

Methodological guide for teaching social media literacy

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Social Media Literacy

Educational Toolkit for the Development of Social Media Literacy

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A practical guide for teaching SML in classroom

While a few years ago media literacy was an under-explored area that posed many difficulties for those who dared to tackle it in school, today it has become an essential component of education. The changes brought about by the effects of the pandemic, increased digitization, the information explosion, the need to survive in a world where we are bombarded daily on all sides with information of all kinds, have all made media literacy a priority for many schools, at least at a declarative level.

Social media is nowadays not only a form of entertainment, as many people still consider it, but also a source from which young people find information, find role models, vent their frustrations, make friends, learn different things, etc. Social media is, like it or not, a universe in which our students grow and develop, in parallel with what their family or school offers them. Therefore, teaching media literacy and social media education in school should be a concern for any teacher, regardless of the subject they teach.

The third intellectual output we propose in the toolkit developed within the Erasmus+ project no. 2019-1-RO01-KA201-063996 - *Educational Toolkit for the Development of Social Media Literacy* is a guide aimed at supporting teachers who understand the importance of social media education and who want to use social media tools for educational purposes, both to teach concepts related to the discipline they teach and to develop their students' media skills, as the latter are extremely necessary in the development of young people.

The guide contains a range of summarized information, which complements the content of IO1 and IO2, as well as practical examples of activities and useful tips for those wishing to tackle social media literacy in schools. Of course, the guide is created in close connection with the other two intellectual objects in the toolkit. Thus, some of the information in the guide can be systematically accessed in an appropriate visual form within the mobile application. Also, within IO4 there are several examples of exercises that can be applied in various activities with pupils. For more developed activities involving social media education, full lesson scenarios are available in IO5, adapted according to various criteria.





Therefore, this guide has been designed as a complementary element, complementing the other tools in the ETDSML toolkit.

Benefits and limits of using social media in school

Whether it's Instagram, Snapchat, TikTok or other social networks, today's students are more connected than ever. Their families are connected too. So teachers should take advantage of this in a positive way to contribute even more to the development of young people. Once we get past the idea that social media is just a way of entertainment, integrating it into the act of education offers unlimited possibilities. The benefits of using social media in the classroom are numerous. Of course, there are also risks and limitations that should be considered. But the focus should be on the benefits.





Using social media in school - benefits:

- Social media and technology are parts of the daily life, so bringing them in classroom feels like a natural process.
- Replacing traditional learning tools with social media tools can encourage students to express their creativity and engage them to involve more in the activities.
- Social media is a powerful instrument to use in the classroom to enhance and develop 21st century skills.
- Social media platforms were built to enable communication and interaction with one another.
- The use of social media offers a rich and diverse array of information sources available.
- The different functionalities of social media platforms allow to create original content and it gives educators and students a controlled way to share it.
- When used properly, social media provide secure and monitored digital spaces for effective communication, enhancing responsibility and collaboration.
- All social media platforms as an important role in socialization.
- Using social media in school is the best way for developing the digital citizenship, by allowing students to understand how social media works through their own experience.





Using social media in school - limitations:

- Risk of digital exclusion can harm students. It can be a challenge to integrate social media capabilities in the classroom, especially if there are students without Internet access or not willing to use it.
- A proper use of social media tools requires a new and specific type of literacy in constant adaptation to a technological platform that changes rapidly.
- The large flow of information and communication can be overwhelming and lead to attention dispersion.
- Proliferation of false, inaccurate or biased data on the Internet can make it difficult to critically evaluate and chose the correct sources.
- Social media can be a gateway to cyberbullying, hate speech or online radicalization.
- Students may spend too much time using screens both in recreation and school assignments.





Practical suggestions for implementation of SML in schools

Let's assume that we already have enough information about what social media means, the benefits and the risks of using social media tools in various circumstances. Let's also assume that we have overcome the prejudice that social media is just entertainment and that we have understood that banning our pupils from using social media at school is not a good idea at all, but that it would be better to integrate social media tools into teaching activities. The question that arises is how do we do this so that the process is truly useful in the development of students.

There are, in fact, some questions that every teacher should ask themselves before using social media in the classroom. The answers to these questions are necessary for the process of integrating the tools to be natural, motivated and educationally purposeful. So, before using social media in the classroom, it would be a good idea to answer the questions below or at least reflect on them, even if you don't have all the answers at first.

- **Why do you want to use social media in the classroom?** - Think about what concrete benefits this brings to your students, beyond the general things you already know. What is the end goal? Do you just want to make your classes more engaging or do you want to teach your students about social media literacy?
- **How do you plan to use social media in the classroom?** - Will you use social media platforms constantly or only for certain projects? Think about what types of activities or for which moments in your lessons it is appropriate to use social media. Will you use social media only in communication with students or also with parents?
- **What platforms will you use?** - It is known that some platforms are preferred by teenagers, while others are not of much interest to them. We need to ask ourselves whether the choices we make are appropriate for the group we are targeting. And if you choose what they like, ask yourself if you are prepared enough to use that platform.
- **What are the official policies for using social media?** - The fact that you want to do social media education and use social media tools in the classroom is, of course, a good thing, but you should make sure you are not breaking any rules before doing so.





