

Capturing tweets: The development and validation of the *Attitudinal, Behavioural and Emotional Response to Tweets on Assessment Scale (ABERTAS)*

Introduction

Social media use for communication, social relationships and educative purposes have become rapidly integrated into the daily lives of young adults in the UK. 100% of 16-24 year olds reported daily social media use according to the Office of National Statistics (2020, Table 4). Furthermore, 90% of this age group reported that they had used the internet, including social media for learning activities such as communicating with teachers, peers, completing an online course, and accessing learning material (2020, Table 7).

Twitter is one of the most popular social networking sites for young adults, and social media engagement by this group is increasingly evident during the UK examinations season. During this significant time in young people's lives, many take to social media platforms such as Twitter, to self-report on their experiences with high-stakes assessments. Previous research has broadly explored what students share via Twitter concerning assessment. For example, Dike-Oduah's (2018) content analysis on 1,000 assessment related tweets during the 2018 exam series, provided a summary of the varied characteristics of these tweets. A substantial proportion of the tweets (41.2%) were coded as containing reference to exam technique and teaching and learning practices. 20.5% of the tweets communicated issues with test anxiety and exam stress. Finally, 12.4% of the tweets were comparative in nature, whereby the tweet referred to other students' exam experiences (2018, p. 62-63). These results can be summarised under three broad concepts; learning behaviour, test anxiety and community of practice respectively

Literature on the intersection between social media and educational assessment is relatively niche. After a thorough literature review, no formal scale has been developed for measuring how individuals respond to tweets on assessment.

Existing studies have primarily focused on how students and scholars use Twitter for academic purposes such as teaching specific subjects (Kassens-Noor, 2012; Veletsianos & Kimmons, 2016).

Hennessy et al. (2016) administered a survey to 192 medical students where the use of Twitter was incorporated to support teaching and learning at the University of Southampton. While a negligible correlation was found between exam performance and specific twitter engagement, an interesting finding was observed concerning the 'unintended' consequences of social media use. They found that Twitter usage facilitated group cohesion and provided a support network for students during a challenging course. Moreover, it was said to relieve anxieties and increase self-efficacy. These findings are suggestive of a link between Twitter usage, community of practice (group cohesion), anxiety and learning behaviours. In support, Ricoy and Feliz's (2016) quantitative analysis of 3000+ tweets by HE students revealed that student participation in Twitter-education activities increased student motivation, and indicate how gratifying learning within a community can be for students.

The studies mentioned used self-report measures developed for the purpose of their research, and all used university students. This presents external validity issues when applying their findings and methods to Sixth Form students. Nevertheless, their findings complement Dike-Oduah's (2018) findings, in that the outcome of Hennessy et al (2016) and Ricoy and Feliz's (2016) study can be categorised into the same three broad themes, community of practice, test anxiety and learning behaviour.

While it is foundational to know **what** students share about assessment on social media, the nature of Twitter is such that a single public tweet has the potential to be read by millions of Twitter users and beyond! Therefore, it is imperative that new research seeks to investigate how tweets on assessment are **perceived** by students.

Thus, considering the multi-layered impact that Twitter can have on students' educational experiences, specifically assessment, the present study used exploratory scale development and validation techniques to create a novel scale for measuring how students respond to assessment related tweets on these three concepts; community of practice (COP), learning behaviour (LB) and test anxiety (TA).

These three concepts set the parameters for the development of the scale as they were the underlying themes across existing research in this niche field. However, as a comprehensive scale for our specific purpose of measuring student's response to tweets on assessment were non-existent, a systematic literature search was conducted to identify the most suitable instrument to measure students' perceptions and reflections of their learning experience, based on the three concepts COP, LB and TA. The search identified Pintrich's (1991) well-established 62-item Motivated Strategies for Learning Questionnaire (MSLQ).

The MSLQ is divided into 15-subscales and provided an adaptable basis for developing the scale used in this study. Each subscale can be used in a modular manner to suit the research purposes (1991, p. 5). Three subscales were identified as complementary to the COP, LB and TA concepts initially identified as focal areas

from previous research. They were the MSLQ 'peer learning', 'task value' and 'test anxiety' subscales, respectively.

The MSLQ has frequently been employed in research since the 1990s through to the present year 2020, for varying research aims, across different countries and participant samples (Okolo & Ferretti, 1996; Soemantri et al., 2018; Tong et al., 2020), thus showing its versatility. However, its frequent use can be challenged due to the overall number of items, the inclusion of outdated wording for some items and issues with external validity since the MSLQ was originally designed for university students and not 16-19 year old sixth form students. Hence, a number of researchers (Karadeniz et al., 2008; Nausheen, 2016; Tong et al., 2020) have reconceptualised, adapted and modified this established questionnaire to suit their research objectives, and the present study took the same approach.

Yet, due to the absence of an existing measure for students' response to tweets on assessment, it was not justifiable to simply use a modified version of the MSLQ. This is because not every test-item on the three identified sub-scales would be appropriate for our research aims, because MSLQ items were not constructed for the purposes of analysing students' response to tweets. Moreover, the MSLQ is not contextualised for measuring learning motivations and behaviours within the internet, e-learning or social media context. Furthermore, changing certain words or phrases in MSLQ items have rendered some of the original items obsolete. One example of an incompatible item within the 'task-value' subscale is, "I think the course material in this class is useful for me to learn" Pintrich, (1991, p. 11, item 23). This item is irrelevant to the present study as assessing students' utility of course materials is outside the context of how they view tweets on assessment, and deviates from the core aims of the desired measure.

For these reasons, the entire MSLQ was not adopted, yet the format of the questionnaire and review of the items were useful in conceptualising the format of the scale developed for this research. The present study addressed the need for a contemporary, valid, and reliable self-report scale for measuring student's response to tweets on assessment across three concepts: COP, LB and TA. In this small-scale report, I describe the development and validation of a novel measure, the Attitudinal, Behavioural and Emotional Response to Tweets on Assessment Scale (ABERTAS).

Research question and objectives

Thus, the broad exploratory research question guiding the present study is:

How do sixth form students respond to the assessment-related tweets from other students of three A-Level social science subjects, under three domains: attitudes, behaviours, and emotions?

However, before this broad question could be answered, a measure needed to be developed for this purpose. Therefore, the specific research objectives for this study were to:

1. Develop an objective reliable scale designed to assess sixth form students' response to tweets on assessment across three domains: attitudes, behaviours, and emotions.
2. Conduct a cross-sectional pilot study to validate this measure and empirically test its properties, including the internal consistency and content validity.

Methodology

The aim was to develop a scale to assess students' response to tweets on assessment. I desired for the scale to be (1) bespoke for the current research aims, yet adaptable for replication across other social media and education research and

(2) specifically focused on three concepts COP, LB and TA. This section will provide a description of the sample used and the procedure undertaken to develop the Attitudinal, Behavioural and Emotional Response to Tweets on Assessment Scale (ABERTAS).

Participants

Participants in this study were 60 A-Level students, aged 16-19, from a Sixth Form in Outer London, UK. 86% of the participants were female (females = 52, males = 8). Over half of the student sample were in Year 12 (39) and 21 students were in Year 13. The sample were predominantly students of Psychology (85%), followed by Biology (25%), History (16.7%), Economics (13.3%) and Sociology (13.3%). The full list of courses represented in the sample can be seen in Appendix A.

Figure 1 below shows that among the participants, Twitter was reported as the 5th most used social media platform, with Instagram and Snapchat taking the lead. However, during exam season, Twitter ranks third among the 8 social media giants.

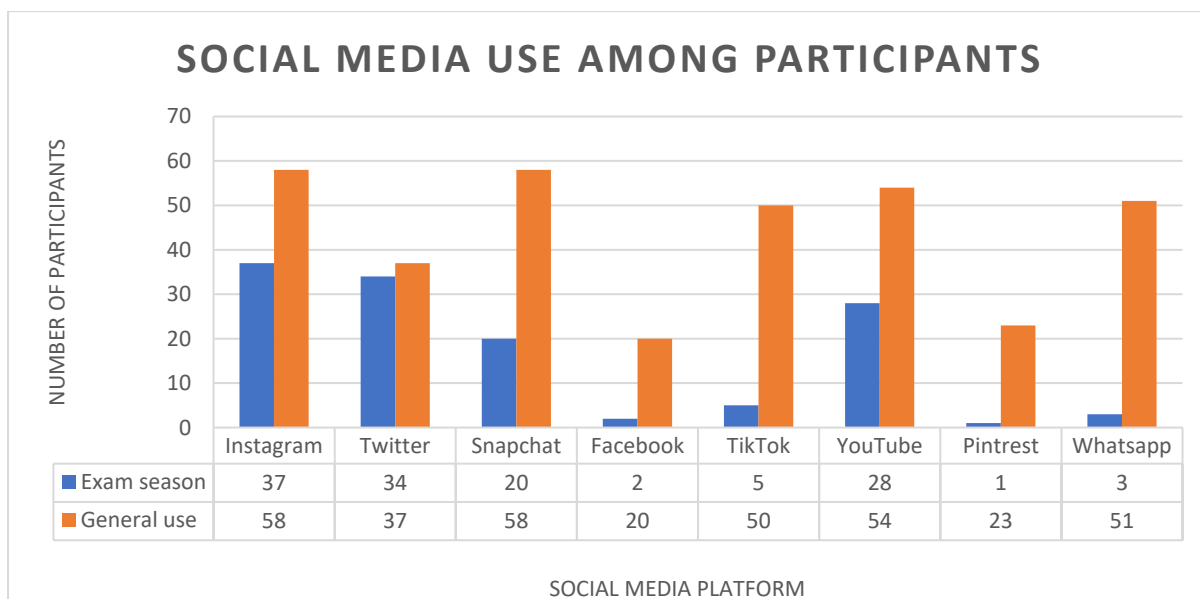


Figure 1: General Social media usage vs Exam season social media usage

Sampling

For recruitment, a combination of opportunity and volunteer sampling was used. The principal researcher for this study is Head of Psychology and had convenient access to students for research. Participants were recruited via volunteer sampling using invitation emails (see appendix B). Finally, an element of snowball sampling was used by asking recruited students to share the survey with their peers.

