

LEARNING CARD

Role-tweeting

Description The objective of this activity is to develop character profiles (historical, literary, scientific, etc.) in the social network Twitter with the aim of promoting inter-learning and debate among adolescents.

Tag

- Audio
- Graphic
- Photo
- Social Media
- Twitter
- Video
- Writing

Skills

PRODUCTION

- To create and modify written productions
- To use writing software and apps
- To create and modify photographic productions
- To use photographic and editing tools

CONTENT MANAGEMENT

- To search, select, and download
- To manage content archives
- To manage content dissemination and sharing

SOCIAL MANAGEMENT

- To participate in social media
- To collaborate

PERFORMANCE

- To play
- To act

MEDIA AND TECHNOLOGY

- To recognize and describe the technical features of social media

NARRATIVE AND AESTHETICS

- To interpret
- To compare
- To evaluate and reflect
- To take action and to apply

IDEOLOGY AND ETHICS

- To recognize and describe
- To evaluate and reflect
- To take action and to apply

RISKS PREVENTION

- To recognize and describe
- To take action and to apply

Learning areas

- Arts
- Foreign Languages
- Language
- Mathematics
- Religion and Ethics
- Sciences
- Social Sciences
- Technologies

- Card language**
- English
 - Spanish
 - Italian
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Structure

Sessions	4 - 5 (Variables)
Duration	55' (Variable)
Number of participants	10-30 participants
Age	<ul style="list-style-type: none">• 14-16• 17-18
Materials	<ul style="list-style-type: none">• Smartphone or computer• Twitter account

Process

Key questions

- What sources will be consulted to document a certain character?
- Will different sources of information be contrasted?
- Can you use the Twitter language to build a character?
- How is the information presented on Twitter? What languages can be used?
- What dissemination strategies can be carried out to make the character visible? How will the information be dosed?
- What interaction will take place in the social network?

Development

Depending on the topic you want to work on in the classroom, the teacher assigns the roles of the characters you want them to interact with or let the students themselves choose from the parameters established for the activity. The teacher stipulates the rules of the activity in the first session:

- The student has to study the character assigned to them as much as possible: background, type of language they use, reasons for which they are recognized, etc.
- The student must record this process of immersion in a log (printed or digital).
- The activity will reward, on the one hand, student participation, both in the development of their own tweets and in the interaction they get with the other characters (in this sense, it is very important to ask others questions, refute arguments, etc.).

(55'-110').

The characters will be selected depending on the subject that is being taught: literary characters and writers for the Language and Literature classes; historical characters for Social Sciences; scientists and technologists for Science / Technology classes; Philosophers for the Ethics / Philosophy classes, etc.

It is recommended that the users and passwords of the profiles be controlled by the teacher in order to put the privacy as "private", so that the messages can only be seen among the members of the group.

The teacher launches a topic that the students want to discuss and marks it as a Twitter tag (hashtag). It is important that students use the hashtag when they write their messages to be able to control the content. For example: if we are talking about the work of Shakespeare and each student represents a character, the theme can be #loyalty or #love

If the teacher considers it appropriate, the characters can also be interspersed among the students in the different sessions.

(Duration: variable, this will depend on the sessions in which you want to work and if you respond to messages outside the classroom).

In each session, a different theme will be launched in the hashtag. The activity will end when the teacher considers that the topic has been addressed or they no longer want to continue using this type of activity in the classroom.

It is suggested that students make an oral presentation that summarizes their best contributions (using, for example, a timeline in Storify **(110'-165')**).

Evaluation

The teacher should evaluate:

- The quality of the argumentation
- The use of appropriate language and adapted to the character and the social network.
- Creativity (use of different languages, not only written)
- Quality of research work and documentation of the character (which will be assessed based on the student's own log).

References for professors

- Examples of roleplaying with mobile applications and / or social networks, specifically with Twitter:

<https://vimeo.com/148435238>

<https://nosvemoslosjueves.wordpress.com/lista-de-cuentas/>

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