexism and violence by using the hashtag to join the larger conversation. The hashtag #SolidarityIsForWhiteWoman spurred conversation about feminism and race:

I can't say what will result from #SolidarityIsForWhiteWomen, but I do know that Twitter is changing everything. Now, people are forced to hear us and women of color no longer need the platform of white feminism because they have their own microphones. (Vasquez, 2013)

Hashtags on Twitter can illuminate issues within issues, as well as issues receiving little attention like those illustrated by Loza (2014): poverty (#EconomicViolence), racial and sexual stereotypes (#NotYourAsianSidekick), cultural invisibility of Latin@s (#SecretLivesofFeministas), Black sexism (#BlackPowerIsForBlackMen), media bias (#NotYourNarrative), the sexual exploitation of black girls (#FastTailedGirls), and the erasure of trans women (#GirlsLikeUs).

Twitter has power and reach. Cheong and Lee (2010) found a link between activism on Twitter and an Australian Earth Hour movement. They concluded that Twitter activity can be translated into action, and activism on the platform can influence people. Harlow (2012) found that a social movement on Facebook moved from the online realm to offline, and Facebook could foster political activism in Latin America.

It did translate into action in the cases of Whole Foods Market and the University of California. Kang (2012) researched a boycott of Whole Foods Market that trended on social media. A Facebook group and Twitter handle called "Boycott Whole Foods" became a national movement. Kang asserts that "social media also offer a space in which enclaves encounter opponents and subject their ideas to scrutiny" (564). Another example is that social media fueled a walkout at the University of California that resulted in a $500 million funding restoration (Samuels, 2011).

The activism aspect of social media dovetailed nicely with first-year seminar learning objectives to explore multiculturalism, understand and analyze data, and deliver effective written and oral communication. Students at a semi-rural university in the Southwest could listen to content creators from across the globe, enabled to promote a cause with little necessary infrastructure. Students could also view conflicting or competing activists for multiple sides of an issue. Dunbar-Hester (2010) said, "Technologically oriented activism is but one of many strategies to bring about a more democratic media environment" (133).

Twitter in the Classroom

Twitter can be used to connect students with each other, professors, and content. Domizi (2013) studied

the use of Twitter in a weekly graduate course with results that said, "[S]tudents found Twitter to be useful for the sharing of information, both professionally and personally" (49). Carpenter and Krutka (2014) cataloged the different ways educators were using Twitter in the classroom, using a survey of 755 K-16 educators. Of respondents using Twitter for teaching and learning, four main functions emerged: 1) to extend student-student and student-teacher conversations, 2) to use Twitter for in-class activities, 3) to connect students to experts and those outside of the school, 4) and to teach how to use social media.

Marketing students in Rinaldo, Tapp, and Laverie's (2011) two-semester study perceived benefits to using Twitter in their class. Researchers concluded that "introducing Twitter or any social media tool to students has the potential to engage students with the emerging technology, increase the interaction between professor and students and broaden access to information related to course material" (202).

In this particular project, Twitter was used as a way to connect students to content, namely that of multicultural activists, broadening their access to world issues. Twitter also provided a free and open source for research data that had to be collected and coded.

Undergraduate Student Research

Research, a core function of the university, benefits undergraduate students directly when they take an active role in the research process. The 1998 Boyer Commission recommended that universities provide research-based learning, and suggested that this begins during the first year (Boyer, 1998). This inquiry learning or inquiry-guided learning is a cornerstone at most universities, with numerous published studies of student and faculty perceptions about benefits and challenges (Craney et al., 2011; Hunter, Laursen, & Seymour, 2007; Lopatto, 2003; Tompkins, Rogers, & Cohen, 2009).

Student benefits include personal and professional growth (Craney et al., 2011), critical thinking, the gaining of knowledge, active engagement with their major or research area, better understanding of their future career field (Hunter et al., 2007; Pascarella & Terenzini, 2005), enhancement of professional or academics, understanding of the research process in a field, learning a topic in depth (Lopatto, 2003), and even links to continuing education beyond the undergraduate level (Hathaway, Nagda, & Gregerman, 2002; Russell, Hancock, & McCullough, 2007; Ward, Bauer, & Bennett, 2002). Another benefit is the deeper student-to-professor relationship as research mentor and mentee (Houser, Lemmons, & Cahill, 2013). Astin (1993) found that student-faculty interaction positively correlated with student intellectual and personal growth.

