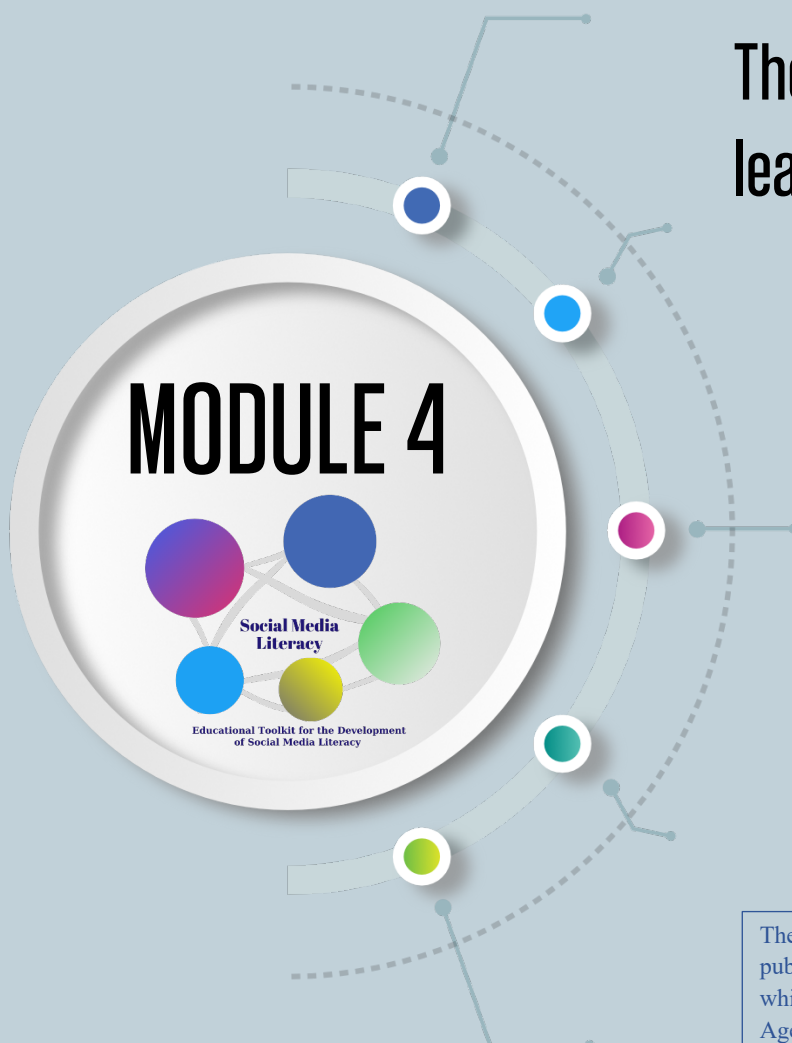


Course Support for the Development of Social Media Literacy in schools

Using social media tools in learning activities

Designing learning activities that include the use of social media

What to expect when using social media in designing learning activities



The social media based learning model

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Module aim

Once we have an overview of what digital learning entails, and especially what social media and social media literacy mean, the next natural step is to integrate elements of social media into the actual activities with students, be it in or out of school. Of course, this can be done intuitively and spontaneously when it comes to hand and we consider that different social media channels can be used creatively in lessons, but over time it is useful to refer to a learning model that refers to the use of social media in the teaching process.

Whether we choose to use social media to manage our student body or to facilitate specific projects or simply to make our lessons more engaging, it is important that this is done both in line with our intended teaching aims and in line with good practice in the use of social media. This implies that, in addition to the training of skills in the subject area taught, we must also take into account the existence or training of skills related to social media education, which are absolutely necessary to use any platform in the social media area correctly and responsibly. Having some clear guidelines for choosing the right tools and managing the process of using them will make familiarity with the presence of social media in the work with students a matter of course.

Number of hours: 4h

(to which can be added hours of practice and analysis of classroom implementation)

Learning Outcomes

After completing this module, teachers will be able to:

- use different social media tools in the teaching process;
- select different social media tools and use them in the classroom as educational tools according to the needs of the students;
- develop, integrate and re-elaborate digital content that can be distributed through social media channels (texts, photos, videos, etc.) according to the educational needs of the students;
- develop teaching activity designs using social media;
- use social media tools to teach about various elements related to social media education, such as identifying fake news, copyright issues, etc.
- use social media tools to identify different types of information: advertisements, propaganda, misinformation, etc.



Training Material

01. Using social media tools in learning activities

The use of social media tools in educational activities is a choice that the teacher makes on his/her own initiative, in full knowledge of the facts and taking into account several factors that we have listed in the previous modules of this course. Even if it is not an easy task, but a complex one, involving many risks, choosing to use social media consistently in the classroom can become an innovative way of teaching and engaging students in the subject matter. In addition, as we have pointed out, the constant use of social media in school allows for a better anchoring of the subjects taught in the reality in which young people live.