Snowball sampling was beneficial given that adolescents response rates for academic research has declined (Omrani et al., 2019). Yet it was important to achieve the desired sample size of 50 which was exceeded to N=60 because of snowball sampling. A larger sample size emboldens the generalisability of this study. However, due to the liberty of participants sharing this self-report survey to virtually anyone, I had less ability to scrutinize the suitability of the referred participants. Thus, population validity concerns may arise (Dusek et al., 2015, p. 281).

Survey development

The design and implementation of web-based surveys involves significant consideration of methodological issues. Due to the novel and exploratory nature of the inquiry, no pre-existing scale or measure was comprehensive for fulfilling the

aims of the research. Therefore, a bespoke self-report survey was designed to fit the research needs under a pragmatic realist stance.

Using the stages in item construction and scale development as outlined in Benson & Clark, (1982); Malhotra, (2006) and Rattray & Jones, (2007, p. 238), I identified the following for the survey developed and used in the present study:

1. The aim of the survey was to measure the attitudes, behaviour (intentions) and emotions of students in response to tweets on assessment.
2. The type of scale used was a Likert scale on three constructs: Community of Practice, Learning Behaviour and Test Anxiety. In the scale, the COP mapped onto the attitudinal dimension; LB mapped onto the behavioural dimension and TA mapped onto the emotional dimension.
3. The survey items and response formation were derived from the literature and the research questions, using an iterative process of regular revision and amendments of items following peer review.

Presentation of tweets

To measure students' response to tweets on assessment, 9 publicly available tweets from previous A-Level students in the 2018 exam series were included in the survey. These tweets were sourced from the coded database in Dike-Oduah's (2018, pp. 103–244) content analysis report. Three tweets were randomly selected for each social science subject, Economics, Psychology and Sociology. The full description of the 9 tweets is in Appendix C.

De Vaus (2013) and Omrani et al (2019) posit that a clear and engaging survey layout can increase the level of motivation to participate and minimises boredom effects. For these reasons and to maintain authenticity, the tweets were displayed as screenshot images and not in 'text format', as this is what Twitter users

would see as oppose to plain text. In addition, the tweet was cropped to hide the profile photo and username of the Twitter user and to conceal the posting date, number of retweets, replies, and likes for that tweet. The redaction of these elements was to reduce any bias in students' response and maintain the internal validity of the study.

Research has shown that a survey length of 10 (or less) to 20 minutes is ideal for data quality, completion rates and respondents' satisfaction (Galesic & Bosnjak, 2009). To maintain a survey length within the recommended time, I used the 'randomizer' function in the Qualtrics Survey Flow to randomly and equally assign 4 out of the 9 tweets for each participant (See Figure 2 below). The median completion time for this survey was 12 minutes, thus justifying this approach. Moreover, displaying 4 out of the 9 tweets for each participant is reminiscent of the very nature of Twitter, whereby users are exposed to a limited selection of tweets among millions. Therefore, the randomization technique lends to the efficiency and ecological validity of the survey instrument.

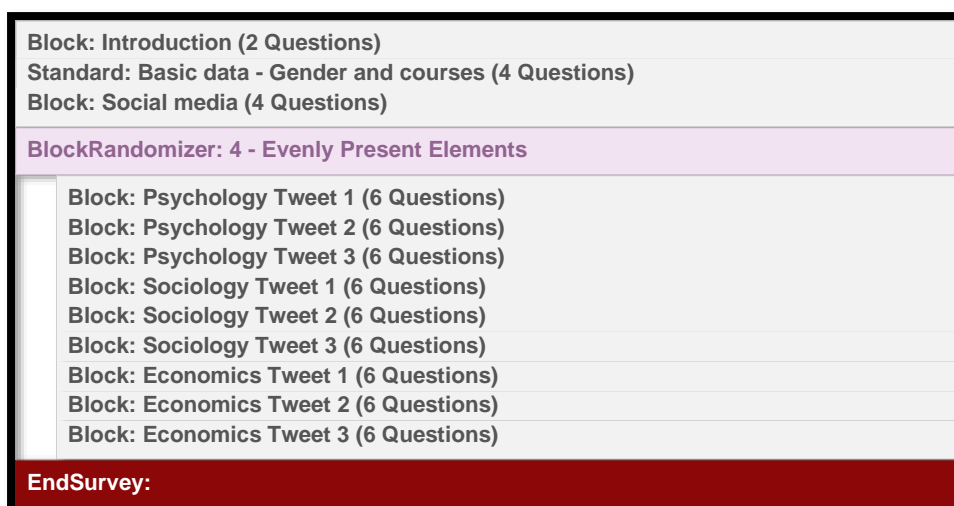


Figure 2: Survey Flow

The development of the Attitudinal, Behavioural and Emotional Response to Tweets on Assessment Scale (ABERTAS)

I desired for ABERTAS to be three-dimensional, so that it could assess three types of responses from students:

1. Attitudinal: This dimension specifically assesses student attitudes towards communities of practice and will be referred to as COP in the results and analysis.
2. Behavioural: This dimension assesses students' learning behaviour and will be referred to as LB in the results and analysis.
3. Emotional: This dimension specifically assesses students report of test-anxiety and will be referred to as TA in the results and analysis.

These are presently broad names given to what appears as specific concepts. The reason for this is that as the survey is developmental, it is subject to change, and these broad themes allow for further adaptability. For example, future survey development may want to assess student attitudes towards achievement, and this would not require for a fourth dimension to be created; it would simply fit into the existing 'attitudinal' dimension.

Item development and validation

Items were developed in two ways:

1. I used the format and literary style of the MSLQ to write new test items for each component. These were reviewed by my doctoral peers with considerable experience in education.
2. I adapted specific items from the MSLQ to include in ABERTAS.

Table 2 shows all the 10 items in ABERTAS and their frequency in the survey per tweet. The items I adapted from MSLQ were numbers 5 and 9. The remaining 8

items were completely new. Each item is a first-person statement that describes a response which could be experienced by a student reading assessment related tweets. Participants were asked to rate themselves on a 4-point Likert scale from 1= 'not at all' to 4= 'very much' for each item.

The following components were identified and analysed to form the ABERTA Scale:

Attitudinal dimension: Communities of practice (COP)

This component refers to the students' perception of how the tweet aligns with their thoughts and attitudes on assessment, under the notion of 'thinking together' as Pyrko et al., (2017, p. 390) terms it. It also assesses their position on knowledge sharing, consistent with the 'Peer Learning' scale in the Motivated Strategies for Learning Questionnaire (MSLQ) by Pintrich (1991, p. 28).

A Cronbach's alpha analysis was conducted for the 4 scale items contributing to the COP component of the ABERTA scale. These items appeared in the survey 19 times and showed an acceptable inter-item reliability ($\alpha = .746$). Higher scores on each item for COP indicates a greater perception of relatability and group belonging after reading the tweet.

Behavioural dimension: Learning Behaviour (LB)

Learning behaviour refers to the student's evaluation of how influential or useful the tweet is for modifying behaviour in teaching and learning. One item was adapted from the 'task value' construct in the MSLQ by Pintrich, (1991, p. 11). For example, in the MSLQ, item 23 states 'I think the course material in this class is useful for me to learn'. This was heavily modified for the context of this study into 'I feel compelled to change the way I revise after reading this tweet' (item 9, LB). Therein I homed in on the 'usefulness' element of the original item. This modification was necessary as

the original MSLQ item focuses on a specific class and alludes to the survey being taken in a school-context, whereas, ABERTAS is designed to be applicable across all subject areas without being bound to a single school environment.

There were three items for the LB component and items for this component appeared in the survey 12 times. Higher scores on this scale indicate a high level of usefulness for the tweet in modifying teaching and learning. The LB component of the ABERTA scale showed an adequate inter-item reliability ($\alpha = .792$).

Emotional dimension: Test Anxiety (TA)

The test anxiety component assessed the degree to which the student experiences emotions related to cognitive concerns about their performance in a test situation. The relational and emotional aspect to test anxiety is measured in this component and I adapted an item from the test anxiety construct in the MSLQ (Pintrich's 1991, p. 15). Item 3 in the MSLQ says 'when I take a test, I think about how poorly I am doing compared with others'. This 'relational' focused test anxiety item was softly modified for the context of this study to, 'when I take a test, I think about how I am doing in comparison to others; like in this tweet' (item 5).