Challenges to incorporating undergraduate research into early college experiences include professor and student time and resources (Merkel, 2001). Professor/mentor time is a challenge because the research project needs shepherding, especially for students not accustomed to self-directed work (Billings, 2013; Tompkins et al., 2009). Assessment, faculty rewards for engaging students in undergraduate research, and reaching a larger number of students are other challenges (Merkel, 2001). Incorporating a research component in a one-hour first-year seminar has the added challenges of a condensed time frame and novice researchers who are acclimating to college. In this current project, Twitter was used because it could be tailored for a small research project that novice researchers might find approachable and interesting.

The open access of Twitter allows for researchers to view the messages as artifacts from the web with no needed institutional review or permissions. Twitter settings allow users to make messages public or private. Tweets, or the 140-character messages on the platform, give researchers small individual texts to analyze, as well as a larger manuscript when looking at a collection of tweets over time. For first-time researchers, analyzing tweets for a short time frame provided a manageable project following a traditional research formula that could be replicated and built upon as the student researcher gained experience.

First-Year Seminars and Multiculturalism

As retention and graduation numbers continue to drive higher education, resources have been increasingly placed in the *transition* process where students acclimate to college life. Since the mid-1970s, first-year student programs have become increasingly prevalent, though their inception can be traced back to 1911 at Reed College (Keup & Petschauer, 2011). The first-year seminar concept has been adopted by over half of the colleges and universities in the United States (Padgett & Keup, 2011). First-year seminars often have broad themes, consistent university goals, and common student learning objectives. They may range from one to three credit hours, be included in learning communities, and have connections with majors or a more general all-major approach. Despite their variability, the goal remains to promote student success and aid in student retention and acclimation to the university setting.

The project described in this paper was launched during the inaugural year of a college-wide first-year seminar. The mix of majors included criminal justice, communication studies, English and languages, social work, sociology, international studies, history, music, political science, theater, digital media, and fine arts. About 250 first-year students were enrolled in the

seminar within the liberal arts college and were divided into sections of about 30 students. Students with more than 30 hours or who were older than 26 were exempt from the one-hour course. Three professors coordinated syllabi and taught the sections in a similar manner. Professors decided on an overarching theme for the college's seminar: multiculturalism. With a diverse set of majors, multiculturalism was a thread woven into each class and thus could benefit any of the college's majors on personal and professional levels.

Engberg and Mayhew (2007) argue that to achieve diversity-related outcomes in first-year seminars, curricula should include multicultural and social justice emphases. Through a comparison with other courses, they determined that the "first year course is very successful in helping students understand group differences and developing their awareness of multiple perspectives on issues of culture and diversity" (253). Plainly stated, "the experience of first year students is enhanced by multiculturalism," and benefit students socially and cognitively (Feldman, 2005, ix). Pascarella, Edison, Nora, Hagedorn, and Terenzini (1996) found that participating in a cultural awareness workshop had significant positive effects on end-of-first-year openness to diversity and being challenged by different ideas, perspectives, and values. The authors suggest these kinds of workshops as a way institutions can "foster appreciation and acceptance of cultural and racial and value diversity" (189). The university highlighted in this paper has an office for diversity and inclusion, but the campus is comprised of predominantly white, rural or semi-rural, low and middle income students from neighboring communities or within the region and state. About 73% of students at the university are white/non-Hispanic, and a number of students commute from all directions in about a one-hour radius. Many have not traveled to a metropolitan area or experienced air travel to farther destinations. International representation on campus remains a small percentage. Given the potentially low exposure to multicultural issues in their communities and high schools, the professors saw a need to introduce students to inclusion and diversity concepts early in their collegiate experience.

