

Course Support for the Development of Social Media Literacy in schools

Educational tools in 21st century

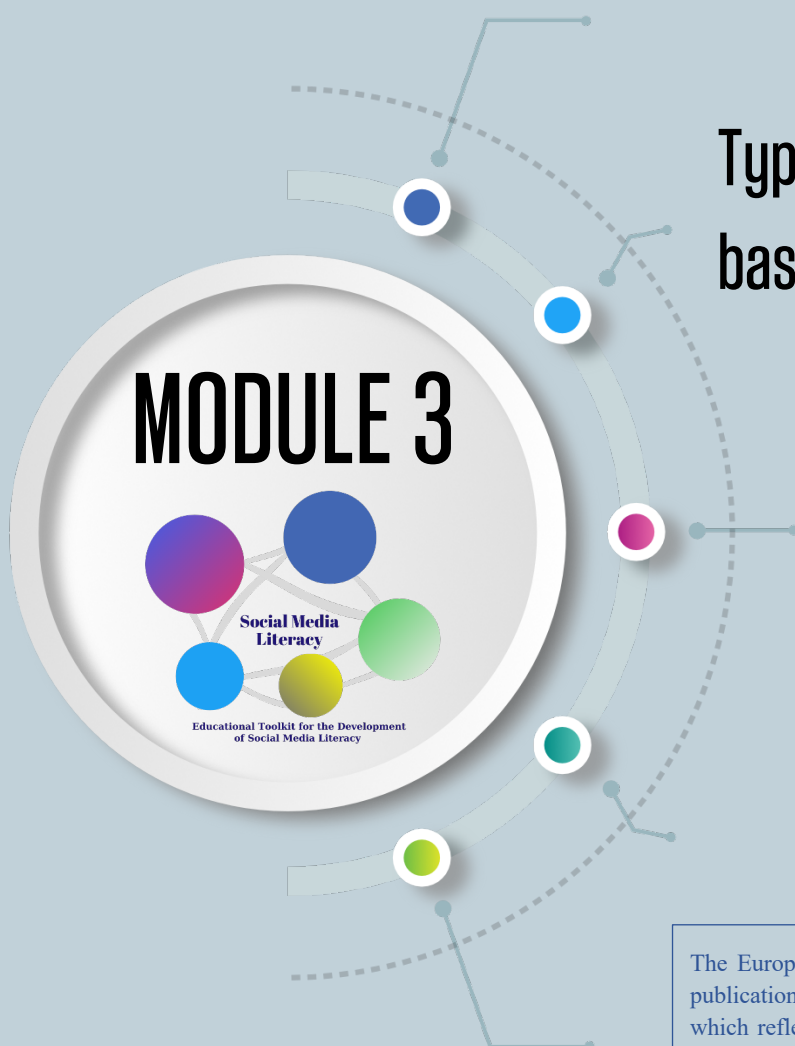
Social media tools and their use in education

Blog, micro-blog, vlog

Facebook, WhatsApp, messenger

YouTube Instagram, TikTok

Rules for a successful use of social media in classroom



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Module aim

Social media is, as we have already pointed out, more than entertainment. For our students, social media is a social networking tool, but it is also a place from which they get information, a real virtual universe that is as important to them as the reality around them. Therefore, bringing social media into the classroom, beyond being a courageous act from an educational point of view, is a necessary process that could contribute a lot to the harmonious development of young people. But what is appropriate to bring into the classroom? What social media tools should we choose to use in school, and how should we do this to ensure that our approach is a good one?

In this module, we will try to clarify these issues by presenting some of the most popular social media tools we could use in teaching different lessons. We will talk about the importance of digital learning in the 21st century, in the context of hyperthenologisation and the increasing presence of the online environment in everyday life, and we will look at some concrete solutions for integrating social media into the learning process.

The aim of the module is to provide teachers with some concrete information and examples of how social media can become an effective learning medium, usable in the educational process, in the classroom and outside the school too. The module also presents some of the social media tools that can be successfully used as tools in the teaching process, together with concrete examples of activities that can be implemented in lessons in various subjects or in extracurricular activities. Of course, the use of these tools has many advantages (presented in this module), but also some risks and precautions, which will be discussed in module 8.

Number of hours: 4h (or more)

Learning Outcomes

At the end of this module, the teachers will be able to:

- define/ understand what digital learning means;
- understand the role of social media as an educational environment/ tool in the 21th century;
- master various social media instruments;
- select various 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 to be shared within social media channels (texts, photo, video etc.)
- master social media tools to teach and expose fake news
- master tools to identify various forms of information: news, advertising, propaganda, malinformation

Training Material

01. Educational tools in 21st century

Considered the fourth wave of civilisation, the Internet has certainly revolutionised life since the 20th century, and in the 21st century this revolution extends to all areas, including the way education and teaching methods evolve, in line with post-modern society, which is characterised by relativisation and fragmentation (Yhab Hassan). The advantages of its presence in the educational process are manifold, among the most frequently invoked being comfortable and relaxing learning, stimulation of creativity, communication between the educational and economic markets, international connection between the actors of the cultural-educational process.