Items measuring the emotional aspect to test anxiety included a regular and a reversed item. 'I feel worried about future assessments after reading this tweet' was the regular item. 'I feel calm about future assessments after reading this tweet' was the reversed item. This was done to reduce response bias (Suárez-Álvarez et al., 2018) and contribute to the internal consistency of the survey. To this end, after adjusting for reversed scale items, a Cronbach's alpha analysis was conducted for the 3 scale items contributing to the TA component of the ABERTAS scale. These

items appeared in the survey 14 times and showed an acceptable inter-item reliability ($\alpha = .773$).

Further comments on the validity and reliability of ABERTAS

A significant methodological concern is that scales are latent in nature, meaning that they do not offer direct observations of the variable in question, rather they are designed to make inferences about the theoretically chosen variables. However, as Borsboom et al., (2003) suggests, the realist ontological commitment towards the use of latent variables in this study, means that tentative causal conclusions can be drawn.

Furthermore, just as a single question would be inadequate to assess a student's knowledge about a topic in psychology, one should not evaluate a multidimensional construct such as COP with a single item. Therefore, in line with Lovelace & Brickman, (2013) a minimum of 3 to 4 items were used for each component to provide a good basis for generalisability, validity and reliability. To improve, the ABERTA scale could be further developed to have the optimal 6 to 8 items per construct as advised by Cronbach et al (1972, p. 229).

Pilot testing (peer review) and scale modification

The scale along with the whole survey underwent a rudimentary iterative validation process to ensure that the scale met the requirements for content and face validity, in that the scale accurately represents the desired concepts. This iterative process involved pilot testing the survey with members of the EdD cohort at UCL, which uncovered a range of important issues.

Based on their feedback, changes were made to the number of scale items and the formatting of the online survey. For example, instead of presenting all 10

scale items per tweet, it was suggested to only present 5 different items to minimise response burdens. Completing the full 10-item ABERTAS for each of the 4 tweets presented would have reduced the quality of the response due to fatigue and boredom effects (Omrani et al., 2019). Therefore, the most appropriate 5 out of the 10 items for each tweet were selected for display.

Arguably, the assignment of 5 items per tweet, could have been randomised to reduce any investigator bias. However, as each tweet communicated an aspect of student's experiences with assessment, it was pertinent to ensure that whatever issue was communicated via the tweet, could equally be addressed, and responded to via the item selection. For example, in Psychology Tweet 2 shown in Table 1, the author expresses concerns with construct underrepresentation when taking standardised exams. Therefore, it was clear that students' responses would be reminiscent of the items selected for this tweet as shown in Table 2.

It must be said that the piloting group were not representative of the study's target sample which contrasts the guidelines suggested by Malhotra (2006). To improve, the survey should be pre-tested on a subset of respondents that are representative of the target sample.

Additional Measures

Demographic measure

In addition to ABERTAS, participants provided demographic information about their gender, year group and subjects studied. Additionally, participants responded to items concerning social medial use where they indicated which social media platforms they used and the frequency of their usage via a frequency scale.

Qualitative measure

Several open-ended questions were developed for each tweet. As described by Holland & Christian (2009), these questions were interactive follow-up probes contingent on the participants response to the scale items. For example, if a participant rated themselves as 'very much' for Item 2 'I can relate to this tweet', then the follow up open-ended question was displayed in a probing manner for them to explain their rating in their own words. (See Figure 3 below). Though a qualitative analysis is outside the scope of the current research objectives, this qualitative element was useful as ABERTAS is developmental, and students' rich, qualitative responses will contribute to the further development of the scale. See Appendix D for the full survey.

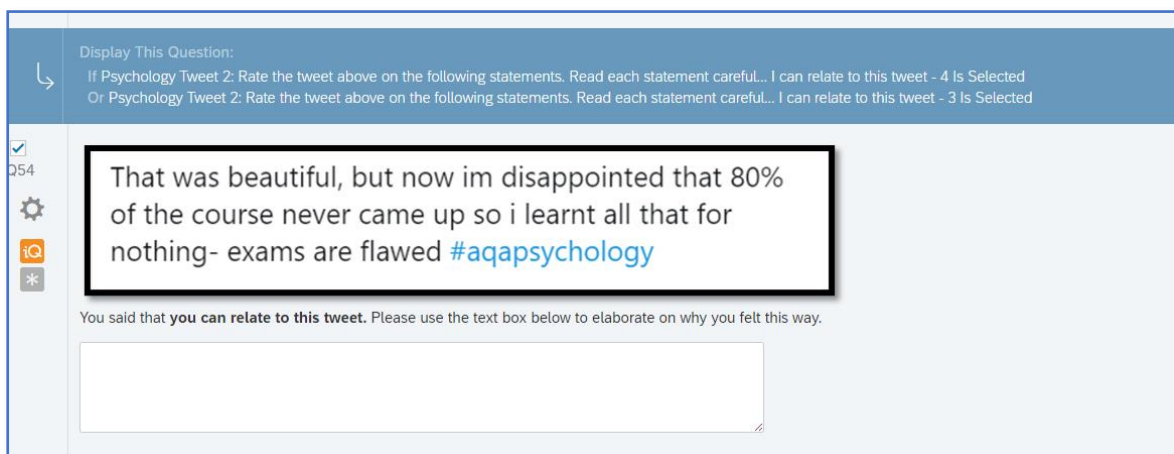


Figure 3: Example of follow-up interactive probe open-ended question

Ethical considerations

Ethical approval to conduct the study was obtained from University College London, Institute of Education ethics committee. All data were collected and treated anonymously. Participants provided informed consent before partaking in the study and were reminded of their right to withdraw. The tweets used in the present study are in the public domain, and under Twitter's privacy policy (Twitter, 2020) there was no need to seek consent from the original authors of the tweets. However, the

usernames and photos of the authors were respectfully redacted. Lastly, consideration was given to the sensitivities and potential anxieties that may arise from reflections on high-stakes assessment. Consequently, an adequate debrief was provided to all participants, with access to additional support where required.

Procedures

On 3rd July 2020, the 50 individuals in the population received an invitation to participate in this research via email. Seven days after the initial invitation, the survey was closed, and the completed responses were N=60 which included the additional 10 participants recruited via snowball sampling.

The participants completed a self-report cross-sectional survey anonymously, via a link generated by Qualtrics; a web-based survey platform. This method required participants to use a device that enables web-browsing to access the survey. The use of a web-based survey offered the benefit of reaching a significant number of participants efficiently, both in cost and time (Reynolds et al., 2007). Moreover, this method was pertinent considering the underlying theme of social media and internet use in this study.

On opening the link to the survey, informed consent was obtained from all participants before they could proceed. Due to the independent nature of administering the survey, while all participants received the same written instructions and questions, it could be argued that complete standardisation was not achieved as participants were at liberty to complete the survey in any setting, on their chosen device and at their own pace. This may present minor issues with the internal validity of the survey method used.

Rationale for the approach to analysis:

The statistical procedures used were determined by the primary goal of analysing the structure of the ABERTA Scale, and to gain an exploratory insight into students' response to tweets on assessment. Analyses were conducted using IBM SPSS 26.

Results

Exploratory Factor Analysis (EFA)

Using the dimension reduction factor analysis feature on SPSS, I computed the correlation matrix between all 10 items of the ABERTAS. The Kaiser-Meyer-Olkin test value was .512, which is marginally above the cut-off point of 0.5, and Bartlett's test of sphericity was significant at 0.00, thus indicating that a factor analysis was appropriate.

The factor analysis suggests that ABERTAS could be three-dimensional, as three factors were identified. These three components explain 56.247% of the variance. Table 3 shows the item loading values and the common variance explained after the rotated component matrix. Items are labelled COP, LB and TA depending on the component they were expected to be related to.

Stevens (2009) suggests using a loading cut-off of .40, regardless of sample size, for interpretative purposes. All items except item 5TA were related to the expected component. Item 5TA had a low loading of .444 for the LB component, and if a stricter loading cut-off point of .60 had been used as recommended by Field (2017), this item would not relate to any component, which raises questions about its perceived utility. Moreover, as communality predicts each item's value, it is confirmatory to see that the lowest communality value was .271 from item 5 again!

Item and scale analysis

Parallel Analysis

Since the data was ordinal level, a non-parametric Spearman's correlational analysis was conducted to test the association between each scale item. The inter-factor correlation matrix in Table 4 shows the outcome of the analysis. Correlations between all items on the ABERTA scale were highly significant, with 7 significant at $p < 0.01$ and 4 significant at $p < 0.05$. All the items except item 5 were associated with each other within the relevant subscale. Additionally, there was not a single item without a significant correlation, and this suggests that despite having three dimensions, there is one underlying theme, which is that this scale is measuring student's attitudinal, behavioural and emotional response to tweets on assessment.

Using Akoglu's (2018) guide for interpreting correlation coefficients, the results show that though significant, the correlation coefficients reflect a moderate (0.4-0.6) to weak (0.1-0.3) relationship between the items. Among the significant correlations, there were no negative coefficients. The strongest significant correlation from this analysis is observed between item 8 and 9 ($r=.53$); suggesting that after reading tweets on assessment, students' desire to change their exam technique increases with their desire to change their revision methods. The weakest significant correlation is observed between item 3 and 4 ($r=.28$); which posits that students comfortability in reading tweets on assessment, unconvincingly increases with their comfortability to share such tweets.