The Twitter Project

The professors assigned to teaching a college-wide first-year seminar developed one project they hoped would fuse undergraduate research, multiculturalism, and social media. The project addressed the problem of squeezing multiple student learning outcomes into a mandatory 1-hour credit course that needed to appeal to the many majors in one college.

Students in a college-led first-year seminar class were assigned a beginning research project in order to satisfy the course's student learning objectives to 1) evaluate evidence in analysis, interpretation or arguments; 2) synthesize varied components of information to form a rational conclusion; and 3) express ideas in written, visual, or oral forms to a range of diverse audiences in multiple settings.

This group project design involved both qualitative and quantitative research, in a basic form, along with the construction of a written product with a literature review, methods, analysis, and results. The professors started collecting a list of activists after being inspired by a presentation about how America Ferrera and Rosario Dawson used Twitter to mobilize the Latino/a vote during the 2012 presidential election (Carstarphen, 2013). During the project planning, professors tasked a graduate student with finding prominent activists and advocates using Twitter to promote their causes. Women's rights and equality, lesbian-gay-bisexual-transgender-queer (LGBTQ) causes, human rights, and Latino/a issues created the starting point. Activists in these areas would expose students to multicultural issues and broaden their understanding of particular groups and causes. Examples include singer Shakira (@shakira), actress America Ferrera (@AmericaFerrera), the NOH8 Campaign (@noh8campaign), Ellen DeGeneres (@theellenshow), Greenpeace (@Greenpeace), etc. Celebrities and sports stars vocal for causes and prominent organizations were included on this list. If a student wanted to add a Twitter handle to the list, he or she had to consult with the professor. See Appendix B for an entire list of Twitter handles available to students.

To prepare students, the project was mentioned in the syllabus and deadlines were expressed on course schedules issued the first day of class. An assignment sheet (see Appendix A for entire sheet) was distributed to students; the project was situated toward the end of the semester so students would have time for introductions to the library, its databases, academic journals, and members of their groups. Students selected a Twitter handle from the list to follow for one week. They captured tweets from an activist and analyzed them for themes, thus exposing themselves to other viewpoints. Students were placed into groups based on the activist feed they selected. For example, students who picked Twitter handles related to women's causes were grouped and those picking human rights activists were grouped. The following groups were formed: women's issues, LGBTQ issues, humanitarian issues, medical causes, domestic violence, equality, child welfare, and political issues.

In their groups, students wrote a collaborative research paper and presented their findings at a class meeting. The research process was a process. Some students were starting at square one; they had to learn how to access and use Twitter and to make sense of the

platform's language (ie. understanding the symbols and abbreviations). Next, students began to build a literature review. Each student was responsible for one peer-reviewed citation from an academic journal. One class period was a library database workshop led by campus librarians familiar with the project. Many students left that class session with the resources they needed to continue. In their groups, individual citations would come together to begin their background for the collective research paper.

After students collected activists' tweets (pasted into a word processing or spreadsheet document), they were to calculate the number of tweets for their activist, the number of messages that were re-tweets (RTs), the number that were advocacy-related, and the percentage of advocacy-related messages to non-advocacy-related messages. This constituted the quantitative portion of their research. For the qualitative portion, they were asked to analyze the tweets for emerging themes. They were prompted with the following: "What themes emerge from the tweets for the account you selected? You are looking for overall concepts, as well as exceptions. Then, as a group, see if larger themes emerge from looking at your group of Twitter accounts."

For their discussion section of the paper, students were asked to think about the bigger picture: "What do the findings mean? What interpretations can be drawn? What limitations are inherent in our research design (e.g., they only looked at one week of tweets)? How could the study expand in for further research?"

Professors disseminated an outline and barebones structure for the research paper to help students pull everything together in a written form. Some groups simply joined four or five individual mini-papers together to make one research paper. Others truly collaborated and wove their observations into one paper.

For the oral presentation, an academic conference style was adopted where teams had five minutes for presentations. Students were instructed to use at least one visual aid and were encouraged to focus on the results and conclusions part of their research. One class period was devoted to presentations. Outside guests like the dean and librarian who helped students with the background research attended on the day of the presentations.