In this fluctuating context, the task of schools is always the same - to provide contexts for the formation of skills and characters. The challenge for teachers is to find a balance between new information technologies and traditional educational strategies, as in a system of communicating vessels. "The 'millennial' or 'digital generation' (Don Tapscott, *A digital rise: The Rise of Generation Net*, 1998) has as an integral part of its existence digital aspects that it integrates since childhood (video games, use of tablets, smartphones, laptops etc, social networking platforms). The cultural consumption of these generations is different, as they use screens for a variety of purposes, including entertainment, learning, information, work. The digital age, with its new technologies, has created both opportunities and concerns about learning and instruction, both in and out of school.

By interacting with new technology, the child autonomously acquires knowledge, but also controls the learning process. Being familiar with technology, education is no longer imposed from outside. The digital tool offers both advantages and disadvantages, so the teacher's role is to strike a balance and eliminate potential risks. New technologies structurally reorganise the foundations and principles of how knowledge is achieved, with free will and autonomy at its core. The communicative dimension of modern learning tools gives the subject the chance to access a fertile ground of infinite possibilities.

How can social media become a learning medium/ educational tool in this context? The introduction of new technologies and digital tools in schools is therefore imperative. Of course, there

are advantages and disadvantages, but it seems that the advantages are the ones that prevail, and this has been seen in full during 2020 when education has been deeply affected, worldwide, by the pandemic generated by Covid 19. The existence of digital tools and the ability to integrate them into traditional education systems has been of real benefit, allowing the educational process to be not totally disrupted. In addition, in this specific context, the role of social media in terms of communication, transmission of information and maintaining certain social relationships in the background has been crucial.

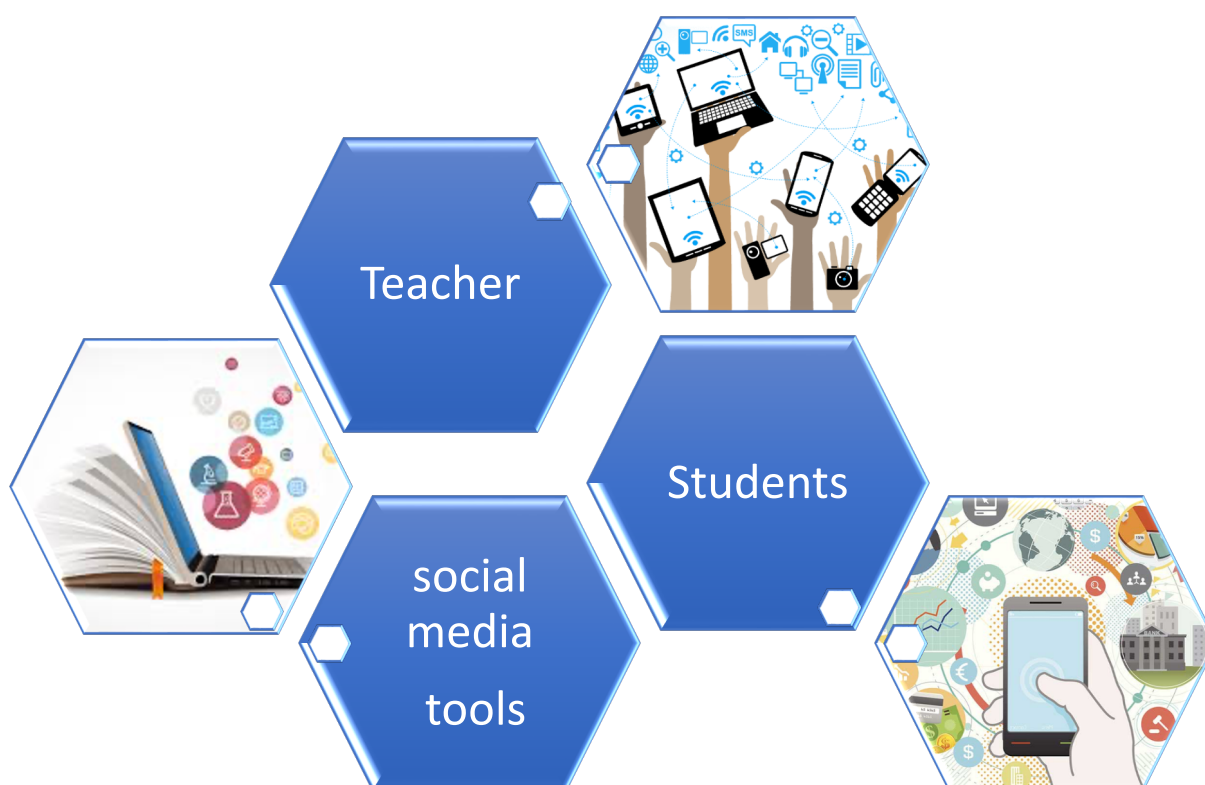
Returning, however, to the general context, the impediment to introducing new technologies and social media tools into educational practice is that they challenge the traditions of teaching and learning on which formal education has been based. Revisions are imperative before the means of education become obsolete. Adaptation can cause some anxiety, fear, and shake the comfort of teachers accustomed to traditional methods. In addition, students who are used to using new technologies seem better prepared.

