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Social Media Researcher @SocialMediaRA · Jan 28  
RQ3-How are these differences between users' content practices related to other user characteristics?

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RQ2-What are the differences between users in terms of the types and diversity of messages that they usually post?

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RQ1-What types of messages are commonly posted and how does message type relate to other variables?

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# Establishing an Educational User Type for Asynchronous Communication on Twitter

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## Literature Review

The rate of user activity on Twitter is influenced by social connectivity and the user's network (i.e. number of contacts).

Possible that users are subject to social learning, and are influenced by the activity of others they observe on Twitter

Three types of distinct user activities: information seeking, information sharing, and social activity

Twitter users represent two different types of "content camps".

Meformers' self focus and Informs' embeddedness in social interaction.

Informs have more social contacts and it could be hypothesized that informs seek readers and attention for their content.

The direction of the causal relationship between information sharing behaviour and extended social activity is not clear

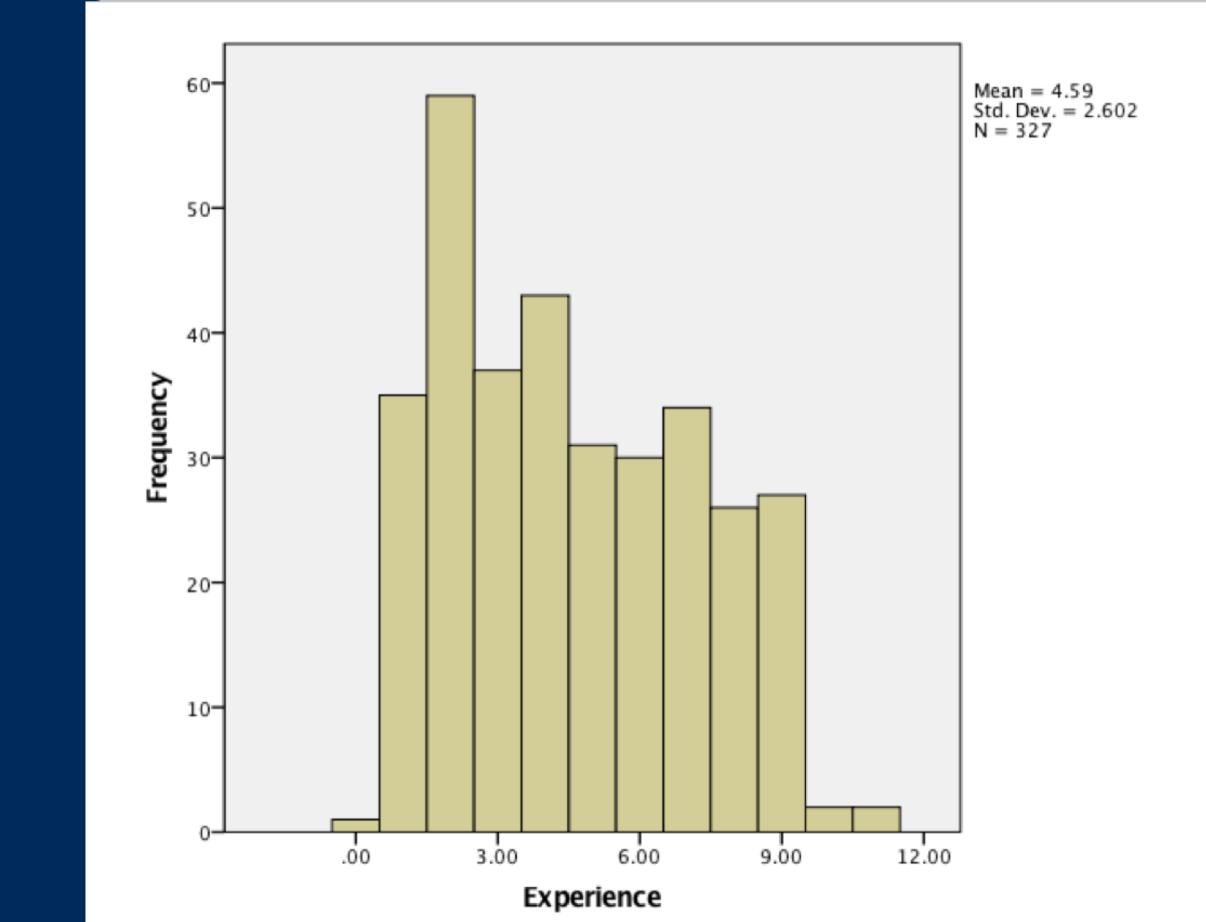


Table 1 User Experience on Twitter

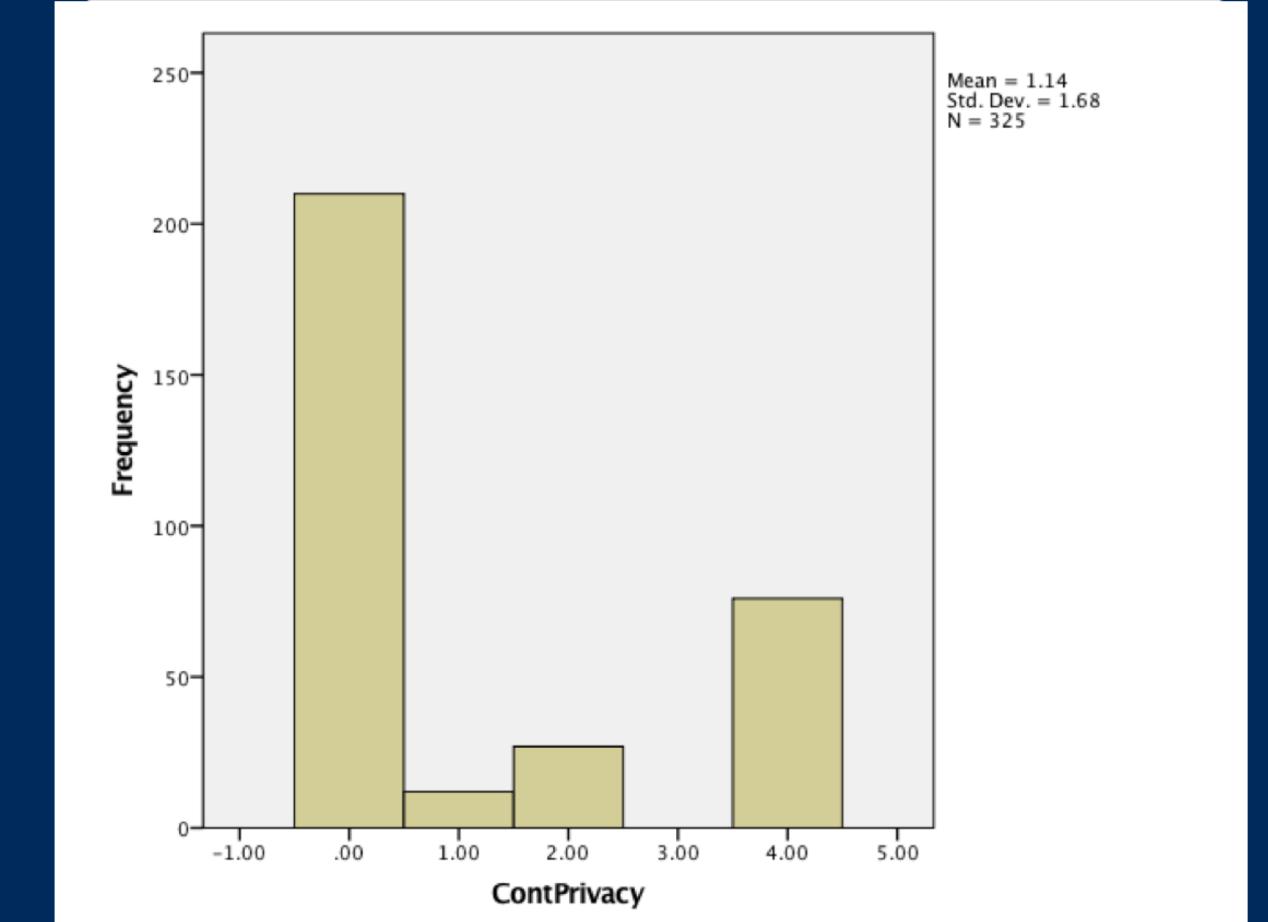


Table 2 User Privacy Concerns on Twitter

## Methodology

1. Naaman, Boase & Lai (2010) baseline study
2. Obtain further random sample of Twitter users
3. Selection criteria for educational users
4. Modify typology to suit educational use of Twitter

Code	Characteristics	Example (s)
