

Curriculum for the development of social media literacy in schools

- General dimensions as per DigCompEdu
- List of contents that will be developed in course support
- Skills that will be developed per content
- Time allocated to each content (the duration)
- Resources used



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Context

Social media and new digital technologies offer an infinity of opportunities. Schools should therefore encourage their use in the educational process. An analysis of the curricula from different European countries reveals that media literacy and especially social media literacy is not reached in a coherent way at school level, and even less at national educational system level in general. In most European countries there is no public policy that includes components of social media literacy in the school curriculum. However, social media, with all the opportunities and risks it offers, is a component of our everyday life which we cannot deny. An education centred on the way in which social media is used is therefore necessary.

In this regard, the first intellectual output (O1) created within the project *Educational Toolkit for the Development of Social Media Literacy* (2019-1-RO01-KA201-063996) is a curriculum which provides a solid basis for the other four intellectual outputs created within the project. This curriculum outlines the methodology for implementing social media literacy in school through the proper use of social media tools in lessons from various disciplines.





Structure of the Curriculum

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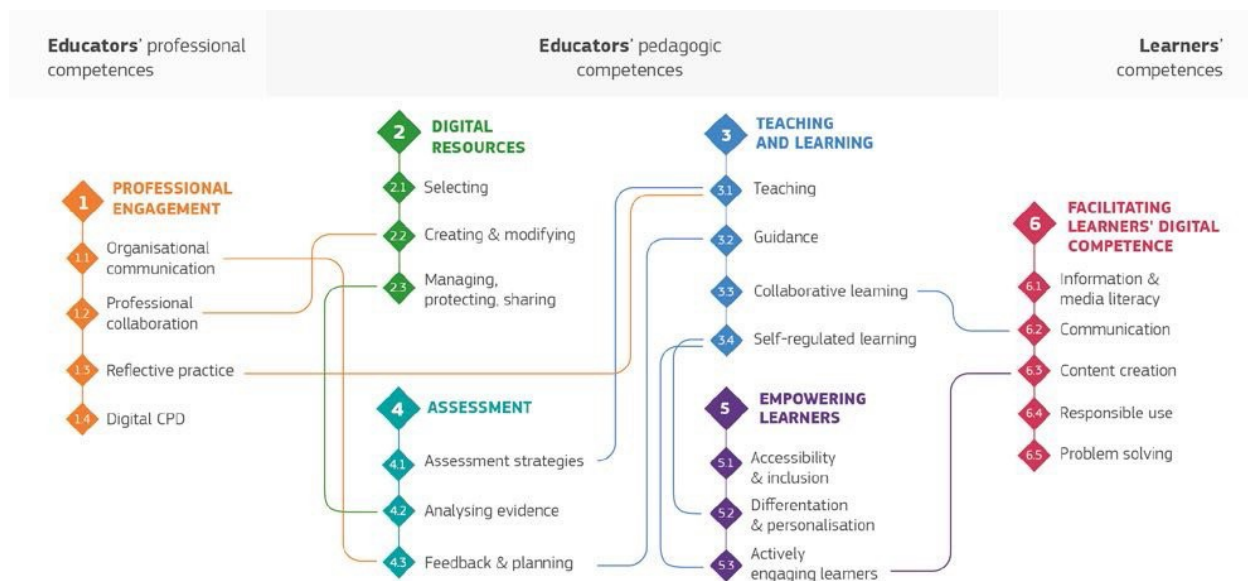
This curriculum for teachers is innovative and helps those interested in teaching social media literacy. Indeed, even if the field of media literacy is gaining importance in contemporary education, there is currently no systematic and specific approach in any of the participating countries to provide teachers with the tools to effectively teach media literacy, with strict reference to social media in the learning process.

General Dimensions of DigCompEdu Framework

To take advantage of the potential of digital technologies to enhance and innovate education, the European Commission has developed a common reference framework which defines and characterizes the digital competences educators must address in their professional environment. This European Framework, DigCompEdu, describes digital competencies organised in 6 areas:

1. Professional Engagement
2. Digital Resources
3. Teaching and learning
4. Assessment
5. Empowering learners
6. Facilitating Learners' digital competence





The DigCompEdu Framework. Source: [Redecker, C. European Framework for the Digital Competence of Educators: DigCompEdu. Punie, Y. \(ed\). EUR 28775 EN](#)

To facilitate and promote learners' digital competence, as it is described in DigCompEdu's 6th area of competence, educators should integrate learning activities, assignments, and assessments that:

- ✓ involve searching and analysing information available online and comparing and critically evaluating the credibility and reliability of the information and its sources.
- ✓ consider the responsible use of digital technologies among learners towards a physical, psychological, and social wellbeing. Therefore, educators must enable learners to manage risks and use digital technologies responsibly and safely.
- ✓ involve the use of digital technologies to foster participation, interaction, and appropriate expression of themselves in the digital world.
- ✓ necessarily also requires an understanding of copyright concepts and the appropriate licenses applied to a digital content.