Internal consistency

A Cronbach's alpha analysis for each subscale and the overall scale was computed. The values in Table 5 show that the internal consistency of the three subscales were acceptable. Cronbach's alpha for the whole 10-item scale was .548, and this did not increase if any item was deleted.

The mean and standard deviation of participant scores on each item are reported in Table 4. The overall mean and standard deviation for each subscale is shown in Table 6. The COP dimension had the highest mean and standard deviation, suggesting that though scores indicating relatability and 'group thinking' were high in response to tweets on assessment, the response was more varied among participants.

Discussion

The objective of this study was to develop and validate a scale to measure students' response to tweets on assessment on three dimensions; attitudinal, behavioural, and emotional. The results confirmed that the scale is three-dimensional and that each item mostly concurred with the expected dimension. Additionally, as the 10-items correlated with each other in varying degrees, they offer further support for the validity of the overall scale.

The results support the findings of Hennessy et al., (2016) and Ricoy & Feliz, (2016) in that students response to assessment can and should be reliably measured under three domains. Although previous scales and self-report surveys have been published concerning student motivation (Pintrich, 1991) and the connection between Twitter usage, group cohesion and anxiety relief (Hennessy et al., 2016; Ricoy & Feliz, 2016), currently no scale has benefited from contemporary and exploratory methods in their development like ABERTAS.

Wren & Benson (2004, p. 164) posited that the measurement of test anxiety in children has not kept pace with significant theoretical changes in conceptualizing and communicating anxiety. One such change since 2004 is the use of social media in both provoking and relieving test anxiety. The results of the present study offer a reliable valid scale for measuring this reconceptualization of test anxiety. The

consistency of the community of practice subscale strengthens empirical observations of the way twitter discourse on assessment can emulate a support network. The consistency of the test anxiety subscale strengthens empirical observations of the relationship between twitter discourse and anxiety. Though it is clear that further research is required to clarify the items that contribute to measuring this specific form of 'social media induced test anxiety'. According to Reise et al's. (2000) guide for scale revision, the EFA in the present study produced a low communality and unexpected factor loading of item 5TA to the LB concept, and seems to indicate that a revision of the items that modulate both the test anxiety and learning behaviour subscale is needed.

In this study, a brief literature review was conducted to select and define three categories of student's response to tweets on assessment and therefore a deductive method was used to generate items for ABERTAS. While the literature was useful in defining the scope of COP, LB and TA, gaining wider evidence could tailor the definitions of these three areas to match the niche research aims. For example, future revision may alter community of practice to simply 'community', as 'community of practice' is a well-established term loaded with assumptions that may not align with this research area. Moreover, I submit to Henderson's (2015) argument that COP is a term that is often misused in educational technology research. My research has certainly oversimplified COP beyond the intentions of the original author (Wenger, 1999, 2011), and does not embrace the complexity of the individual narratives in contributing to the said COP in this research. Perhaps the latter can be achieved via a qualitative approach, though this was beyond the scope of the present research.

Given the underrepresentation of students from other subjects, schools, and the dominance of females in this study, these results may have limited generalisability. Additionally, the sample comprised of voluntary participants, which may have produced significant sampling biases. Moreover, the participants completed the ABERTAS during a time where high-stakes assessment had been cancelled due to a global pandemic. The zeitgeist of uncertainty around assessment may have influenced participants responses on the scale. Therefore, to evidence the temporal stability of the scale, a test-retest approach is needed to see whether the results are similar when high-stakes assessments resume.

Finally, although ABERTAS was developed focusing exclusively on Twitter, more research is needed to establish validity evidence when adapting ABERTAS to other types of social media, such as Instagram, YouTube and Snapchat, which were the most popular social media platforms among the sample.

Conclusion

Social media is prominent in the lives of A-Level students during a pivotal point in their academic careers, where discourse on high-stakes assessment is abundant on platforms such as Twitter. The literature review highlighted the need to create a valid and reliable measure to assess students' response to tweets on assessment on three domains. The results indicate that the ABERTAS is a useful self-report tool for this purpose. With ABERTAS, students, teachers, examination boards and researchers can better operationalise and measure the impact that social media discourse on assessment has on student's sense of community, approach to learning and test anxiety. The outcomes of this measure carry important implications for the practice of all stakeholders in education.

As a dual-professional (researcher-practitioner) I aim to maintain a stance of curiosity while remaining cognisant of how my personal experiences and research interests shape my teaching and research decisions. When I interrogated my reasons for engaging in this specific research area, I was affronted by the fact that as a doctoral student, I too have experienced the array of consequences of using social media for academic purposes. Perhaps, in developing the ABERTAS, I could locate myself on each dimension. While this stance may have marred the objectivity of the scale and indicate the possibility for investigator bias, in this research, I have remained committed and open for external critical review and constantly questioned any automatic thought-processes.

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Tables and Appendices

Table 1: Psychology Tweet

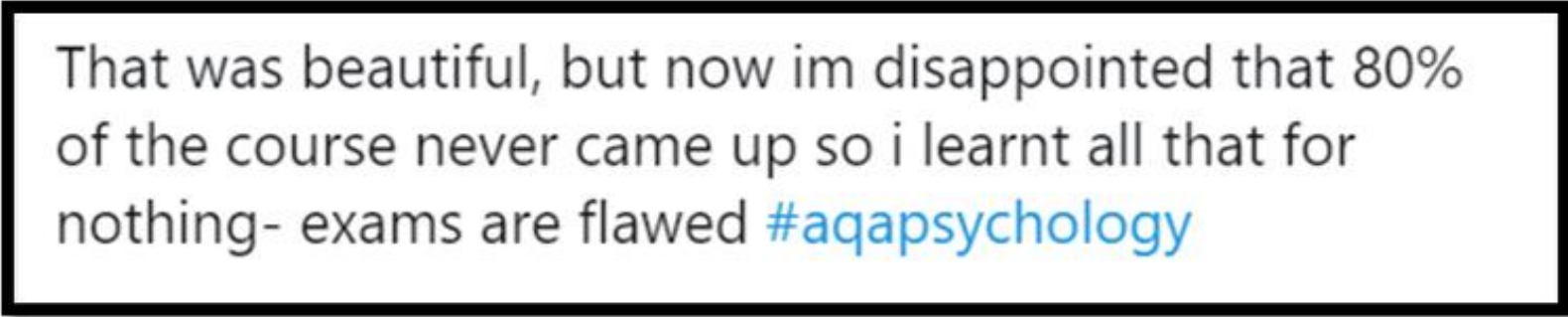
<i>Psychology Tweet 2 Screenshot of tweet</i>	
	
Subject	Psychology
Tweet No.	2
Categories from (Dike-Oduah, 2018)	Critical comments about entire exam, positive emotions
URL	https://twitter.com/HannahBullows/status/1007254407170461696

Table 2: ABERTAS Items and Inclusion Per Tweet

Item No	Statement	COMPONENT	Psychology			Sociology			Economics			Total amount of times the statement appears in the survey
			Tweet 1	Tweet 2	Tweet 3	Tweet 1	Tweet 2	Tweet 3	Tweet 1	Tweet 2	Tweet 3	
1	This tweet makes me feel part of a community	Community of Practice	1		1	1		1				4
2	I can relate to this tweet	Community of Practice	1	1			1		1		1	5
3	I feel comfortable sharing my exam experiences with others on social media	Community of Practice		1	1	1			1	1	1	6
4	I feel comfortable reading the exam experiences of other students on social media	Community of Practice	1				1	1			1	4
5	When I take a test I think about how I'm doing in comparison to others; like in this tweet	Test anxiety	1					1	1	1		4
6	I feel worried about future assessments after reading this tweet	Test anxiety	1		1	1		1			1	5
7	I feel calm about future assessments after reading this tweet	Test anxiety		1			1	1	1	1		5
8	I feel compelled to change my exam technique after reading this tweet	Learning Behaviour							1	1	1	3
9	I feel compelled to change the way I revise after reading this tweet	Learning Behaviour		1	1	1	1					4
10	This tweet makes me feel like changes need to be made in the way I am taught in school	Learning Behaviour		1	1	1	1			1		5
TOTAL ITEMS			5	5	5	5	5	5	5	5	5	45

Items 1-4 = Attitudinal dimension; Items 5-7 = Emotional dimension; Items 8-10 = Behavioural Dimension

Table 3: Loading Values from exploratory factor analysis

Table 4: Loading Values (loading values larger than .40 are emboldened)				
Item no and concept COP/LB/TA	Component			Communality
	1	2	3	
	LB	COP	TA	
9LB	.827	.091	.160	.717
8LB	.784	-.094	.103	.6347
10LB	.752	.162	.009	.592
5TA	.444	-.043	-.269	.271
3COP	-.124	.763	.184	.631
1COP	.052	.726	-.029	.531
2COP	.073	.657	-.057	.441
4COP	.078	.653	-.242	.491
7TA	.150	.011	.812	.682
6TA	-.045	-.126	.786	.636
Common variance explained %	22.32	19.91	14.01	