Information Sharing (IS)	<ul style="list-style-type: none"> <li>• Website link to resource</li> <li>• Announcement of learning</li> <li>• Announcement of purpose</li> <li>• Explanation of how time/money/attention was spent</li> </ul>	<ul style="list-style-type: none"> <li>"To travel far in space...URL"</li> <li>"School council meets tomorrow night at 6:30 pm"</li> <li>"Our class is learning reflecting on student numeracy responses..."</li> <li>"All schools will be open today"</li> <li>"#literacysummit"</li> </ul>
Self-Promotion (SP)	<ul style="list-style-type: none"> <li>• Pro-d choices</li> <li>• Connections to other professionals</li> <li>• Statement of professional learning capacity or involvement</li> </ul>	<ul style="list-style-type: none"> <li>"Last week we hosted a fabulous Black Inventors Museum"</li> <li>"Room 210 is ready"</li> <li>"Excited to work with such a strong team of leaders"</li> <li>"Striving to keep students supported, engaged, connected and encouraged"</li> </ul>
Opinions/ Complaints (OC)	<ul style="list-style-type: none"> <li>• Subjective evaluation of topic</li> <li>• Expression of opinion or feelings about topic</li> </ul>	<ul style="list-style-type: none"> <li>"I can't imagine"</li> <li>"Grade 2 is bursting with excitement"</li> <li>"Check this out"</li> <li>"Wonderful family literacy morning"</li> </ul>
Statements and Random Thoughts (RT)	<ul style="list-style-type: none"> <li>• Did not fit in any other category</li> </ul>	<ul style="list-style-type: none"> <li>"Character is how treat someone that can do nothing for you"</li> <li>"Never let it be forgotten that it's the teacher's connection with students that makes the difference!"</li> </ul>
Me now (ME)	<ul style="list-style-type: none"> <li>• Completely isolated from professional duties/ role</li> </ul>	<ul style="list-style-type: none"> <li>"On hour #3"</li> <li>"I'm joining @user &amp; sleeping in my car"</li> <li>"I think I speak for all women when I say Doritos are not the crusty salty orange..."</li> </ul>

## Proposal

Assess the levels of egotism (meformer / informer) present in the educational profiles based on content analysis of publicly posted tweets

Inter rater reliability with Faculty of Psychology undergrad students

Look for evidence of social learning or influence based on friends