Assessment Rubrics

Projects were assessed with a rubric (Appendix C) and counted for 20% of a student's overall grade for the first-year seminar course. The collective research paper and group presentation were equally weighted. To receive the full credit for the paper, the following criteria were met:

- the structure of the paper was clear (title page, introduction, background, methods, results, discussion/conclusion) and provided examples/support for statements;
- the minimum page count was five pages;
- the writing style (APA) fit paper's audience/purpose;
- the paper was free of spelling, punctuation, and grammatical errors;
- qualitative and quantitative research were evident;
- students used peer-reviewed journal articles (one per team member);
- the background explained the overall topic connecting the Twitter handles;
- methods adequately explained so another could replicate the research;
- the results section reported findings and did not include interpretation, and
- the discussion/conclusion showed a depth of thought and analysis.

To receive full credit on the oral presentation, all members of the active team had to take a role in the presentation, include one strong visual aid, clearly explain the results, speak confidently, and not exceed the five-minute time limit. Additionally, students were able to rate members of their teams, explaining everyone's role and giving feedback on their own contributions (Appendix D) for the paper and presentation. Students were asked what grade they believed they earned as individuals and overall as a team. Then they could report if other team members deserved a higher or lower score. Faculty used the feedback and rubric to assess student performance.

The project satisfied its intended student learning outcomes. Students evaluated evidence, synthesized information to form conclusions and expressed ideas in written, visual, and oral forms. The project experienced both positive and negative outcomes. After a qualitative review of students' written reflections about the project (approved IRB: 2012-012312-12004), researchers identified the chief positive outcome was students' increased familiarity with research processes. Students were introduced to initial ideas of qualitative and quantitative research practices. Additionally, they availed themselves of the library databases while learning about research articles and literature reviews. The project allowed an exploration of written and oral communication. Students appeared to grow in their knowledge of advocacy and enjoyed studying with social media. Negative outcomes also existed at the conclusion of this project. Some students noted that they did not want to work in teams in college because scheduling was a challenge, especially with groups that

experienced class absences. A few of the students had Twitter users who did not tweet during the selected week of analysis, which frustrated the students. If students are originally frustrated by research or team processes, they may not pursue them often or at all.

Ideas for Improvement

Tackling undergraduate research in a first-year seminar course is a large task, and the number of undergraduates participating should be considered. Using groups made the project more manageable for students and professors. Attrition in the first-year seminar created some problems with viable groups at the end of the semester. Some groups were saddled with members who had already decided not to return to school. Professors could assign groups based on students present and ask those who are absent to meet with the professor to secure a group assignment.

Vetting the list of Twitter advocates should be an ongoing process. After the first iteration, it became apparent that some so-called advocates did not provide rich content for students to study. In the second and third semesters teaching with the project, the Twitter list was edited to allow for more consistent advocacy posts. Expanding the tweet collection window from one week to two weeks would give more content for students to study. Some students only had a few tweets to study, and others had hundreds. Narrowing the list to Twitter accounts with a similar number of tweets per week would make the project more equitable. Additionally, in the subsequent semesters with the project, students were placed in more balanced groups. Those who were irregular tweeters were partnered with consistent advocates, and groups were directed in how to share the analysis. This seemed to lead to a better distribution of work and fostered collaboration among student groups.

As a professor, finding the perfect balance of appropriate scaffolding was hard. Samples and too-strict guidelines can dampen true discovery for the learner. Many students struggled with getting started, largely because they were overwhelmed and unsure of the process as first-time researchers. A scheduled trip to the library, where the students meet with librarians familiar with the project, helped ease some tension, but in the end, posting a "barebones" research article for the students helped clear some confusion. "Then a sample essay with instruction was posted and it all made sense to me," a student wrote in a reflective writing assignment about the project. (IRB approval for use of student narratives on file with university.) The professors did not want to devote too much in-class time for group meetings, but some was necessary to help the groups connect, or at least trade contact information.