Curriculum

Challenges of education 4.0

DigCompEdu Area: 06 | Facilitating Learners' Digital Competence

. Information and Media Literacy

Contents:

- . Challenges of education 4.0
- . Social Media - concept
- . Social Media literacy - concepts
- . Features of Social Media/ digital learning

Addressing:

- . Managing online information
- . Managing Self image and identity
- . Managing emotions and feelings

Skills acquired:

- . Mastering the definition of „social media”
- . Understanding „social media literacy” concept
- . Understanding mechanisms that work in social media and effects on various age groups
- . Understanding the social media prevalent in each target country

Duration: 2h





Social media literacy and its importance in the education of the 21st century

DigCompEdu Area: 06 | Facilitating Learners' Digital Competence

. Responsible use

Contents:

- . Social media literacy and its importance in the education of the 21st century
- . Teaching social media literacy in school
- . The importance of social media literacy in education

Addressing:

- . Online relationships
- . Online reputation
- . Online bullying
- . Positive/respectful behaviour

Skills acquired:

- . Understanding the importance of social media literacy in education
- . Mastering concepts of misinformation, disinformation, malinformation
- . Mastering concepts of influence, civic engagement, propaganda, informational, hybrid and asymmetric war

Duration: 2h





Types of educational tools based on social media use

DigCompEdu Area: 06 | Facilitating Learners' Digital Competence

- . Digital communication & collaboration
- . Digital Content Creation

Contents:

- . Social media tools and their use in school;
- . Blogging/vlogging/micro-blogging
- . Facebook profiles, pages, groups Instagram accounts YouTube videos and channels
- . Tik-Tok accounts
- . Other social media tools

Addressing:

- . Use of images to convey a message
- . Use of videos to convey a message
- . Use of humor, animation to convey a message in very short formats
- . Online relationships
- . Online reputation
- . Online bullying

Skills acquired:

- . Mastering the use of various social media instruments
- . Mastering the use of social media tools in educational context
- . Mastering tools to teach and expose fake news
- . Mastering tools to identify various forms of information: news, advertising, propaganda, malinformation

Duration: 12 h





Manipulation and propaganda through social media

DigCompEdu Area: 06 | Facilitating Learners' Digital Competence

- . Information and Media Literacy
- . Digital communication & collaboration

Contents:

- . Fake news and social media
- . Propaganda through social media
- . Addressing the fake news phenomenon in school

Addressing:

- . Definitions of news, fake news, disinformation, misinformation, malinformation
- . Various forms and formats of information
- . Credibility, authority, notoriety
- . Checking news for credibility

Skills acquired:

- . Mastering definitions of news, fake news, disinformation, misinformation, malinformation, propaganda
- . Identifying various forms and formats of information
- . Understanding concepts such as credibility, authority, notoriety
- . Checking news for credibility

Duration: 2 h





Policies of social media usage. Copyright

DigCompEdu Area: 06 | Facilitating Learners' Digital Competence

. Digital content creation

Contents:

- . GDPR, legislation, procedures, and policies of social media usage
- . Privacy and security
- . Copyright and ownership

Addressing:

- . legal use of social media
- . online relationships
- . managing copyright

Skills acquired:

- . Understanding the concept of copyright and learn its rules, limites and alternatives
- . Understanding the terms and conditions of various social platforms
- . Mastering the requirements of GDPR and privacy protection for children
- . Understand the legal system(s) active in social media
- . Being able to design a social media usage policy for the school, class

Duration: 4h





Risks of using Social Media Tools in Education

DigCompEdu Area: 06 | Facilitating Learners' Digital Competence

- . Information and Media Literacy
- . Digital communication & collaboration
- . Responsible use

Contents:

- . Risks of using social media in education
- . Methods for managing the risks of using social media in education

Addressing:

- . Limits of social media
- . Online relationships
- . Formal/non-formal education

Skills acquired:

- . Identifying the limits of the use of social media in education
- . Identifying and operating with the ethical dilemmas while using the social media in education (privacy, extra-scholar activities, teacher-pupil relation outside the classroom, „social friendship”: etc)
- . Negotiating the relationship with the parents
- . Mitigation of risks

Duration: 2h





The social media based learning model

DigCompEdu Area: 02 | Digital Resources DigCompEdu

Area: 03 | Teaching and learning DigCompEdu Area: 05 |

Empowering Learners

Contents:

- . Practical activities using social media in classroom
- . Lesson plans involving the use social media

Addressing:

- . Exercices and tasks using social media as main instrument
- . Design of lessons based on social media use

Skills acquired:

- . Developing instruments using social media and that can be used to teach social media literacy
- . Designing lesson plans and educational activities that involve the use of social media

Duration: 4h





Assessing student's competences using social media based tools

DigCompEdu Area: 02 | Digital Resources

DigCompEdu Area: 04 | Assessment

Contents:

- . Evaluation of learning processes
- . Using social media to assess various competences

Addressing:

- . Evaluation of media literacy competencies
- . Innovative methods to assess various competences

Skills acquired:

- . Establish competences (using the EU proficiency evaluation matrix)
- . Tracking student's progress

Duration: 4h





Resources

- . DigCompEdu - Digital Competence Framework for Educators

https://joint-research-centre.ec.europa.eu/digcompedu_en

- . DigComp2.1 - Digital Competence Framework for Citizens

<https://op.europa.eu/en/publication-detail/-/publication/3c5e7879-308f-11e7-9412-01aa75ed71a1/language-en>

- . Transmedialiteracy.org - Teacher's Kit

<http://transmedialiteracy.upf.edu/en/transmedia-skills-map>

- . Education for a Connected World A framework to equip children and young people for digital life

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896323/UKCIS_Education_for_a_Connected_World_.pdf

- . Journalism, Fake News and Disinformation, Handbook for Journalism Education and Training, UNESCO

https://en.unesco.org/sites/default/files/journalism_fake_news_disinformation_print_friendly_0.pdf

*More resources for each content type can be found at the end of each module of IO2 - Course support for the development of social media literacy in schools