Like any teaching approach, it also requires certain steps to be taken by the teacher in order to achieve the expected results. Beyond the attractiveness of the idea itself, beyond the teaching effectiveness of the technology, beyond the desire to be in tune with the real needs of pupils, the teacher must not lose sight of the bigger picture. This is why the decision to use social media tools in the classroom, regardless of the initial purpose and context, must be followed by a comparison of the learning objectives pursued in the short term with those pursued in the long term, in relation to the subject matter. Of course, using social media in lessons can be interesting and spontaneous, but when we aim to make it a constant approach, developing media literacy skills, we should also include this component in the design of the teaching activity. We will thus end up creating a learning model based on the use of social media tools, a model that involves both the development of skills specific to the subject we are teaching and skills specific to the field of media education.

02. Designing learning activities that include the use of social media

Designing teaching activities that include the use of social media tools is not necessarily a difficult process. It is, however, a necessary and extremely important step in the success of the approach, which should not be done haphazardly but systematically. We can start from a classic teaching project, which every teacher has in his or her personal portfolio. All we have to do is to insert a few elements concerning the social media tools used and the correlation between their use and what we are aiming at as an educational goal. Before doing so, bear in mind a few steps that give coherence to the approach.

1. Motivation - it is extremely important to know why we want to use one social media tool or another and what we are aiming for. A clear rationale will help us design the activity effectively.

2. Correlation with the curriculum - as much as we would like to do things our way, we must not forget that our educational approach is related to a curriculum. Therefore, before designing an activity using social media tools, link your intentions to the content of the curriculum and to the competences targeted by the curriculum.

3. Creating the learning pathway - is basically the essential part of designing a lesson plan based on the use of social media. Think about how you will use the chosen tool, at what point in the lesson, what is the weight of exercises involving it, what you must do, what the students have to do. The clearer you are about what you want to do, the easier it will be to implement in class and the easier it will be for pupils to know what they must do.

4. Planning - write a simple, concise plan, but with enough information to help you first and foremost to get a clear picture of each step of the activity and the bigger picture. Imagine writing the project for a teacher who does not know what the activity is about.

After implementation in the classroom, it is extremely important to reflect, possibly together with the students, on the approach. Ask students for feedback to understand whether their needs have been met and what you could do better next time.

Below we propose a model teaching scenario involving the use of social media tools in the classroom. The didactic scenarios we propose as open educational resources in the O5 learning object of the ETDSML toolkit are based on this model. All the scenarios have been implemented in the classroom by teachers who are members of the project team, as well as by other teachers who participated in the workshops held within our project.

Teaching scenario involving the use of social media in the classroom

Title of the activity	Numele activității ar trebui să fie în acord cu planificarea calendaristică a lecțiilor (dacă este vorba despre o activitate curriculară) sau un titlu relevant dacă este o activitate extracurriculară. Încercați să includeți în titlu elementul din social media folosit, pentru a da un plus de atractivitate și pentru a stârni curiozitatea.
Type of lesson	Precizați dacă este o activitate curriculară sau una extracurriculară. În primul caz, puteți preciza și ce tip de lecție este (de predare, recapitulativă, de evaluare, proiect, etc.)
Age of students	Precizați vârsta elevilor/ clasa pentru care este potrivită activitatea. În cazul în care este vorba de o activitate potrivită pentru mai multe grupe de vârstă, precizați acest lucru.
Subject/ discipline	Dacă este o activitate didactică, precizați disciplina de studiu. Dacă este o activitate extrașcolară, precizați domeniul în care ar putea fi integrată (spre exemplu: cetățenie activă, drepturile omului, artă, dezvoltare personală, etc.)
Duration	Precizați durata activității, iar dacă este o activitate ce presupune mai multe părți, specificați acest lucru.
Social Media tools used	Precizați instrumentele social media care vor fi utilizate efectiv în desfășurarea activității.



Learning outcomes/ skills developed (from the point of view of the subject area)	Aveți în vedere competențele urmărite/ rezultatele așteptate de la această activitate, din punctul de vedere al disciplinei de studiu în care se încadrează activitatea sau din punctul de vedere al domeniului extracurricular (dacă este vorba despre o activitate extrașcolară).
Learning outcomes/ competences developed (from a social media literacy point of view)	Gândiți-vă ce competențe de educație social media vor dobândi elevii în urma activității și ce vă propuneți să îi învățați despre social media prin această activitate.
Description of the activity (step by step)	Descrieți pas cu pas activitatea propriu-zisă, încercând să o împărțiți în 5 - 6 secvențe clare, astfel încât în momentul în care o implementați să aveți clară în minte imaginea pașilor pe care îi aveți de urmat.
Methods/ strategies	List the teaching methods you will use and explain how you will adapt them to the innovative approach.
Assessment	Think about how you will evaluate the students' performance during the activity. What do you want to assess most in this activity? Of course, the elements of the subject matter will take priority, but do not neglect the social media education component and try to include media literacy items in the assessment exercises/criteria.
Reflection Tips & tricks	After implementing the activity it is very useful to have a moment of reflection, where you reflect on what went well and what could be improved, in terms of social media use. Write down your observations, ideas that will help you to implement the activity scenario even better in another context.

