# Engaging Students via Social Media

Britny Rogala, Department of Pharmacy Practice

**Course Background**

**PHP203G: Cancer Basics and Beyond**

* A **grand challenge course** designed for future healthcare professionals to provide a **basic understanding of cancer** & incorporate larger scale **ethical and social issues**
  + Epidemiology and pathophysiology of cancer
  + Cancer prevention and treatment
  + Research ethics
  + Health equity and disparities
  + Financial toxicity of cancer care
* **Classroom demographics:**
  + Thirty students enrolled
  + 50% freshmen
  + 30% sophomore
  + 10% junior, 10% senior)
* **Teaching styles**: lecturing, small group activities, debate, final presentations
* **Grading: 2019**
  + 10% participation and attendance
  + 60% tweets and reflections
  + 15% debate (group work)
  + 15% plan of action (final presentation)

Course Changes

280-Character Tweet

**Objective:** Empower students to harness the power of social media to interact with one another and other healthcare professionals

* Syllabus statement
* Rubric (revised after first assignment)
* Information literacy and responsible use of social media lecture

**Rubric elements:**

* **Related course material:** Tweet contains an accurate reference to the relevant course material
* **Literature cited:** Tweet links to a relevant article with timely and up-to-date information. The tweet summarizes at least one key point from the article
* **Responsible information sharing:** All information is accurate and not misleading. The information is from a reputable source.

Results

**What went well**

* Students connecting with and communicating with each other outside the classroom
* Some finding a platform for their professional interests and networking with the larger Twitter community

**What we improved in 2020**

* Lower the grading weight of twitter assignments

**Room for improvement**

* Encourage more faculty-student twitter interaction
* Recognize “high impact” tweets