The social media phenomenon is associated in the collective mind with entertainment rather than education per se. We use social media in our free time to communicate with friends, post photos and share all sorts of things. At the same time, we often get the information we need for different purposes from social media, we learn things from it, we can buy or sell things, we can create communities or do charitable actions. The role of social media tends to become practically indispensable in everyday life. A long time ago, in the early days of Facebook, there was a saying: *You don't have Facebook, you don't exist!* At the time it was funny and provocative, but nowadays, extending the reasoning to social media in general, we could say that if you don't use social media, you don't exist. And besides, it's pretty much impossible not to come across social media in one form or another in your daily life without at least having an account or profile on some social network.

Inserting social media into the learning process thus seems natural. The problem is how to transform something that is perceived as entertainment into something that generates education. The answer is as complex as it is simple - you don't transform, you embed. The use of social media in the classroom should not exclude entertainment, because after all, that's the whole point - to use engaging tools that make students enjoy learning. Therefore, inserting social media into the educational process should allow pupils to explore the information universe, select information and develop independent methods of solving tasks. This changes the way we relate to learning, our expectations, and not learning as a process.

Types of educational tools based on social media use

Integrating social media-based digital tools in the classroom (blog, vlog, profiles, Facebook pages or groups, Instagram accounts, TikTok, etc.) involves going through stages of discovery, experimentation, and transformation. The teacher incorporates digital tools into the teaching process and becomes a producer of information, not just a carrier. In this situation, the role of the teacher changes. The role of the school is changing because the requirement for schools to adapt to new technologies transforms education into a process of real-time synchronisation with reality. Information becomes relevant, through content, through the digital skills acquired, but also through the assumption of work tools.



02. Social media tools and their use in education

Social media is currently one of the most popular ways of spending leisure time, especially for teenagers. Therefore, using social media in the educational process can be a real opportunity for the teacher. From the simple creation of conversation groups on certain social networks to the use of certain applications in teaching or assessing knowledge, social media offers a wide range of possibilities for education. Whether we opt for tools that have become 'classics' (such as blogging, vlogging, using Facebook) or newer applications that are among the top favourites of young people (such as TikTok, for example), introducing social media into the classroom is a step forward in synchronising the education that schools offer with the real-time evolution of the world we live in. In addition, the use of social media in the educational process allows, as we pointed out earlier, the development of students' media literacy skills by directly relating them to the world they live in.

Below is a brief overview of the most useful social media tools that the teacher can successfully bring into the classroom and some suggestions on how they can be successfully integrated into the educational process.

1. Blog

The term blog, which originated in 1997, comes from the English expression "web log" meaning "log on the Internet". A blog is an online publication that contains both text and images in regular articles that are usually personal in nature. A blog is like a diary, but it is usually not private, but involves addressing an audience. Blogs also often allow you to post comments on each article, as well as subscribe to a newsletter to receive email updates about what is published on the blog in real time. A blog is like a website that can be constantly updated, according to the wishes of the person who runs it. There are many different blogging platforms that offer tailored functionality, the most popular being WordPress, Blogspot, Blogger etc.

The purpose of a blog can vary greatly, from a personal diary, in which the author expresses his thoughts, emotions, etc. without a specific target, to the exercise of a passion for writing or for a specific field, to its use for advertising purposes, to advertise different products, services, etc. In recent years, blogs have also become a widespread form of media, often used by journalists. There

are now an extremely large number of blogs in the world, in the hundreds of millions. The term used to describe all blogs and bloggers is the 'blogosphere'.

The use of blogging in schools can be, first of all, an excellent way to get students writing and to improve their skills in communicating through writing. Also, when blogging on a specific topic, it can be a good tool to encourage students' interest in the subject, stimulating curiosity to learn about the topic, and communication between students (through comments on articles) about the topic. Although it can already be considered an old-fashioned social media tool, blogging is still under-used in schools, either because there is no clear strategy for its use or because teachers and pupils find it difficult to use consistently. However, things can be extremely simple if the educational purpose of using the tool is established from the start.