Mini-lessons that could be incorporated prior to the research stage include discussions about ethnocentrism and media literacy. In reflective writings students were required to complete about the project, some students exhibited ethnocentrism. For example, students who followed accounts mentioning arranged marriages looked upon the practice with judgment. In addition, talking about media literacy skills, critical thinking, and evaluating messages would help students consider the message, its purpose, its delivery medium, and possibly its authenticity. Many students seemed to believe everything an advocate posted, and they may not have challenged the fact that the activists might have used hyperbole or other tactics to improve the chances of the message making an impact.

Conclusion

This paper looks at an undergraduate research project within one liberal and fine arts college's first-year seminar course. In an effort to introduce first-year students to undergraduate research in an approachable manner, professors used Twitter, where students analyzed tweets for signs of advocacy. A myriad of student learning outcomes were addressed with the one Twitter research project. The fusion of undergraduate research with social networking and advocacy created an interesting intersection for first-year students, as well as best practices and lessons for their instructors. Future projects could require students to publicly share their findings via the Web, maybe through a blog or wiki. Expanded dissemination could help with project quality and student motivation. This project could be modeled for other first-year seminars or other courses by selecting a topic matter and finding the related Twitter handles to follow. First-year seminars for nursing students could follow nursing associations, health organizations, or prominent nurses from all over the globe. Future educators could follow the plethora of education groups and advocates, building their professional network while becoming part of the field. Twitter as an advocacy avenue offers opportunities for teaching and learning in all disciplines.

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Appendix A
Project Assignment Sheet

Intro Research Project - An Assignment Sheet
Twitter and Advocacy
COLFA FYS – Fall 2013

Students will participate in a collaborative research project with written and spoken components. Each student will explore <u>one week of tweets</u> by an activist in various areas of multiculturalism. A list of potential activists will be provided by your professor, or you may pitch to your professor a Twitter account you believe would qualify. The account must be approved by the professor.

Students will collate their data as a team to develop findings about their group of activists. Qualitative and quantitative research methods will be used and sources will be required. For example, each student must use and cite at least one peer-reviewed journal article from the library or the library's database. Students will present findings in group presentations to the class. Note: this project can be completed whether or not a student has a Twitter account. Twitter is NOT REQUIRED for use in this activity. To find the accounts listed below, type www.twitter.com/@thename

Limited class time will be devoted to group meetings. You will need to meet with your group outside of class in order to finish this project. This needs to truly be a collaboration, which means all members of the group should contribute. Resist the temptation to take over the entire project yourself, or sit back and let others make decisions for you.

Finished products
Research project write-up (worth 10 points of total course grade) - The group (5-6 in each assigned randomly by the professor) collectively and collaboratively write a five-page (12 pt. double spaced Times or Cambia) paper, with citations from the journal articles. This is a group writing project; your professor expects individual contributions from each group member. The following sections will need to be included: topic background (also called a literature review) with should include a little bit about each activist or organization, methods (like a recipe, tell us step by step what you did), results (what did you find in both qualitative and quantitative areas?), and discussion/conclusion (what does it mean? and what future research could be done in this area?). One paper will be submitted for each group.

TITLE PAGE
Go to https://owl.english.purdue.edu/owl/section/2/10/ to see how to format a title page. All group members' names should be included.

BACKGROUND
Give a short introduction to your topic generally (women's rights, LGBTQ rights, etc.)
Explain which activists are covered in this paper and what they advocate for. Give a short message about how Twitter is being used as a platform for advocacy -- you will need to find this from a research resource like a peer-reviewed journal article.

METHODS
Tell (in sentence, paragraph form) the steps you took to conduct this research. Tell which week of tweets you pulled and how you handled re-tweets, mentions, quoted in, etc. Did you include them in your counts? This needs to be consistent for your group.

RESULTS
In your results section, simply report what you see. Resist the temptation to tell us what it might mean. Save those thoughts for the next section.
Qualitative section
What themes emerge from the tweets for the account you selected? You are looking for overall concepts, as well as exceptions. Then, as a group, see if larger themes emerge from looking at your group of Twitter accounts.
Quantitative section

This is the "numbers" part of the project. You will essentially fill in this chart for the Twitter account you have selected. You can include a similar table in your results section, and include all of the accounts your team reviewed.