Below we propose a template that you can use to get a clearer picture of the approach, with a design specifically designed for this purpose.



The social media based learning model

Title of the activity	Subject/discipline	Type of lesson
Age of students	Duration	Social Media tools used
Learning outcomes		Methods/strategies used
Description		



Assessment

Resources

Tips & Tricks



Here is a concrete example of a teaching scenario, designed and applied in the classroom by 3 of the teachers in the project team, who wanted to use social media tools to discuss misinformation and its consequences in the subject "Civic Education".

Title of the activity	Subject/discipline	Type of lesson
<ul style="list-style-type: none"> • TRUE OF FALSE?! 	<ul style="list-style-type: none"> • Civic education 	<ul style="list-style-type: none"> • Curricular (multidisciplinary activity)
Age of students Duration Social Media tools used		
from 7 to 18 (it can be adapted)	50 min	www.menti.com (warming activity) www.youtube.com www.tineye.com (to detect fake news and photos) - optional
Learning outcomes	Methods/strategies used	
<ul style="list-style-type: none"> ✓ to verify the information in more than 2 sources ✓ to become aware of the existence of fake news and different types of fake news ✓ to verify reliable sources ✓ to understand the mechanisms of social networks 	<ul style="list-style-type: none"> ✓ brainstorming ✓ debate ✓ deconstruction of a media message ✓ flipped class 	
Description		



Step 1: Brainstorming/ Mentimeter : Write a word to describe what **fake news** means for you. The teacher presents the **Checklist** and explains the steps for analyzing the news and divides the students in groups.

Step 2: Do you know it is important to recognize disinformation? Why?

Materials to be analysed:

Ted Talk - **How fake news does real harm**

False Information vs Fake News

Step 3: True or false? Analyze the videos and explain the algorithm you used to establish if the information is correct or fake. Each group will analyze a video and explain step by step what they did to establish the value of the information: news or fake news.

Assessment

1. What sources did you check?
2. What does Disinformation?
3. Complete the sentence: *Fake news is ...*

Access link - [Forms](#)

Resources

- ✓ <https://www.theglobeandmail.com/community/digital-lab/fake-news-quiz-how-to-spot/article33821986/>
- ✓ <https://www.webwise.ie/teachers/what-is-fake-news/>
- ✓ https://www.ted.com/talks/stephanie_busari_how_fake_news_does_real_harm

Tips & Tricks

- ✓ Use the appropriate materials, adapted to the needs of the group.
- ✓ Encourage your students to speak and to support their opinions.
- ✓ Try to find „places” to infuse the social media concepts in your disciplines.

Learning Snacks

What to expect when using social media in designing learning activities

The use of social media in the classroom is, as I said, as interesting and creative as it is complex in terms of managing issues that are more related to the field of media education than to pedagogy, didactics or the teaching of a specific subject. The success of such an activity depends to a large extent on how these issues are managed.

From our experience of implementing activities involving social media in the classroom, we have put together a list of issues that you should take into account when designing these activities:

- ✓ Choose the social media tool based on the type of lesson and content being taught, not the other way around;
- ✓ Clearly articulate why you choose to use social media in the classroom;
- ✓ Take every precaution to comply with data protection and other regulations specific to your school;
- ✓ Set goals that address media literacy in addition to those specific to your subject;
- ✓ Set SMART goals and try to achieve them gradually;
- ✓ Allocate enough time to explain work tasks related to social media use so that pupils are not distracted;
- ✓ If you feel that chaos is created during the activity, don't get discouraged, notice what is not working to improve next time;
- ✓ When designing the activity allow time for reflection on the use of social media;
- ✓ Always ask for feedback from students;
- ✓ Design the tasks so that the social media education part is oriented towards the practical area;
- ✓ Manage discussions so that you get to contexts that are familiar to learners so that they understand what you want to convey;

- ✓ Clarify concepts related to social media education to students when necessary and make sure they understand them;
- ✓ To fix the social media literacy knowledge, repeat the activity in another form, in connection with another topic;
- ✓ Don't expect to get everything right the first time, constant practice will show you the best solutions when you want to create a learning model based on the use of social media tools;

Activity assessment

The most appropriate way to evaluate the work of this module is for teachers who complete the module to design a lesson that involves the use of at least one social media tool and implement it in the classroom. It is very important that a reflection process takes place after implementation to see what worked and what should be improved in the approach.

Resources

- <https://globaldigitalcitizen.org/social-media-teaching-tips>
- https://www.researchgate.net/publication/268209358_Social_Media_Use_in_the_Classroom_Pedagogy_Practice
- <https://www.uagc.edu/blog/using-social-media-as-a-learning-tool>
- <https://www.teachthought.com/technology/social-media-sites-for-education/>
- <https://www.schoolology.com/blog/why-you-should-be-using-social-media-teaching-tool>
- <https://zesium.com/how-to-incorporate-social-media-in-classrooms/>
- <https://degree.astate.edu/articles/k-12-education/innovate-classroom-with-social-media.aspx>
- <https://teaching.utoronto.ca/resources/teaching-with-social-media/>