Table 4: Descriptive statistics and correlations of the items on the ABERTA scale. (N=60)

Descriptive and correlations of the items on the ABERTA scale. (N=60)													
ITEM NO.		Mean	SD	1	2	3	4	5	6	7	8	9	10
1COP	This tweet makes me feel part of a community	2.41	1.05	1.000	0.116	.392**	.438**	-0.129	-0.155	-0.069	0.109	0.184	0.155
2COP	I can relate to this tweet	2.66	0.66	0.116	1.000	.484**	.340**	0.059	-0.134	0.048	0.015	0.077	0.163
3COP	I feel comfortable sharing my exam experiences with others on social media	3.41	2.19	.392**	.484**	1.000	.286*	0.027	0.026	-0.033	-0.014	-0.025	0.076
4COP	I feel comfortable reading the exam experiences of other students on social media	3.35	0.34	.438**	.340**	.286*	1.000	-0.043	-0.176	-0.156	-0.024	0.028	0.051
5TA	When I take a test, I think about how I'm doing in comparison to others; like in this tweet	3.03	0.75	-0.129	0.059	0.027	-0.043	1.000	0.040	-0.008	0.250	.287*	-0.008
6TA	I feel worried about future assessments after reading this tweet	1.68	0.56	-0.155	-0.134	0.026	-0.176	0.040	1.000	.300*	0.116	0.093	-0.087
7TA	I feel calm about future assessments after reading this tweet	2.9	0.73	-0.069	0.048	-0.033	-0.156	-0.008	.300*	1.000	0.059	.330*	0.044
8LB	I feel compelled to change my exam technique after reading this tweet	1.73	0.58	0.109	0.015	-0.014	-0.024	0.250	0.116	0.059	1.000	.534**	.561**
9LB	I feel compelled to change the way I revise after reading this tweet	1.53	0.48	0.184	0.077	-0.025	0.028	.287*	0.093	.330*	.534**	1.000	.516**
10LB	This tweet makes me feel like changes need to be made in the way I am taught in school	1.78	0.61	0.155	0.163	0.076	0.051	-0.008	-0.087	0.044	.561**	.516**	1.000

****.** Correlation is significant at the 0.01 level (2-tailed).
***** Correlation is significant at the 0.05 level (2-tailed).

Table 5: Internal consistency of subscales and entire scale

Table 5: Internal consistency of subscales and entire scale				
	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha for subscale	Cronbach's Alpha for entire scale
1COP	.321	.380	.710	.548
2COP	.423	.379		
3COP	.314	.450		
4COP	.267	.438		
5TA	.058	.470	.710	
6TA	.011	.474		
7TA	.111	.455		
8LB	.180	.441	.792	
9LB	.300	.423		
10LB	.244	.426		

Table 6: Descriptive statistics for subscales

Subscale	Minimum	Maximum	Mean	Standard Deviation
COP	1.27	6.25	2.96	.82
LB	1.03	2.96	1.69	.46
TA	1.52	3.46	2.54	.42

Appendix A – Percentage of courses represented in the study

COURSE NAME	COUNT	PERCENTAGE
Art and Design	4	6.7%
Biology	15	25.0%
Business Studies	5	8.3%
BTEC Science	1	1.7%
Chemistry	6	10.0%
Classical Civilisation	1	1.7%
Computer Science	2	3.3%
Dance	2	3.3%
Drama	3	5.0%
Economics	8	13.3%
English Language and Literature	2	3.3%
English Literature	10	16.7%
EPQ	2	3.3%
Film Studies	1	1.7%
French	3	5.0%
Further Mathematics	1	1.7%
Geography	8	13.3%
German	1	1.7%
Government and Politics	1	1.7%
Health and Social Care	1	1.7%
History	10	16.7%
Law	1	1.7%
Mathematics	4	6.7%
Media Studies	3	5.0%
Music	1	1.7%
Photography	2	3.3%
Physical Education	5	8.3%
Physics	1	1.7%
Politics	1	1.7%
Psychology	51	85.0%
Religious Studies	3	5.0%
Sociology	8	13.3%
Spanish	3	5.0%
OTHER (Subject not listed)*	1	1.7%

* One participant entered 'BTEC Business' in the OTHER (subject no listed) textbox.

Appendix B – Invitation to Participate Letter

Dear STUDENT,

I hope you are well and that your family are safe.

As you know, I am completing my doctorate at UCL – Institute of Education. I am currently working on my Year 1 research project. This research aims to investigate how students respond to tweets on assessment.

I would like to invite interested Sixth Form/A-Level students, aged between 16 and 19 to participate in my study. Your participation is voluntary. However, taking part in this study could help further our understanding of the role that social media plays as a tool for 'student voice' concerning assessment.

I am looking for students who are completing or have recently completed Level 3 qualifications (i.e. A-Levels, BTEC). Please feel free to share this invitation with other year 12s/13s.

If you are willing to participate in a 15-minute questionnaire about social media and educational assessment here is the link to provide your consent and complete the questionnaire: https://uclioe.eu.qualtrics.com/jfe/form/SV_9YzmPKtvaJiAedD

I look forward to your contribution to this study.

Thank you,

Miss K Dike-Oduah

Head of Psychology

Doctoral student (EdD – Year 1), University College London - IOE

Email: stnvpkd@ucl.ac.uk OR KDO@hayes.bromley.ac.uk

Appendix C – Tweets used in the study

<u>Screenshot of tweet</u>	<u>Subject</u>	<u>Tweet No.</u>	<u>Categories</u>
<p>all now were thanking AQA for these nice papers for #aqapsychology but forgetting the grade boundaries are gonna be higher than the voltage in milgrams shock study 😊</p> <p>https://twitter.com/cassidywellardx/status/1007255258723123200</p>	Psychology	1	Grade boundaries, humour, future post-exam activity
<p>That was beautiful, but now im disappointed that 80% of the course never came up so i learnt all that for nothing- exams are flawed #aqapsychology</p> <p>https://twitter.com/HannahBullows/status/1007254407170461696</p>	Psychology	2	Critical comments about entire exam, positive emotions,
<p>I'm sorry if I forget your name or brithday, but having to remember names and dates of so many psychological experiments, I need a break from et al #aqapsychology</p> <p>https://twitter.com/Elliot2110/status/1007364195032158209</p>	Psychology	3	Revision, post-exam activity and humour
<p>Any predictions for the theory and methods questions? 😞 #aqasociology</p> <p>http://www.twitter.com/realbillybibbit/status/1007519819153989633</p>	Sociology	1	Comparative, community centred, revision
<p>Can't believe I taught myself media and crime this morning wtf hahahaha saved my life #aqasociology</p> <p>https://twitter.com/jasminewills4/status/1007638479520530433</p>	Sociology	2	
<p>Whoever leaked the paper and made us sit the reserved one, I love you #aqasociology</p> <p>https://twitter.com/DreweryHattie/status/1007634934075445250</p>	Sociology	3	Positive emotions towards the exam
<p>The exam finished and I still had 4 multiple choice questions left so I quickly but B for all of them #aqaeconomics</p> <p>https://twitter.com/theawillsmore/status/1007571657509228545</p>	Economics	1	Exam technique

<p>thought i had 40 mins left turns out i read clock wrong and had 15 left to start and finish my 25 marker i am absolutely dead and buried #GardeningApprenticeships #aqaeconomics</p> <p>https://twitter.com/tomallonby/status/1007576139295059968</p>	Economics	2	Sarcasm, exam technique
<p>Ffs I just realised I didn't mention collusion or how opec restricting oil supply will allow Nigeria n Venezuela to benefit economically smh 🙄🙄🙄🙄🙄 well there goes hopes of getting 20/25 in the 25 marker #aqaeconomics #aleveconomics</p> <p>https://twitter.com/RemotelyBlack/status/1007603935564238849</p>	Economics	3	Exam technique, critical comments about specific questions

Survey Flow

Block: Introduction (2 Questions)

Standard: Basic data - Gender and courses (4 Questions)

Block: Social media (4 Questions)

BlockRandomizer: 4 - Evenly Present Elements

Block: Psychology Tweet 1 (6 Questions)

Block: Psychology Tweet 2 (6 Questions)

Block: Psychology Tweet 3 (6 Questions)

Block: Sociology Tweet 1 (6 Questions)

Block: Sociology Tweet 2 (6 Questions)

Block: Sociology Tweet 3 (6 Questions)

Block: Economics Tweet 1 (6 Questions)

Block: Economics Tweet 2 (6 Questions)

Block: Economics Tweet 3 (6 Questions)

EndSurvey:

Students Response To Tweets On Assessment

Start of Block: Introduction

University College London, Institute of Education

Curriculum, Pedagogy, and Assessment

Researcher: Miss K Dike-Oduah

Students' response to tweets on educational assessment

This questionnaire-based research study is investigating how A-Level students respond to tweets on educational assessment. The results of this study should further our understanding of the role that social media plays in students' discourse on educational assessment, and explore the possibilities for reshaping teaching and learning.

University College London, Institute of Education

Curriculum, Pedagogy, and Assessment

Researcher: Miss K Dike-Oduah

Students' response to tweets on educational assessment

This questionnaire-based research study is investigating how A-Level students respond to tweets on educational assessment. The results of this study should further our understanding of the role that social media plays in students' discourse on educational assessment, and explore the possibilities for reshaping teaching and learning.