How many total tweets posted for the week?	
How many tweets were RT (re-tweets)?	
How many tweets advocated for a cause?	
Figure the average no. of advocacy-related tweets for the week. (no. of advocacy tweets divided by total number of tweets...then multiply by 100 to obtain the percentage)	

DISCUSSION/CONCLUSION
What do the findings mean? What interpretations can be drawn? What limitations are inherent in our research design (ie. we only looked at one week of tweets;)? How could the study expand in for further research?

REFERENCES
Each group member should find one peer-reviewed journal. This article should help inform your introduction and background section. The minimum number of references is the same as the number of members in your group. List references at the end of the paper in a section called References. Use APA style.
https://owl.english.purdue.edu/owl/section/2/10/

Presentation (worth 10 points of total course grade) - All members of the group will orally present their research project. Visual aids are required. This could be screen shots, PowerPoint or handouts. Each group will have only 5 minutes to present to the rest of the class. This is a short time frame, so you will need to practice. Devote more of your presentation time to the findings and conclusions because that's the reason for conducting the research.

For your deadlines, see your syllabus.
This Twitter research project is worth 20 points of the total course grade.

Assessment & What to Hand In
Research papers will be assessed on writing style, quality of research, demonstration of qualitative and quantitative reporting, and incorporating reasonable discussion and implications of your findings. You will hand in one hard copy of the paper with all group members' names on the cover page. Also include all of your data tables where you tallied your research.

Suggested Student Timeline
1. Pull articles relating to multicultural topic
2. Grab tweets (can copy and paste into Excel)
3. Read articles
4. Write lit review/background
5. Code tweets
6. Write methods, results and discussion
7. Proof
8. Prepare for oral presentation (with visual aids)

Appendix B
List of Twitter Handles

Potential Twitter Activists

Name	Handle	Activism
Edgar Shoboy Sotelo (many tweets are in Spanish)	@elshoboy	
Paulie Perrette	@PauleyP	
Feed USA	@FEEDprojects	
Ashton Kutcher	@APLUSK	
Michael J. Fox	@RealMikeFox	
Nelson Mandela	@NelsonMandela	
Mark Horvath	@hardlynormal	
Trevor Neilson	@Trevor_Neilson	
Doug Ulman	@LiveStrongCEO	
Danny Glover	@mrdannyglover	
Ellen DeGeneres	@theellenshow	
Shakira	@shakira	
NOH8 Campaign	@noh8campaign	
Greenpeace	@GreenpeaceUSA	
Code Pink	@CodePink	
Marlee Matlin	@MarleeMatlin	
Adam Bouska	@bouska	
Kevin Healey	@kevin_healy	
Prison Reform Movement	@prisonreformmvt	
SAFER campus	@safercampus	
Lena Dunham	@LenaDunham	
Julianne Moore	@_juliannemoore	
America Ferrera	@AmericaFerrera	
Peace First	@peacefirstorg	
National Rifle Association of America	@NRA	
Prolife campaign	@prolifecampaign	
NARAL ProChoice	@naral	
Eva Longoria	@EvaLongoria	

Kristen Bell	@imkristenbell	
Arianna Huffington	@ariannahuff	
Drew Brees	@drewbrees	
Wyclef Jean	@wyclef	
Craig Newmark	@craignewmark	
Amanda Rose	@amanda	
Veronica De La Cruz	@VeronicaDLCruz	
Drew Olanoff	@drew	
Stephanie Rudat	@srudat	
Jenny McCarthy	@JennyMcCarthy	
Amnesty International	@AmnestyOnline	
Everyday Sexism	@EverydaySexism	
Children's Rights	@ChildrensRights	
50 Million Missing	@50millionmissin	
Breakthrough	@bell_bajao	
Break the Cycle	@breakthecycledv	
End Violence Against Women Coalition	@EVAWhd	
Equality Now	@equalitynow	
Holly Kearl	@hkearl	
Kathleen Milliken	@kmmilliken	
Maps 4 Aid	@maps4aid	
Men Can Stop Rape	@mencanstoprape	
Orchid Project	@orchidproject	
Somaly Mam	@Somalymam	
Neil Patrick Harris	@ActuallyNPH	
Cornel West	@CornelWest	
Alicia Keys	@aliciakeys	
Cory Booker	@CoryBooker	
Soledad O'Brien	@soledad_obrien	
Tavis Smiley	@tavissmiley	
Half the Sky	@Half	

