**Inequality for All: Live Tweeting in Social Work Education**

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This assignment involves participating in a live Twitter chat with other social work students, educators and practitioners from around the country to talk about important social and economic justice issues.  The assignment is designed for a policy or macro-practice course, but it can be incorporated into almost any social work course.

Learning objectives: After completing this assignment, students will be able to:

1. Think critically about policies and societal contexts that influence income inequality.
2. Engage and communicate with others while processing content related to income inequality.
3. Develop knowledge, skills, and values that contribute to their professional development.

The assignment consists of three parts:

1. Students will watch the documentary *Inequality for All* (<http://inequalityforall.com/>) on their own or in class, and then write a brief reaction to the movie including if they agreed with the film maker’s position (why or why not?) and how the movie informed their understanding of poverty in the U.S. (500 –700 words).

2. Students then participate in a one-hour live Twitter chat with social work students, faculty and practitioners from across the country. This chat will be sponsored by #MacroSW (<https://macrosw.com/>), a weekly Twitter chat focusing on macro social work practice issues, and is held once every fall and spring semesters. The chat is hosted by Jimmy Young (@JimmySW) and Laurel Hitchcock (@laurelhitchcock).  During the chat, students answer questions about the film and income inequality and also post their own questions. that will guide the flow of the conversation.

Questions are based around the film as well as the overarching topic of Inequality. Students will need a free Twitter account, and will demonstrate participation during the chat by: a) posting responses to at least three of the discussion questions while using the hashtag #MacroSW; b) responding to at least three other chat participants while using the hashtag #MacroSW; and c) include a hyperlink in at least two posts. If you or your students are new to Twitter, you can use the following guide - *Getting Started with Twitter* (<https://support.twitter.com/articles/215585>) and read this article about how to participate in a live Twitter chat (<http://www.laureliversonhitchcock.org/2015/01/08/how-to-participate-in-a-live-twitter-chat-tips-for-social-workers/>).

3. After the live chat, students will write a self-reflection about the experience of participating in the live twitter chat that includes a brief summary of the chat, lessons learned from the chat and how the experience could inform future social work practice (300-500 words).

An instructor can assign point values or simply include this assignment as part of the class participation. Should an instructor choose to use it as a traditional assignment the following rubric will help with grading and providing directions for students:

Social Work Policy Twitter Assignment Rubric

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| --- | --- | --- | --- | --- |
| **Criteria** | **Exceeds Expectations** | **Meets Expectations** | **Below Expectations** | **Points** |
| **Movie Reaction** | | | | |
| Reaction to Movie Review | Very clearly constructed and communicated reaction or reflection to the documentary. Insightful, thoughtful, and supported. | An adequate reaction is provided including thoughts, insights, questions, concerns, or “a-ha”s expressed clearly. | Weak reaction or reaction is not justified with thoughts, evidence, or personal experience. |  |
| Understanding of Poverty in Movie Review | Review provided description of insights related to poverty with clarity, evidence, included examples from the documentary. Sought to explore diverse viewpoints and provide insight into the lives and thoughts of individuals in the film. | Review provided some description of insights related to poverty, but only included some evidence from the documentary to support their thoughts. Discussed only one diverse viewpoint. | Review provided some description of insights related to poverty, but little or no evidence or examples from the movie were provided to support discussion. Review did not demonstrate cultural sensitivity or attempt to understand diverse viewpoints. |  |
| Writing Mechanics in Movie Review | Writes with no errors in grammar, capitalization, punctuation, and spelling. | Writes with minor errors in grammar, capitalization, punctuation, and spelling. | Writes with major errors in grammar, capitalization, punctuation, and spelling (3 or more errors). |  |
| **Live Twitter Chat** | | | | |
| Policy Content in Tweets | Original tweets consistently provide new resources or ideas about income inequality or poverty that add value to the discussion. Tweets are creatively and succinctly written to stimulate dialogue and commentary. | Most original tweets provide new resources or ideas about income inequality or poverty that add value to the discussion. Most tweets are written to stimulate dialogue and commentary. | No or a few original tweets provide new resources or ideas about income inequality or poverty that add value to the discussion. No or a few tweets are written to stimulate dialogue and commentary. |  |
| Hyperlinks and other resources in Tweets | Tweets include accurate hyperlinks to resources that enhance the topic. Effectively uses tiny URLs as needed to stay within the 140-character limit. Selects hyperlinks representing the most current resources about the topic. | Tweets include hyperlinks to resources relevant to the topic. Uses tiny URLs most of the time to stay within the 140-character limit. Usually selects hyperlinks that represent the most current resources about the topic. | Some tweets include hyperlinks, but not all resources are relevant to the topic. Inconsistently uses tiny URLs to stay within the 140-character limit. Hyperlinks connect to many out-of-date resources. |  |
| Writing Mechanics in Tweets | Writes Tweets with no errors in grammar, capitalization, punctuation, and spelling. | Writes Tweets with minor errors in grammar, capitalization, punctuation, and spelling. | Writes Tweets with major errors in grammar, capitalization, punctuation, and spelling (3 or more errors per tweet). |  |
| Comments & Contributions in Tweets | Consistently responds to tweets with positive, respectful, and succinct comments while providing a meaningful addition to the discussion. Re-tweets are appropriate for the assigned discussion topic and always include the source’s Twitter username. Always uses the appropriate hashtag. Creates and sends tweets more frequently than required. | Most responses to tweets are positive and respectful while providing a meaningful addition to the discussion. Most re-tweets are appropriate for the assigned discussion topic and include the source’s Twitter username. Consistently uses the hashtag. Creates and sends tweets as often as required. | Some responses to tweets are negative and disrespectful and/or provide little value to the discussion. Re-tweets are often inappropriate for the assigned discussion topic and fail to include the source’s Twitter username. Consistently does not include the hashtag. Creates and sends tweets somewhat less often than required. |  |
| **Self-Reflection** | | | | |
| Self-Correction & Self-Reflection | The reflection demonstrates ability of the student to question their own biases, stereotypes, preconceptions, and/or assumptions and define new modes of thinking as a result. | The reflection demonstrates ability of the student to question their own biases, stereotypes, and preconceptions. New modes of thinking are not evident. | There is some attempt at self-correction, but the self-reflection fails to demonstrate a new awareness of personal biases, etc. |  |
| Active Learning | The reflection shows tremendous thought and effort. The learning experience being reflected upon is relevant and meaningful to student and assignment learning objectives. | The reflection shows some thought and effort. Student makes attempts to demonstrate relevance, but the relevance is unclear in reference to assignment learning objectives. | The reflection shows poor thought and effort. Most of the reflection is irrelevant to student and/or assignment learning objectives. |  |
| Writing Mechanics in Self-Reflection | Writes with no errors in grammar, capitalization, punctuation, and spelling. | Writes with minor errors in grammar, capitalization, punctuation, and spelling. | Writes with major errors in grammar, capitalization, punctuation, and spelling (3 or more errors). |  |

References:

#MacroSW (n.d.) *Home.* Retrieved from: <https://macrosw.wordpress.com/>

Inequality for All. (n.d.) *Homepage*. Retrieved from: <http://inequalityforall.com/>

Hitchcock, L.I. (2015). *How to participate in a Live Twitter Chat – Tips for Social Workers.*

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Twitter. (n.d.). *Getting Started with Twitter.* Retrieved from: <https://support.twitter.com/articles/215585>