How can teachers and pupils actually use the blog as a tool in the educational process? There is a whole range of possibilities. One of the simplest could be to build a class blog, where homework, resources, event announcements, etc. can be published. Another way, which requires more time and more sophisticated skills, is to ask students to build a personal blog on a specific topic. This could be a semester or yearly project and can be a good way to assess student work in any subject. The list goes on and on. Blogs can equally be used for: homework, additional explanations of certain lessons, to continue conversations started in class on a certain topic, to keep a learning diary, etc. And even though the blog is apparently a tool suitable for the humanities, it can also be used in the sciences. For example, students can create posts about a particular subject in subjects such as geography, biology, chemistry, describe experiments or, why not, describe their own solutions to maths problems to help others understand them. Used as a learning journal, the blog can become an excellent tool for lessons in review, simply by accessing material published over a whole semester, for example.

The blog is a great tool to use for extracurricular activities too. The best example is a school magazine. The school magazine can actually be a blog around which an editorial team can be built, where pupils can be given different responsibilities. Any more complex extra-curricular activity can benefit from a blog, where pupils can describe the activities, they have done, write impressions of the project, publish photos, announcements, statistics, etc.

Using the blog as an educational tool therefore has many benefits, one of the most important being the development of communication skills on specific topics. At the same time, blogging can develop collaborative learning, stimulate pupils' creativity and curiosity, and develop their

documentation skills. It can also be a useful way for the teacher to get feedback through student comments.

Of course, in order to use the blog in the classroom, you need some technical knowledge, but most blogging platforms offer support for this, so all you have to do is access the right resources.

2. Micro-blog

Microblogging is a term resulting from the combination of "blogging" and "instant messaging" and refers to the ability to create content in the form of short messages that can be posted and shared with an online audience. Social networks such as Twitter, Tumblr or Instagram have become extremely popular forms of this form of blogging, especially using mobile versions which allow much easier communication between users.

A micro-blog differs from a traditional blog primarily in the amount of content, which is much smaller and allows for faster reception. In terms of purpose, micro-blogs, like blogs, can be extremely varied. Posts can be personal, subjective, commercial, informative, etc. Social media experts believe that the advent of microblogging has revolutionised the way people consume information. It's also a way for people to become much easier content creators, making them more aware of what's going on around them.

Microblogging can be used successfully in the classroom to engage students with certain topics. Compared to traditional blogging, microblogging has certain benefits, such as: content creation takes less time, as does content reception; posts can be more frequent and varied; information can be transmitted in real time; the focus on communication between users is greater; it is much easier to use from a mobile phone.

3.Vlog

The vlog is a very similar tool to the blog (as can be seen from the similarity of terms). The main difference is the medium used to transmit the content. In the case of the vlog this is video. The advantage over the blog is both the visual elements and the speed with which the information is transmitted.

Vloggers upload their videos to the internet, usually to their own YouTube channel, one of the most popular platforms where users can upload, share, and watch videos of various sizes. However, a vlog does not have to be uploaded to YouTube. It can very well be shared directly on Facebook, Twitter or other social networks, and some vloggers share their video content on their own website. A vlog can be created with a simple smartphone, which allows not only the actual filming but also editing.

What are the benefits of using vlogging in the classroom? First, a vlog is very dynamic and, as mentioned above, has a much stronger visual impact than text written on a blog. Also, in most cases, expression is much more natural when doing a vlog, and for certain subjects (such as science, physics, chemistry, which involve experiments) a vlog can show what words cannot accurately describe. Vlogs are an excellent educational tool especially for students with an auditory learning style, but also for others.

Using vlogs in educational projects stimulates pupils' creativity and teamwork. Also, for most students vlogging could be a very familiar tool, as most of them already watch various vlogs on YouTube for recreation, so using vlogging in the classroom could create extra comfort. The ways in which vlogging can be used in education are manifold and they not only relate to the creation of vlogs by students, but also to the possibility for the teacher to create vlogs to give to students either as a preview to a specific lesson or to go deeper into a specific topic, giving practical hints in the form of tutorials. The advantage is that in a vlog the information can be simplified, explained, discussed, so that students can take it in more quickly and in a simpler way.

Whether you use it as a closed educational product that only students in a particular class have access to, or you decide that the products you create should be shared on a YouTube channel or other online medium, it is important that when using vlogs in lessons or extracurricular activities you also discuss with students certain rules that need to be followed. It is a good opportunity to discuss permissions for distributing a product online, copyright, data protection.