Rosario Dawson	@rosariodawson	
United Nations Women	@UN_women	
Room to Read	@roomtoread	
National Association for the Advancement of Colored People	@NAACP	
Patricia Arquette	@PattyArquette	
Wendy Davis	@WendyDavisTexas	
LULAC	@LULAC	
National Multicultural Western Heritage Museum	@NMWHMUSEUM	
National Congress of American Indians	@NCAI1944	
UNESCO	@UNESCO	
Women Deliver	@WomenDeliver	
Third Wave	@3Wave	
Safe World for Women	@safeworld4women	
NOW	@NationalNOW	
AARP	@AARP	
National Council on Disability	@NatCounDis	
Vital Voices	@VitalVoices	
Traffick911	@Traffick911	
Lisa Ling	@LisaLing	

Want to continue this research?
If you have an interest in building upon this project, please let your professor know. This project has the potential for conference presentations nationally, statewide, and on our campus.

Questions?
Ask your professor in class, on the phone (number), or via email at (address).

Appendix C:
Assessment Rubric

LFA 100   Final Project Rubric - Paper
This paper is scored out of ten points. To see a breakdown of how points were assigned to your paper, please review the following rubric.

___/10 points	__The structure of the paper is clear (title page, intro, background, methods, results, discussion/conclusion) and provides examples/support for statements. __ Minimum page count of 5 pages is met. __ Writing style (APA) fits paper's audience/purpose. __ Is free of spelling, punctuation, and grammatical errors. __ Qualitative and quantitative research evident. __ Uses peer-reviewed journal articles (one per team member). __ Background explains the overall topic connecting the Twitter handles. __ Methods adequately explained so another could replicate the research. __ Results section reports findings and does not include interpretation. __ Discussion/conclusion shows a depth of thought and analysis.
+ or -	Team's input on individual's contribution to paper *(see group assessment page)*
	Grade

LFA 100   Final Project Rubric - Presentation
This presentation is scored out of ten points. To see a breakdown of how points were assigned to your presentation, please review the following rubric.

10 points	All members of the active team take a role in the presentation. The presentation includes at least one strong visual aid. The team's findings are clearly explained. Speakers are confident in their explanations. The presentation does not exceed 5 minutes.
9 points	All but one team member of the active team takes a role in the presentation. The presentation includes at least one visual aid. The team's findings are clearly explained. Overall speakers are confident in their explanations with only one weak link. The presentation does not exceed 5 minutes.
8 points	All but one team member of the active team takes a role in the presentation. The presentation includes at least one visual aid. The team's findings are explained, with some clarity. A few of the speakers may deliver weak presentations. The presentation does not exceed 5 minutes.
7 points or below	Half of the team members of the active team take a role in the presentation. The presentation includes at least one average visual aid. The team's findings are explained, with some clarity. A few of the speakers may deliver weak presentations. The presentation does exceed 5 minutes, or is too short to properly convey the information.

Appendix D
Group Evaluation Form

Twitter Research Project Evaluation
LFA 100 – Fall 2013

Your Name
What tasks did you handle during the project (paper and presentation)?
What grade would you assign to your individual efforts (A,B,C,D,F)?   PAPER _____   PRESENTATION _____

What grade would you assign to your group's <u>paper</u>? _____
What grade would you assign to your group's <u>presentation</u>? _____

About my team
This will not be shared with your team members

Team member	Tasks performed? (list one or two)	Shared in the responsibilities of the project (pulled his/her weight)?	Was a positive influence on overall paper?	Was a positive influence on overall presentation?	Deserves same grade as other members of team?
Sample	*Wrote the introduction. Set up meetings.*	*No – missed meetings and did not contribute.*	*Yes – helped edit the entire paper.*	*Yes – helped practice. Lead group.*	*No – this person should receive a slightly lower grade*