Please read the following and confirm that you have read and consented to each statement:

1. I confirm that I am at least 16 years old or above.

I understand that:

2. I will be asked to take a survey that should take approximately 15 minutes to complete.
3. The possible psychological risks may be some discomfort based on the reaction to the survey questions. Should any feelings be elicited I may contact the support services listed at the end of the questionnaire. No physiological risks are anticipated.
4. There are no discernible benefits to me personally, although the results of this study will help expand our knowledge of the role that social media plays in students' academic performance and wellbeing withing the topic of educational assessment.
5. Although alternative procedures may be used, the present procedure is the most advantageous and economical.
6. The contents of this survey will only be used to produce a research report and that this project is an assignment for an EdD doctoral module at the IOE, University College London.
7. In the report, my results and any other identifying features will be made anonymous and everything that I say will be anonymized.
8. If at any time I wish to withdraw from this survey, I should exit the page and my results will not be recorded.
9. If I would like to read the final report, it will be available circa October 2020 upon request via email. Please send an email to the email address below. If you are one of Miss K Dike-Oduah's students, she will provide a brief summary of the findings as part of your research methods lessons.
10. Any questions about my participation in this study will be answered by Miss K Dike-Oduah (stnvkpd@ucl.ac.uk) Any concerns about this study should be addressed to my supervisors; Dr Mary Richardson (m.richardson@ucl.ac.uk) and Dr Kaori Kitagawa (k.kitagawa@ucl.ac.uk)
11. My consent is given voluntarily without being coerced. I may refuse to participate in this study or in any part of this study, and I may withdraw at any time, without prejudice to my relation with Hayes School or with any future contact with UCL.

If you agree with the stated above and would like to participate in this study please check the box to indicate your agreement and proceed to complete the questionnaire.

If you do not agree - please close your web browser. Your response will not be recorded.

- I have read the information provided and I give my informed consent to participate
(1)

End of Block: Introduction

Start of Block: Basic data - Gender and courses

What is your gender?

- Male (5)
 - Female (6)
 - Prefer not to say (7)
-

What year are you in?

- Year 12 (1)
 - Year 13 (2)
-



Select the A Level, BTEC or any other Level 3 Course that you are currently completing **or** have completed from the list below. Please select **all** that apply; if you are using a computer you must hold 'CTRL' as you select your courses.

Only select 'OTHER' if your course is not listed and you will be asked to name the course on the next page.

- Applied Science (7523)
- Art and Design (7524)
- Biology (7525)
- Business Studies (7526)
- BTEC Science (7527)
- Chemistry (7528)
- Citizenship Studies (7529)
- Classical Civilisation (7530)
- Computer Science (7531)
- Computing (7532)
- Creative Writing (7533)
- Criminology (7534)
- Critical Thinking (7535)
- Dance (7536)
- Design and Technology (7537)
- Design and Textiles (7538)
- Digital Media and Design (7539)
- Digital Technology (7540)

- Drama (7541)
- Economics (7542)
- Engineering (7543)
- English Language (7544)
- English Language and Literature (7545)
- English Literature (7546)
- EPQ (7547)
- Fashion and Textiles (7548)
- Film Studies (7549)
- Food Technology (7550)
- French (7551)
- Further Mathematics (7552)
- General Studies (7553)
- Geography (7554)
- German (7555)
- Government and Politics (7556)
- Health and Social Care (7557)
- History (7558)
- ICT (7559)

- Italian (7560)
- Law (7561)
- Mathematics (7562)
- Media Studies (7563)
- Music (7564)
- Music Technology (7565)
- Performing Arts (7566)
- Philosophy (7567)
- Photography (7568)
- Physical Education (7569)
- Physics (7570)
- Politics (7571)
- Psychology (7572)
- Pure Mathematics (7573)
- Religious Studies (7574)
- Sociology (7575)
- Spanish (7576)
- Sports Science (7577)
- Statistics (7578)

Technology and Design (7579)

Travel and Tourism (7580)

OTHER (Subject not listed) (7581)

Page Break

Display This Question:

If Select the A Level, BTEC or any other Level 3 Course that you are currently completing or have co... = OTHER (Subject not listed)

Carry Forward Selected Choices from "Select the A Level, BTEC or any other Level 3 Course that you are currently completing or have completed from the list below. Please select all that apply; if you are using a computer you must hold 'CTRL' as you select your courses. Only select 'OTHER' if your course is not listed and you will be asked to name the course on the next page."



You selected 'OTHER' in the list of courses. Please type the name of the course(s) that was not listed, in the text box below (separate multiple courses with a comma).

End of Block: Basic data - Gender and courses

Start of Block: Social media



Which of the follow social media platforms do you use? Please check all that apply.

- Instagram (1)
- Twitter (2)
- Snapchat (3)
- Facebook (4)
- TikTok (5)
- YouTube (6)
- Pintrest (7)
- Whatsapp (8)
- None (select if you do not use social media) (9)
- Other (10) _____

Skip To: Q14 If Which of the follow social media platforms do you use? Please check all that apply. = None (select if you do not use social media)

Carry Forward Selected Choices from "Which of the follow social media platforms do you use? Please check all that apply."



Rate how often you use each social media network below.

	Hourly (1)	Daily (2)	Once A Week (3)	Once A Month (4)	Never (5)
Instagram (x1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Twitter (x2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Snapchat (x3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook (x4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TikTok (x5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
YouTube (x6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pintrest (x7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Whatsapp (x8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
None (select if you do not use social media) (x9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (x10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During previous GCSE and A-Level exam seasons (from May to June) and GCSE/A Level results days (in August), which social media platform(s) did you use the most for exam-related posts? Check all that apply.

- Instagram (1)
- Twitter (2)
- Snapchat (3)
- Facebook (4)
- TikTok (5)
- YouTube (6)
- Pintrest (7)
- Whatsapp (8)
- None (select if you did not use social media) (9)
- Other (10) _____

Page Break _____

The following questions will display screenshots of four real tweets from previous A Level students.

You will be asked questions about each tweet. You will also rate these tweets on a number of statements and provide some written justification for your rating.

Please answer honestly to share your true perspective.

Page Break

End of Block: Social media

all now were thanking AQA for these nice papers for #aqapsychology but forgetting the grade boundaries are gonna be higher than the voltage in milgrams shock study 😊

Rate the tweet above on the following statements. Read each statement carefully and decide your position (1=not at all; 4= very much) PSY1.

	1 (1)	2 (2)	3 (3)	4 (4)
This tweet makes me feel part of a community (37)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can relate to this tweet (38)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable reading the exam experiences of other students on social media (39)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I take a test I think about how I'm doing in comparison to others; like in this tweet (40)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel worried about future assessments after reading this tweet (41)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If Psychology Tweet 1 = When I take a test I think about how I'm doing in comparison to others; like in this tweet [1]

You said that this tweet does not makes you think about how you are doing in a test in comparison to other students. Please use the text box below to elaborate on why you felt this way.

Display This Question:

If Psychology Tweet 1 = This tweet makes me feel part of a community [4]

Or Psychology Tweet 1 = This tweet makes me feel part of a community [3]

You said that **this tweet makes you feel like part of a community 'somewhat' or 'very much'**. Please use the text box below to elaborate on why you felt this way.

Display This Question:

If Psychology Tweet 1 = When I take a test I think about how I'm doing in comparison to others; like in this tweet [3]

Or Psychology Tweet 1 = When I take a test I think about how I'm doing in comparison to others; like in this tweet [4]

Or Psychology Tweet 1 = When I take a test I think about how I'm doing in comparison to others; like in this tweet [2]

You said that **this tweet makes you think about how you are doing in a test in comparison to other students**. Please use the text box below to elaborate on why you felt this way.

Imagine you were on Twitter and you saw the same tweet - select your most likely response to this tweet: Like, Retweet, Reply or Ignore. (Select one)

- Like (1)
- Retweet (2)
- Reply (3)
- Ignore (4)

Carry Forward Selected Choices from "Imagine you were on Twitter and you saw the same tweet - select your most likely response to this tweet: Like, Retweet, Reply or Ignore. (Select one)"



Briefly explain why you have chosen to respond to the tweet in this way? (i.e. why have you chosen to like, retweet, reply or ignore).

Do you have any other thoughts on the tweet? Please share below (This is optional and your opinion is valuable for the research). You may want to share on the usefulness of the tweet, anything that stuck out for you in the tweet, your thoughts on why this student may have shared this tweet etc.

Page Break

That was beautiful, but now im disappointed that 80% of the course never came up so i learnt all that for nothing- exams are flawed [#aqapsychology](#)

Psychology Tweet 2:

Rate the tweet above on the following statements. Read each statement carefully and decide your position (1=not at all; 4= very much).

	1 (1)	2 (2)	3 (3)	4 (4)
I can relate to this tweet (114)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable sharing my exam experiences with others on social media (115)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel calm about future assessments after reading this tweet (116)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel compelled to change the way I revise after reading this tweet (117)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This tweet makes me feel like changes need to be made in the way I am taught in school (118)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If Psychology Tweet 2: Rate the tweet above on the following statements. Read each statement careful... = I can relate to this tweet [4]

Or Psychology Tweet 2: Rate the tweet above on the following statements. Read each statement careful... = I can relate to this tweet [3]

You said that **you can relate to this tweet**. Please use the text box below to elaborate on why you felt this way.