4. Facebook

Facebook is certainly one of the most popular and complex social networks, although it has been out of favour with young people for a few years now. Using this social network for educational purposes can offer multiple benefits and learning opportunities, whatever the field. Before using

Facebook in the classroom, it is necessary to think about which of its functionalities you find most useful to explore with your students.

The Facebook profile is a place where any individual can share information about themselves - personal data such as date and place of birth, place of origin or residence, where they studied, areas of interest, places visited, photos, videos, etc. It is therefore a space that individualises a person and should contain real information, which could function as an archive or social link. Responsibility for the content of the Facebook profile lies with the owner, who can make it public, visible to anyone or only to a small group, aware of the risk of exposure in the online space.

There is, of course, the possibility of fake profiles or even identity theft in this space, and this is one of our areas of interest, which we will address within the humanities and even the realist disciplines. A relevant example could be, in literature classes, creating a profile of a character from a literary work studied, uploading representative images for characterisation, or posting quotes from the work, relevant to the construction of the hero (traits, ways of characterisation), attaching links to artistic films based on the work, etc. Another example could be the profile of an author or historical or scientific personality, a painter or composer. The media competence that the user acquires follows the idea that not every Facebook profile is real and that a user could have several profiles and that the responsibility for the content, or the distribution of information belongs to the user. For educational purposes, there is an app called Fakebook that allows you to practice the skills of creating a profile, but without it being publicly accessible. You can use this app with your students to put the above suggestions into practice.

A **Facebook page** is different from a personal profile. To create a Facebook Page or to manage it, you must have a profile. Facebook Pages are useful for public persons, institutions, business people, artists, non-profit organisations/entities, brands, because they offer the possibility to keep in touch with customers, fans or to promote an intellectual or artistic product, etc. By following a Facebook Page or liking it with a Like, the interested person starts to see updates of that Page in the news section.

The Facebook Page can be a very useful tool in working with students when working as a team on projects - for example, Erasmus+ or Euroscola projects - so that the team can promote its work in the community, be visible or keep the members connected. Pictures, links, or videos representative of the group's work can be posted. Also, having a strategy for using social media in your school could

help to build up relations with the local community by popularising the school's activities on a Facebook page created for this purpose.

Facebook groups are another way of interacting through this popular social network. To create a group or help manage it, you need to have a profile. Groups are places to communicate with other people about common interests. Facebook groups are practical ways to communicate on any topic: between family members, members of a project team, members of a band, etc.

The group's privacy settings can be customised, depending on who the group administrator wants to join or who can see the group. The person who joins a group on Facebook starts seeing content in their News Feed. The group administrator can make the group visible or hidden. If it is visible, then anyone can find the group using the Search function and in other locations on Facebook. When the group is hidden, only members can find it using Search. Public groups can only be visible, so to hide a public group you change the group's privacy from public to private, then hide the group.

Although it might seem like an old-fashioned tool to students, Facebook groups offer complex possibilities for managing team projects and allow good communication between teacher and students.

5. WhatsApp

WhatsApp is a free app that offers simple and secure messaging and calling services, accepting sending and receiving media content: texts, photos, videos, documents, locations.

You can also create groups on WhatsApp or synchronise conversations on your computer, with the advantage of full message encryption. Facebook, WhatsApp, or Messenger groups are useful both for carrying out activities and for communicating quickly and exchanging information, images, links and videos. You can create thematic or class groups, smaller or larger groups. To carry out a school or out-of-school project, pupils can discuss in these groups, send topics to the teacher, ask questions and receive guidance or feedback.

Being used more as a means of quick communication, WhatsApp offers limited possibilities in terms of its use for educational purposes, but even so, it should not be neglected, as it can provide an opportunity to open discussions with students about their social media preferences and responsible behaviour regardless of the social network used.

6. Instagram

Instagram is one of the most popular social media channels today and is mostly associated with the idea of sending a message through images. Statistics show that of the more than 800 million accounts on Instagram, more than a third are owned by teenagers, who show a clear preference for this social network in recent years.

Creating one or more Instagram accounts is within everyone's reach, and the content published focuses mainly on photos, which can be accompanied by a written message, but usually has less of a targeted impact. Instagram is the social network that seems to best illustrate the idea that a picture is worth a thousand words, with most people using the platform banking on the idea that pictures can tell stories.

How can Instagram be used in the classroom? Even though it seems difficult to use and quite limited, because we are only talking about images posted on the platform, Instagram can be an excellent educational tool, innovative and fun at the same time. The teacher can create a private Instagram account for a class, for example, to which only students and/or their parents have access. Photos from various activities can be posted, as well as infographics relevant to certain topics or posters, collages, photos taken by students as a theme.

