Appendix 1: Frequently Asked Questions (FAQs) from participants:

Below is a list of FAQs for participants. These are intended to get you started with Twitter and are not an exhaustive list. More (better) general information on how to use Twitter can be found at this link- How to use Twitter.

1. Should all of my student presenters create their own Twitter account to participate?
   No. If students are presenting as a group, only one student in that group needs an account. Alternatively, faculty can create a department or class account. This account can be used to post every Twitter poster.

2. Do I, the instructor, have to create a Twitter account?
   No, but if the instructor chooses not to have their own account, we recommend a department or class account. Instructors will need some way to track and review students' submissions, and a departmental or class account will allow for this.

3. How do I set up an account on Twitter?
   It is intentionally simple to create a Twitter account:
   - Launch the Twitter app from your device.
   - "click" the Signup button.
   - Choose and enter your username, e-mail, and password.

4. What if the student research team is not comfortable sharing the study data on Twitter just yet?
   If you are concerned, do not present your data. Additionally, do not make broad claims about results that need to be verified. However, Twitter posters by design show limited data and are not different than presenting work in progress at a scientific meeting.

5. What is the difference between a hashtag (#) and a (@)Twitter handle?
   Hashtags are a way to organize content or subjects. Including the hashtag #cellbioed does not send the material to anyone; rather, it organizes the material under this listing. However, including @CellBioEd in your tweet will send it directly to this account. The @ is followed by the Twitter Handle (name of account). Twitter handles are created when you create an account.

6. How do you create and post the hashtags?
   Anything can be turned into a hashtag. However, we recommend you check to see if or how a specific hashtag has been used previously on Twitter prior to using it for Twitter posters. We try to use unique hashtags that are rarely used by others. For example, #Science is used millions of times a day, making it almost impossible to track students' submissions using this hashtag. While #ReynaCellBio is only used by students in Dr. Reyna's class.

7. How do I retweet?
   At the bottom of each post is a retweet button. You have two options quote tweet or retweet. A quote tweet allows you to add new hashtags and comments to what was previously posted. A retweet will send the original post as it was originally made by the creator.

8. How do I know how many times the post has been viewed?
   At the bottom of your tweet is a line labeled "View Tweet activity". Clicking on this link will show your tweet activity for this specific post. Note the tweet activity option is generally only viewable to the original poster.

9. How do I manage my privacy settings on Twitter?
   When you create a Twitter account, there are privacy options. If privacy is a concern, we recommend creating a class or department account. Use this account only for posting students' material. While this account can be followed by others, we generally have a policy of not following individual accounts back. This leaves a clear divide between the student's private life (personal accounts) and their professional life.
Appendix 2: An invitation template to invite participation from other institutions

Instructors may adopt the following e-mail template to invite participation from instructors at other institutions.

A vital component of a CURE is feeling a sense of community. Often my students will work on a project but feel like they are doing it in a vacuum. The host institution/organization's name (e.g. Cell Biology Education Consortium (CBEC)) is hosting a virtual poster session (dates) on Twitter as a way for students and faculty to share their work with others.

This YouTube video provides a general overview of how Twitter posters can be impactful in communicating science, and steps involved in creating one of your own: https://youtu.be/fQDL8r3r_d4

The event will be a way to celebrate the excellent work you and your students are doing. We think it will be fun and encouraging to everyone if we consolidate the timing of this event and build camaraderie.

Who can participate: Everyone! (Enter specific details related to the group you are inviting) (e.g. Cell Culture CUREs, Synthetic Biology CUREs, pedagogy ideas, independent research, and class or group projects are welcome)

We plan to have everyone include the hashtag and Twitter handle (e.g. #cellbioed and @CellBioEd). In addition, you may note additional tags and Twitter handles that will get you and your students recognized at your institution (e.g. #DragonPride and @MicrobialPath). If you are interested, please take this quick survey (an instructor may adopt and customize this survey to fit their needs: https://docs.google.com/forms/d/e/1FAIpQLSdIuWWSUrQSHXmIVTd1gn8i3L4M0BkOp01vFifX11cBSR3flA/viewform?usp=sf_link), which gathers preliminary information related to your participation.

Let us know if you have any questions.

Sincerely,

The leadership team at the host institution/organization's name (e.g. Cell Biology Education Consortium)
Appendix 3. Example (1) of a student created Twitter poster.

(MP4 Twitter poster) submitted as separate document because of size.

Appendix 4. Example (2) of a student-created Twitter poster.

(MP4 Twitter Poster) submitted as separate document because of size.

Appendix 5. Example (3) of a student created Twitter poster.

(MP4 Twitter Poster) submitted as separate document because of size.

Appendix 6. Instructions given to students on how to create a Twitter Poster. Includes an annotated one slide screen shot that can be used as a stand-alone document.

Appendix 7: A grading rubric that could be adapted by instructors to evaluate Twitter posters.

| Criteria                              | Not acceptable = 0 points | Somewhat acceptable = 1 point | Acceptable = 2 points |
|---------------------------------------|---------------------------|-------------------------------|-----------------------|
| 1. Readability                        | Very small fonts         | Small font, too many words, but can read before slide change. | Large fonts, few words, easy to read. |
|                                       |                           |                               |                       |
| Comments:                             |                           |                               |                       |
| 2. Graphical representation of results| No graph                  | Includes graph but axis labels are too small to read. | Includes graph with easy to read axes titles. |
| Comments:                             |                           |                               |                       |
| 3. Grammar and syntax                 | More than two misspellings or grammatical errors | One to two misspellings or grammatical errors | No misspellings or grammatical errors |
| Comments:                             |                           |                               |                       |
|   | Scientific information | Poor quality, did not include research question, or did not include major findings; no data figures to support main topic. | Includes research question but did not include major findings of study. One or two data figures to support the main topic. | Includes research question and major findings. Figures support the main topic. Clear and concise. |
|---|-----------------------|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Comments: | | | | |
|   | Methods | No methods slides included | At least one method slide included | At least one method slide included with clear and concise information displayed |
| Comments: | | | | |
|   | Pace of slide transitions | No transitions included | Slides transition too quickly to read | Slides transition slow enough to read |
| Comments: | | | | |
|   | Comments on Tweets | No comments on others’ posters or rude or irrelevant comments | Relevant comments made in a neutral manner | Relevant positive or constructive comments made |
| Comments: | | | | |