Display This Question:

If Psychology Tweet 2: Rate the tweet above on the following statements. Read each statement careful... = This tweet makes me feel like changes need to be made in the way I am taught in school [4]

Or Psychology Tweet 2: Rate the tweet above on the following statements. Read each statement careful... = This tweet makes me feel like changes need to be made in the way I am taught in school [3]

Or Psychology Tweet 2: Rate the tweet above on the following statements. Read each statement careful... = This tweet makes me feel like changes need to be made in the way I am taught in school [2]

You said that **this tweet makes you feel like changes need to be made in the way you are taught**. Please use the text box below to elaborate on why you felt this way and what changes you would suggest.

Imagine you were on Twitter and you saw the same tweet - select your most likely response to this tweet: Like, Retweet, Reply or Ignore. (Select one)

- Like (1)
- Retweet (2)
- Reply (3)
- Ignore (4)

Carry Forward Selected Choices from "Imagine you were on Twitter and you saw the same tweet - select your most likely response to this tweet: Like, Retweet, Reply or Ignore. (Select one)"



Briefly explain why you have chosen to respond to the tweet in this way?

Do you have any other thoughts on the tweet? Please share below (This is optional and your opinion is valuable for the research). You may want to share on the usefulness of the tweet, anything that stuck out for you in the tweet, your thoughts on why this student may have shared this tweet etc.

End of Block: Psychology Tweet 2

Start of Block: Psychology Tweet 3

I'm sorry if I forget your name or birthday, but having to remember names and dates of so many psychological experiments, I need a break from et al [#aqapsychology](#)

1 2 3 4
(1 (2 (3 (4
))))

Psychology Tweet 3:

Rate the tweet above on the following statements. Read each statement carefully and decide your position (1=not at all; 4= very much).

This tweet makes me feel part of a community (55)

I feel comfortable sharing my exam experiences with others on social media (56)

I feel worried about future assessments after reading this tweet (57)

I feel compelled to change the way I revise after reading this tweet (58)

This tweet makes me feel like changes need to be made in the way I am taught in school (59)

Display This Question:

If Psychology Tweet 3: Rate the tweet above on the following statements. Read each statement careful... = This tweet makes me feel part of a community [3]

Or Psychology Tweet 3: Rate the tweet above on the following statements. Read each statement careful... = This tweet makes me feel part of a community [4]

Or Psychology Tweet 3: Rate the tweet above on the following statements. Read each statement careful... = This tweet makes me feel part of a community [2]

You said that **this tweet makes you feel part of a community**. Please use the text box below to elaborate on why you felt this way.

Display This Question:

If Psychology Tweet 3: Rate the tweet above on the following statements. Read each statement careful... = This tweet makes me feel part of a community [1]

You said that this tweet **does not make you feel part of a community**. Please use the text box below to elaborate on why you felt this way.

Imagine you were on Twitter and you saw the same tweet - select your most likely response to this tweet: Like, Retweet, Reply or Ignore. (Select one)

- Like (1)
- Retweet (2)
- Reply (3)
- Ignore (4)

Carry Forward Selected Choices from "Imagine you were on Twitter and you saw the same tweet - select your most likely response to this tweet: Like, Retweet, Reply or Ignore. (Select one)"

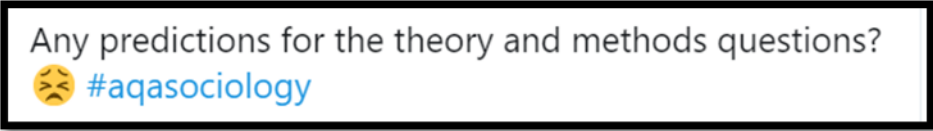


Briefly explain why you have chosen to respond to the tweet in this way?

Do you have any other thoughts on the tweet? Please share below (This is optional and your opinion is valuable for the research). You may want to share on the usefulness of the tweet, anything that stuck out for you in the tweet, your thoughts on why this student may have shared this tweet etc.

End of Block: Psychology Tweet 3

Start of Block: Sociology Tweet 1



Sociology Tweet 1

Rate the tweet above on the following statements. Read each statement carefully and decide your position (1=not at all; 4= very much).

	1 (1)	2 (2)	3 (3)	4 (4)
This tweet makes me feel part of a community (76)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable sharing my exam experiences with others on social media (77)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel worried about future assessments after reading this tweet (78)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel compelled to change the way I revise after reading this tweet (79)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This tweet makes me feel like changes need to be made in the way I am taught (80)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If Sociology Tweet 1 Rate the tweet above on the following statements. Read each statement carefully... = I feel worried about future assessments after reading this tweet [4]

Or Sociology Tweet 1 Rate the tweet above on the following statements. Read each statement carefully... = I feel worried about future assessments after reading this tweet [3]

Or Sociology Tweet 1 Rate the tweet above on the following statements. Read each statement carefully... = I feel worried about future assessments after reading this tweet [2]

You said that **this tweet makes you feel worried about future assessments**. Please use the text box below to elaborate on why you felt this way.

Display This Question:

If Sociology Tweet 1 Rate the tweet above on the following statements. Read each statement carefully... = I feel comfortable sharing my exam experiences with others on social media [2]

Or Sociology Tweet 1 Rate the tweet above on the following statements. Read each statement carefully... = I feel comfortable sharing my exam experiences with others on social media [3]

Or Sociology Tweet 1 Rate the tweet above on the following statements. Read each statement carefully... = I feel comfortable sharing my exam experiences with others on social media [4]

You said that **this tweet makes you feel comfortable with sharing your exam experiences on social media**. Please use the text box below to elaborate on why you felt this way.

Imagine you were on Twitter and you saw the same tweet - select your most likely response to this tweet: Like, Retweet, Reply or Ignore. (Select one)

- Like (1)
- Retweet (2)
- Reply (3)
- Ignore (4)

Carry Forward Selected Choices from "Imagine you were on Twitter and you saw the same tweet - select your most likely response to this tweet: Like, Retweet, Reply or Ignore. (Select one)"



Briefly explain why you have chosen to respond to the tweet in this way?

Do you have any other thoughts on the tweet? Please share below (This is optional and your opinion is valuable for the research). You may want to share on the usefulness of the tweet, anything that stuck out for you in the tweet, your thoughts on why this student may have shared this tweet etc.

Can't believe I taught myself media and crime this morning wtf hahahaha saved my life [#aqasociology](#)

Sociology Tweet 2

Rate the tweet above on the following statements. Read each statement carefully and decide your position (1=not at all; 4= very much).

	1 (1)	2 (2)	3 (3)	4 (4)
I can relate to this tweet (62)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable reading the exam experiences of other students on social media (63)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel calm about future assessments after reading this tweet (64)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel compelled to change the way I revise after reading this tweet (65)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This tweet makes me feel like changes need to be made in the way I am taught in school (66)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If Sociology Tweet 2 Rate the tweet above on the following statements. Read each statement carefully... = I feel compelled to change the way I revise after reading this tweet [4]

Or Sociology Tweet 2 Rate the tweet above on the following statements. Read each statement carefully... = I feel compelled to change the way I revise after reading this tweet [3]

Or Sociology Tweet 2 Rate the tweet above on the following statements. Read each statement carefully... = I feel compelled to change the way I revise after reading this tweet [2]

You said that **this tweet makes you feel compelled to change the way you revise**. Please use the text box below to elaborate on why you felt this way.

Display This Question:

If Sociology Tweet 2 Rate the tweet above on the following statements. Read each statement carefully... = I feel comfortable reading the exam experiences of other students on social media [2]

Or Sociology Tweet 2 Rate the tweet above on the following statements. Read each statement carefully... = I feel comfortable reading the exam experiences of other students on social media [3]

Or Sociology Tweet 2 Rate the tweet above on the following statements. Read each statement carefully... = I feel comfortable reading the exam experiences of other students on social media [4]

You said that **you feel comfortable about reading the exam experience of other students like the one above**. Please use the text box below to elaborate on why you felt this way.

Imagine you were on Twitter and you saw the same tweet - select your most likely response to this tweet: Like, Retweet, Reply or Ignore. (Select one)

- Like (1)
- Retweet (2)
- Reply (3)
- Ignore (4)

Carry Forward Selected Choices from "Imagine you were on Twitter and you saw the same tweet - select your most likely response to this tweet: Like, Retweet, Reply or Ignore. (Select one)"



Briefly explain why you have chosen to respond to the tweet in this way? (i.e. why have you chosen to like, retweet, reply or ignore).

Do you have any other thoughts on the tweet? Please share below (This is optional and your opinion is valuable for the research). You may want to share on the usefulness of the tweet, anything that stuck out for you in the tweet, your thoughts on why this student may have shared this tweet etc.

Page Break

Whoever leaked the paper and made us sit the reserved one, I love you [#aqasociology](#)

Sociology Tweet 3

Rate the tweet above on the following statements. Read each statement carefully and decide your position (1=not at all; 4= very much).