The use of hashtags marked with # in front of a word is very effective to unify several photos with the same theme. The hashtag can become a search tool for different topics, as there are already impressive collections of different educational materials on Instagram, created especially for teachers and students. There are also already many teachers sharing educational resources on Instagram. If you already have an account, it is enough to generate searches using hashtags such as #teachersofinstagram, #teachingchemistry, etc.

Instagram can also be used to create unique projects, to praise students by posting their most successful projects on the class channel, to keep nice memories from field trips, but also to remind students about projects or homework assignments, for example.

7.YouTube

YouTube is an extremely popular web platform where users can upload and watch audio and video material, where they can exercise their freedom of expression and information, freedom of opportunity and freedom of belonging.

In order to share a video on this channel, the user must first create an account. Registered users can leave comments and create lists of favourite videos. Unregistered users can only view content, not leave comments. YouTube can be used successfully in any subject, with students being able to watch different videos with their teacher or individually, as a starting point for discussion on different topics. In literature class, for example, a lyrical text can be deconstructed with musical and/or vocal accompaniment. Many artists have transposed the lyric works of established writers to music; using this method, the analysis of the work becomes more attractive to the pupil, who can be asked to link the text with the melody, the performance or even the video.

Documentary films can also be watched about historical events, personalities from different fields, natural phenomena, places, cultural sites, etc. YouTube now also offers the possibility of watching artistic films, screenings of literary works from national or world literature or novelised biographies of personalities whose work is studied in school.

YouTube can also be used in the classroom to encourage creativity, by posting videos created by pupils on their own channels or on a special channel created for this purpose. The ability to keep the video private by posting it unedited is an advantage that allows good management of private information.

8.TikTok

TikTok is a popular app and social networking site for kids and teens, also known as the "international video community", used to create short, 15-second videos with a song or background effect. The protagonists of the videos sing, dance or mime, using familiar songs or dances specially made to catch the audience's attention.

To use the app, which can be downloaded for free from Google Play or the App Store, you need to create an account. The interface is very familiar and has multiple options. The app's popularity is due to its short but funny video content, and it is mostly used for entertainment and music promotion.

In recent years the app has become very popular, but also very controversial, as its use exposes teenagers to many dangers that can only be avoided through developed media skills.

The TikTok app can be used in lessons in different subjects as a tool for making a project. For example, in a communication lesson, as part of a learning unit, students could be given the task of making a TikTok that reflects the theme of the unit being studied - for example: promoting healthy leisure; promoting reading, a literary work, etc.

TikTok can be a good resource for discussing misinformation, providing a wealth of material on the subject. Discussions about Fake news, about propaganda, about deepfake can be made using this application. For theoretical support in dealing with these topics you can consult module 5 of *O2 - Course support for the development of social media literacy in schools*.

03. Rules for a successful use of social media in classroom

Whatever social media channel you want to use in your teaching or extracurricular activities, however enthusiastic you may be, there are a number of things you need to consider before you start to put it into practice to ensure a safe and effective context for learning.

Here are some important rules to keep in mind when using social media in the classroom. Of course, the list can always be extended with other rules, depending on the particular context in which you use social media in school. But broadly speaking, when you decide that you will use social media in your activities with students, you should keep these rules in mind.

- Follow your school's policies on social media use. If the school does not have such policies there may be an initiative to do so or, in any case, respect the law.
- Choose the channels you use carefully. Make an informed decision about whether posts will be public or private and who will have access to them.
- If you use the school's name and image, make sure you have permission to do so.
- If you use photos of students or others, make sure you have permission to do so and remember to get written consent from those concerned.
- Find out if you need to provide user data to the school network administrator.
- Make sure you follow the rules for interacting with your students, according to school policies.
- Always give sufficient consideration to all aspects of student safety, which must take precedence.

Learning Snacks

Blogs

- create a class blog in which to publish texts of common interest
- create a travel blog where students can show places they have visited on holiday
- create a literary/film/etc. review blog.
- ...

Facebook

- create pages dedicated to personalities/ events/ literary works
- create profiles of characters
- analyse posts on different pages
- ...

Vlogs

- interviews on various topics with various people/characters
- study subject explained
- analysis of famous vlogs
- ...

Micro-blog

- create short posts with key terms
- analyse posts by public figures
- follow a topic in various posts
- ...

Instagram

- create pages dedicated to certain areas/topics/projects
- use hashtags for documentation
- create stories with various themes
- ...

TikTok

- create concise material on specific topics
- analyse deepfakes
- ...

