Digital Humanities Studio – Archaeology in a Digital Age (DGHM 150)
Professor Lieberman – Spring 2019

Studio Assignment 4: Microblogging as Scholarship (or, Learning through Live Tweeting)

The Background
Twitter's got a bad rep. When most people think about the social media platform, they imagine a) brief snippets of news containing links to additional information, or b) the unsolicited thoughts of celebrities and the general public. Few can conceive of Twitter and other social media platforms as effective means of teaching concise writing with a creative twist for pedagogical purposes. In this assignment, we will attempt to use Twitter to this end.

Live-tweeting at conferences is growing in popularity. While at the Society of Classical Studies and Archaeological Institute of America joint annual meeting this past year, I tried my hand at live-tweeting many of the sessions that I attended; I realized that it *changed* the way I listened to and processed the research that was being presented. **Live-tweeting** is a series of focused tweets that offer a minute-by-minute rundown on what is being shared by the speaker/panelists and what questions are being asked by the audience—all in real-time. **Why are scholars live-tweeting in the first place**? We live in an age where many of us own smart phones. For this reason, many of us have the ability to promote and communicate knowledge on a globally accessible platform with just the click of a button. By broadcasting information via Twitter, we can uphold our responsibility as scholars to openly share our work with a broad audience rather than only with other academics behind closed doors.

The Rules
For this assignment, you will be attending and live-tweeting Dr. Donna Zuckerberg's lecture entitled, "How Deep the Rabbit Hole Goes."
- You can either use your own twitter account for the assignment OR use the form (https://goo.gl/E5sypZ) created by Professor Lieberman for the assignment. Each submission of the form counts as one "tweet."
- You will need to produce a minimum of **TEN** (10) tweets during Dr. Zuckerberg's talk and the question session that follows.
- Remember that each tweet can only be 260 characters. (NB: If you are using the form, you'll have to estimate what that looks like).
- Remember that each tweet should include our class hashtag (#dhccstudio). Hashtags allow users to follow conversations related to a common theme on twitter.

The Fine Print
- **Listen carefully**. If you are going to live-tweet a scholar's presentation, it is only fair to quote his or her words correctly. Of course, the difficulty is that people talk quickly, but you should make an effort to methodically take notes and get their words right.
- **Be respectful**. Twitter is a distinct but equally important form of academic debate, and in this vein, Twitter users should follow the same code of conduct that governs our behavior in the classroom.
- **Be fair.** One of the many invaluable aspects of Twitter is its ability to document and archive debate in the discipline. Thus, we must be fair and balanced in how we report on presentations and portray a panelist's argument, regardless of how we feel about the argument being made.