	1 (1)	2 (2)	3 (3)	4 (4)
This tweet makes me feel part of a community (32)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable reading the exam experiences of other students on social media (33)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I take a test I think about how I'm doing in comparison to others (34)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel worried about future assessments after reading this tweet (35)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel calm about future assessments after reading this tweet (36)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If Sociology Tweet 3 Rate the tweet above on the following statements. Read each statement carefully... = I feel worried about future assessments after reading this tweet [4]

Or Sociology Tweet 3 Rate the tweet above on the following statements. Read each statement carefully... = I feel worried about future assessments after reading this tweet [3]

Or Sociology Tweet 3 Rate the tweet above on the following statements. Read each statement carefully... = I feel worried about future assessments after reading this tweet [2]

You said that **this tweet makes you feel worried about future assessments**. Please use the text box below to elaborate on why you felt this way.

Display This Question:

If Sociology Tweet 3 Rate the tweet above on the following statements. Read each statement carefully... = I feel worried about future assessments after reading this tweet [1]

You said that this tweet **does not** make you feel worried about future assessments. Please use the text box below to elaborate on why you felt this way.

Imagine you were on Twitter and you saw the same tweet - select your most likely response to this tweet: Like, Retweet, Reply or Ignore. (Select one)

- Like (1)
- Retweet (2)
- Reply (3)
- Ignore (4)

Carry Forward Selected Choices from "Imagine you were on Twitter and you saw the same tweet - select your most likely response to this tweet: Like, Retweet, Reply or Ignore. (Select one)"



Briefly explain why you have chosen to respond to the tweet in this way? (i.e. why have you chosen to like, retweet, reply or ignore).

Do you have any other thoughts on the tweet? Please share below (This is optional and your opinion is valuable for the research). You may want to share on the usefulness of the tweet, anything that stuck out for you in the tweet, your thoughts on why this student may have shared this tweet etc.

End of Block: Sociology Tweet 3

Start of Block: Economics Tweet 1

The exam finished and I still had 4 multiple choice questions left so I quickly but B for all of them
[#aqaeconomics](#)

Economics Tweet 1:

Rate the tweet above on the following statements. Read each statement carefully and decide your position (1=not at all; 4= very much).

	1 (1)	2 (2)	3 (3)	4 (4)
I can relate to this tweet (58)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable sharing my exam experiences with others on social media (59)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I take a test I think about how I'm doing in comparison to others (60)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel calm about future assessments after reading this tweet (61)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel compelled to change my exam technique after reading this tweet (62)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If Economics Tweet 1: Rate the tweet above on the following statements. Read each statement carefull... = I can relate to this tweet [3]

Or Economics Tweet 1: Rate the tweet above on the following statements. Read each statement carefull... = I can relate to this tweet [4]

You said that you can relate to this tweet very much or somewhat. Please use the text box below to elaborate on why you felt this way.

Display This Question:

If Economics Tweet 1: Rate the tweet above on the following statements. Read each statement carefull... = I feel compelled to change my exam technique after reading this tweet [3]

Or Economics Tweet 1: Rate the tweet above on the following statements. Read each statement carefull... = I feel compelled to change my exam technique after reading this tweet [4]

Or Economics Tweet 1: Rate the tweet above on the following statements. Read each statement carefull... = I feel compelled to change my exam technique after reading this tweet [2]

You said that **you feel compelled to change your exam technique** after reading this tweet. Please use the text box below to elaborate on why you felt this way.

Imagine you were on Twitter and you saw the same tweet - select your most likely response to this tweet: Like, Retweet, Reply or Ignore. (Select one)

- Like (1)
- Retweet (2)
- Reply (3)
- Ignore (4)

Carry Forward Selected Choices from "Imagine you were on Twitter and you saw the same tweet - select your most likely response to this tweet: Like, Retweet, Reply or Ignore. (Select one)"



Briefly explain why you have chosen to respond to the tweet in this way? (i.e. why have you chosen to like, retweet, reply or ignore).

Do you have any other thoughts on the tweet? Please share below (This is optional and your opinion is valuable for the research). You may want to share on the usefulness of the tweet, anything that stuck out for you in the tweet, your thoughts on why this student may have shared this tweet etc.

End of Block: Economics Tweet 1

Start of Block: Economics Tweet 2

thought i had 40 mins left turns out i read clock wrong and had 15 left to start and finish my 25 marker i am absolutely dead and buried #GardeningApprenticeships #aqaeconomics

Economics Tweet 2:

Rate the tweet above on the following statements. Read each statement carefully and decide your position (1=not at all; 4= very much).

	1 (1)	2 (2)	3 (3)	4 (4)
I feel comfortable reading the exam experiences of other students on social media (41)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I take a test I think about how I'm doing in comparison to others (42)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel calm about future assessments after reading this tweet (43)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel compelled to change my exam technique after reading this tweet (44)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This tweet makes me feel like changes need to be made in the way I am taught in school (45)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Display This Question:

If Economics Tweet 2: Rate the tweet above on the following statements. Read each statement carefull... = I feel compelled to change my exam technique after reading this tweet [4]

Or Economics Tweet 2: Rate the tweet above on the following statements. Read each statement carefull... = I feel compelled to change my exam technique after reading this tweet [3]

Or Economics Tweet 2: Rate the tweet above on the following statements. Read each statement carefull... = I feel compelled to change my exam technique after reading this tweet [2]

You said that **this tweet compels you to change your exam technique**. Please use the text box below to elaborate on why you felt this way.

Display This Question:

If Economics Tweet 1: Rate the tweet above on the following statements. Read each statement carefull... = I feel compelled to change my exam technique after reading this tweet [1]

You said that this tweet compels you to change your exam technique not at all. Please use the text box below to elaborate on why you felt this way.

Imagine you were on Twitter and you saw the same tweet - select your most likely response to this tweet: Like, Retweet, Reply or Ignore. (Select one)

- Like (1)
- Retweet (2)
- Reply (3)
- Ignore (4)

Carry Forward Selected Choices from "Imagine you were on Twitter and you saw the same tweet - select your most likely response to this tweet: Like, Retweet, Reply or Ignore. (Select one)"



Briefly explain why you have chosen to respond to the tweet in this way? (i.e. why have you chosen to like, retweet, reply or ignore).

Do you have any other thoughts on the tweet? Please share below (This is optional and your opinion is valuable for the research). You may want to share on the usefulness of the tweet, anything that stuck out for you in the tweet, your thoughts on why this student may have shared this tweet etc.

Page Break

End of Block: Economics Tweet 2

Start of Block: Economics Tweet 3

Ffs I just realised I didn't mention collusion or how opec restricting oil supply will allow Nigeria n Venezuela to benefit economically smh 🙄🙄🙄🙄🙄 well there goes hopes of getting 20/25 in the 25 marker
[#aqaeconomics](#) [#aleveconomics](#)

Economics Tweet 3:

Rate the tweet above on the following statements. Read each statement carefully and decide your position (1=not at all; 4= very much).

	1 (1)	2 (2)	3 (3)	4 (4)
I can relate to this tweet (43)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable sharing my exam experiences with others on social media (44)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable reading the exam experiences of other students on social media (45)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel worried about future assessments after reading this tweet (46)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel compelled to change my exam technique after reading this tweet (47)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Display This Question:

If Economics Tweet 3: Rate the tweet above on the following statements. Read each statement carefully... = I feel comfortable sharing my exam experiences with others on social media [1]

Or Economics Tweet 3: Rate the tweet above on the following statements. Read each statement carefully... = I feel comfortable sharing my exam experiences with others on social media [2]

Or Economics Tweet 3: Rate the tweet above on the following statements. Read each statement carefully... = I feel comfortable sharing my exam experiences with others on social media [3]

Or Economics Tweet 3: Rate the tweet above on the following statements. Read each statement carefully... = I feel comfortable sharing my exam experiences with others on social media [4]

As student yourself, why do you think this student shared their exam experience with an AQA Economics exam on Twitter?

Display This Question:

If Economics Tweet 3: Rate the tweet above on the following statements. Read each statement carefully... = I feel worried about future assessments after reading this tweet [2]

Or Economics Tweet 3: Rate the tweet above on the following statements. Read each statement carefully... = I feel worried about future assessments after reading this tweet [3]

Or Economics Tweet 3: Rate the tweet above on the following statements. Read each statement carefully... = I feel compelled to change my exam technique after reading this tweet [4]

You selected that **this tweet makes you feel worried about future assessments**. Please use the text box below to elaborate on why you felt this way.

Imagine you were on Twitter and you saw the same tweet - select your most likely response to this tweet: Like, Retweet, Reply or Ignore. (Select one)

- Like (1)
- Retweet (2)
- Reply (3)
- Ignore (4)

Carry Forward Selected Choices from "Imagine you were on Twitter and you saw the same tweet - select your most likely response to this tweet: Like, Retweet, Reply or Ignore. (Select one)"



Briefly explain why you have chosen to respond to the tweet in this way? (i.e. why have you chosen to like, retweet, reply or ignore).

Do you have any other thoughts on the tweet? Please share below (This is **optional** and your opinion is valuable for the research). You may want to share on the usefulness of the tweet, anything that stuck out for you in the tweet, your thoughts on why this student may have shared this tweet etc.

Page Break

End of Block: Economics Tweet