Resources

About social media:

- <https://bloggingwizard.com/social-media-statistics-facts-trends/>
- <https://fcl.eun.org/sml4change/what-is-social-media-literacy>

Blogs:

- <https://elearningindustry.com/how-to-use-blogs-in-the-classroom>
- <https://www.emergingedtech.com/2015/09/the-state-of-blogging-in-the-classroom/>
- <http://www.kathleenamorris.com/2018/03/14/benefits-blogging/>
- <https://all4ed.org/19-ways-to-use-blogs-with-students-futureready/>
- <https://www.theedublogger.com/survey-2017-2018/#link-benefits>
- https://www.educationworld.com/a_tech/tech/tech217.shtml

Micro-blogs:

- <https://www.lifewire.com/what-is-microblogging-3486200>

Facebook:

- <https://oxfordre.com/internationalstudies/view/10.1093/acrefore/9780190846626.001.0001/acrefore-9780190846626-e-114>
- <https://www.publicschoolreview.com/blog/should-public-schools-use-facebook-pros-and-cons>
- <https://www.onlinecollege.org/2009/10/20/100-ways-you-should-be-using-facebook-in-your-classroom/>

Vlogs:

- <https://socialmediaandtheclassroom415.weebly.com/vlogging.html>

- <https://www.screencastify.com/blog/10-reasons-to-use-video-in-classroom-this-school-year>
- <https://www.nyu.edu/faculty/teaching-and-learning-resources/strategies-for-teaching-with-tech/video-teaching-and-learning/guidelines-for-video.html>

Instagram

- <https://theartofeducation.edu/2018/04/09/a-guide-to-using-instagram-in-the-classroom/>
- <https://www.campussuite.com/blog/how-to-use-instagram-for-schools>
- <https://elearninginfographics.com/powerful-ways-use-instagram-promoting-school/>
- <https://www.weareteachers.com/10-surprising-ways-to-use-instagram-in-the-classroom-2/>

Youtube:

- <https://socialmediaforlearning.com/2015/12/13/using-youtube-in-learning-and-teaching/>
- <https://www.common sense.org/education/articles/using-video-effectively-in-the-classroom>
- <https://www.educationalappstore.com/blog/top-20-ways-to-use-youtube-in-classroom/>
- https://filmora.wondershare.com/video-editing-tips/tips-for-using-youtube-in-classroom.html?gclid=Cj0KCQjwrs2XBhDjARIsAHVymmRQ0PlkINd67H7hGyxkjutntWMFmAyDS2m0CYXJi9DLDrCEfm1Zs_UaApqpEALw_wcB

TikTok:

- <https://www.techlearning.com/how-to/how-can-tiktok-be-used-in-the-classroom>
- <https://www.campussuite.com/blog/how-to-get-started-with-tiktok-at-your-school>

Infographics



Social Media in school

Before you use social media in your activities, be sure you check these aspects

- 01 School policies**
 Check your school's policies on social media use and respect them.
- 02 School image**
 If you use the school's name and image, make sure you have permission to do so.
- 03 Permissions**
 If you use photos of students or others, make sure you have permission to do so and remember to get written consent from those concerned.
- 04 Rules**
 Establish clear rules with your students regarding the use of social media in classroom.
- 05 Safety first**
 Whatever the purpose of using social media in your lessons, the safety of your students is the priority!
- 06 The right choice**
 Choose the social media channels you use carefully. Make an informed decision about whether posts will be public or private and who will have access to them.
- 07 Privacy**
 You should make a clear distinction between using social media in classroom and using it in your personal life.

What Social Media tool?

Choose the right social media channel, according to the needs of your students!

- Blog**
 For practising written communication skills, documenting and combining images with text
- Vlog**
 To stimulate creativity, oral communication and public speaking skills
- Micro-blog**
 To encourage critical thinking and develop concise expression skills
- Facebook**
 Making connections between reality and different study domains, by creating pages or groups developing critical thinking
- Instagram**
 To create visual materials, collections of images, to analyse images and hashtags etc.
- Youtube**
 To encourage creativity in creating complex video materials, to critically deconstruct the message of different videos
- TikTok**
 To create focused video material, to explain information, to analyse elements related to misinformation
- Whatsapp**
 To quickly connect with students and communicate effectively in small or large groups, various information needed to accomplish tasks

Activity plans with students

Activity 1: Exploring art museums on Instagram

DESCRIPTION: This activity is suitable for a fine arts class, but can also be an extracurricular activity in an art club. First, depending on the chosen topic, students are challenged to search Instagram for accounts and hashtags that belong to or refer to specific museums, then they are asked to choose a museum to showcase using Instagram. Additionally, students can be asked to build their own art "museum" on Instagram and present it to their peers, justifying their choice of art pieces on display.

WHY THIS ACTIVITY IS RELEVANT: The activity is relevant because it involves the use of a very popular social media tool among young people - Instagram. It is also relevant from a social media education point of view, because when put into practice, it discusses with students the terms of use of the Instagram channel, copyright, and privacy.

Activity 2: Characterization of characters on Facebook/ Fakebook

DESCRIPTION: The lesson can be applied using any literary work when discussing character building. Instead of asking students to write essays about characters, an activity can be done in which students, individually or in groups, create a Facebook profile of their favourite character. Applying this method to a literary work such as a fairy tale adds dynamism, as pupils will have fun putting the fantasy characters in the role of the Facebook user. The educational application Fakebook can be used for the safety of the pupils.

WHY THIS ACTIVITY IS RELEVANT: This kind of project is relevant because it involves the use of Facebook and because it creates a context for discussions about privacy on social networks, real versus fake profiles, etc.

Activity 3: News of the moment on YouTube

DESCRIPTION: In theory, the activity can be applied to any subject. Ask students to present information from a particular subject area or related to a particular topic you are studying in that subject in the form of TV news. Upload the news bulletins to the class's YouTube channel and watch them together with the class, then look at various aspects related to the subject being taught, but also cover elements of media literacy such as news, fake news etc.

WHY THIS ACTIVITY IS RELEVANT: The activity is relevant because it develops creativity and at the same time puts students in a position to search for information and present it in the form of news, which opens opportunities to discuss sources of information, fake news, misinformation, etc.

Activity 4: Local history on Instagram

DESCRIPTION: Create an Instagram page where students can post photos of historical monuments in the city. You can challenge them yourself in stories containing hints and other different requirements related to the theme. You can create collections with different themes using hashtags.

WHY THIS ACTIVITY IS RELEVANT: This activity is engaging for students, getting their creativity and critical thinking going. It can also start a discussion about copyright or image sharing on social media and GDPR.

Activity assessment

After going through the material in this module, take 10 minutes to answer the list of questions below.

1. What is social media currently associated with in the collective mind?

- ☐ learning
- ☐ entertainment
- ☐ bombarding the brain with too much knowledge.

2. What saying circulated at the beginning of the social media platform Facebook?

- ☐ You don't have Facebook, you're not modern!
- ☐ You don't have Facebook, you don't exist!
- ☐ You have Facebook, you know how to use a computer!

3. Embedding social media in the educational process enables students:

- ☐ develop independent methods of solving tasks
- ☐ delay learning
- ☐ send homework to parents to post on social media.

4. Introducing social media into the classroom is a step forward in:

- ☐ abandoning traditional teaching methods for good
- ☐ the process of synchronising school education with the real-time evolution of the world we live in
- ☐ providing jobs for employees producing computers.

5. Using the blog as an educational tool has many benefits, one of the most important being:

- ☐ exposure of personal life online
- ☐ developing communication skills on specific topics
- ☐ developing debating skills on specific topics.

6. A micro-blog differs from a traditional blog by:

- ☐ the amount of content, which is much smaller and allows for a quicker reception
- ☐ the impossibility to be accessed from a mobile phone
- ☐ the subject matter

7. It is important when using vlogs in lessons or extracurricular activities to also discuss with pupils certain rules to be followed, such as:

- ☐ permissions for sharing a product online
- ☐ copyright
- ☐ data protection

8. To create a Facebook group or Facebook page or to help manage them, you must have a previously created profile in the Facebook social network:

- ☐ Yes
- ☐ No

9. When a Facebook group is hidden, it can be accessed using the Search function:

- ☐ by any user
- ☐ only by group members
- ☐ by all friends of group members.

10. Can a teacher provide guidance and learning support on a WhatsApp group?

- ☐ No
- ☐ Yes

11. Instagram is the social network that seems to best illustrate the idea that:

- ☐ a picture is worth a thousand words
- ☐ more text means more explanation
- ☐ photos limit the imagination.

12. Unregistered YouTube users can:

- ☐ only view content, without leaving comments
- ☐ post their own content
- ☐ delete other users' comments.

13. Could the use of social media as a learning tool allow the topic of Fake news to be addressed in a lesson?

- ☐ Yes
- ☐ No

14. Whichever social media channel you want to use in your teaching or extra-curricular activities, however enthusiastic you may be, it is necessary to consider the following points before you start practicing:

- ☐ Adhere to school policies on social media use;
- ☐ Choosing which channels to use according to your specific needs;
- ☐ If you use the school's name and image, make sure you have permission to do so;
- ☐ If you use photographs of pupils or others, make sure you have permission to do so and remember to obtain written consent from those concerned.
- ☐ You are considering whether it is necessary to provide user data to the school network administrator.
- ☐ Make sure you follow the rules for interacting with your students as set out in the school's policies.

15. Does the integration of social media into the learning process mean transforming something that is perceived more as entertainment into something that generates education? How can you do this?

- ☐ You don't transform, you embed!
- ☐ You give up, because you don't consider yourself a specialist.