Check what your school's position is on this and coordinate your initiatives with those of your institution.

The last question opens up a broad topic related to how social media literacy is currently perceived in schools. Educational policies differ from country to country and from school to school, and it is therefore difficult to establish concrete commonalities that apply to every school. In addition, schools' facilities differ, making the decision to use or not to use certain social networks a multi-stakeholder decision. Taking all this into account, if you as a teacher want to use social media in your educational work, you should follow some steps to make your approach coherent.

1. Make sure you master social media concepts and develop your media literacy skills. You can do this by taking specialised courses for teachers, but also through individual study. The learning output created as part of the *Educational Toolkit for the Development of Social Media Literacy* project are designed to help you do this. They are open resources, available in several languages and can be accessed and downloaded free of charge from the project website, <http://socialmedialiteracy.eu/>.

2. Find out what your school's policies are on the use of social media and how your proposed approach fits into your school's educational strategy. If your school does not have such policies, it may be appropriate to discuss with the school management how a social media education strategy could be implemented at school level. It is a complex and time-consuming process, but the chances of achieving sustainable results in the use of social media in school are much greater. In addition, your approach could be a starting point to encourage other colleagues in your school to use social media tools in their activities.

3. Carefully choose the social media tools you are going to use, taking into account all the issues involved, including age of pupils, accessibility, purpose, etc.

4. Differentiate between using social media for personal purposes and using social media for professional purposes. Create separate accounts for educational purposes and don't mix things up.

5. Make sure you have the consent of students and parents when using social media tools that involve exposure in any form of students in the out-of-class environment.





6. Think twice before posting any information on any social network to avoid unforeseen and unpleasant situations, but also to set an example for your students regarding responsible use of social media.

7. However enthusiastic you are about using technology and being in tune with your students' preferences, it is their safety that must come first. And when it comes to the vast and perilous field of social media, teacher vigilance must be paramount.

These are, of course, just a few precautions. We should not go to the other extreme, because then we will be discouraged and prefer not to use social media at all. That is not the purpose of the above precautions. The point is to find a balance that allows these tools to fit naturally into educational activity. It is not an easy task, but once experienced, the rewards are also great, and the benefits will not be long in coming.





How to easy design activities involving the use of social media

If you have already gone through all the previous steps and have reached the stage where you have decided that you want to use social media in the classroom, then what remains for you to do is to systematically integrate these tools into your lessons, so that you end up developing your students' social media literacy skills as well.

Depending on the subject you are teaching, decide in which type of activity you want to integrate a social media tool and consider both subject-related competences as well as social media literacy skills you can develop. Below we provide you with an activity template that you can use when designing your activities. The template is explained in more detail in Module 4 of the course that constitutes IO2 of this educational toolkit.





Template - activity design

Title of the activity	<i>Use short specific titles referring to social media tools used</i>
Subject/ discipline/ domain	<i>Specify the study discipline or different domains/ areas in which it could be integrated the lesson</i>
Type of lesson (optional)	<i>teaching lesson/ recap lesson/ evaluation/ project etc.</i>
Age of students (grade)	
Duration	
Social Media tools used	<ul style="list-style-type: none"> • <i>what social media tools/ channels you will</i> • <i>how you intend to use them a</i> • <i>what social media literacy elements you can develop</i>
Learning outcomes / skills developed	<i>Social media literacy skills to be developed through the activity</i>
Methods/ strategies used	<i>What pedagogical strategies/ methods you will use?</i>
Description of the activity (step by step)	<i>Divide the activity into short sequences (steps). Present each one narratively, briefly. Ex:</i>
Assessment	<i>How will you assess the students' performance during the activity and what is your main "goal" from this point of view?</i>
Resources	<i>What materials didd you used to design the activity?</i>
Tips & tricks	<i>Lessons learned form the implementation (to be filled in after the activity)</i>





Below is a concrete example, implemented by one of the teachers in the project team:

Title of the activity	<i>Harap-Alb on Facebook - characterization of fairy tale characters</i>
Subject/ discipline/ domain	<i>Literature (Romanian literature)</i>
Type of lesson	<i>group project</i>
Age of students (grade)	<i>15 - 16</i>
Duration	<i>110 minutes (2 lessons)</i>
Social Media tools used	<i>Facebook</i>
Learning outcomes / skills developed	<ul style="list-style-type: none"> • <i>characterise the characters of a cult fairy tale;</i> • <i>identify the defining aspects of character construction;</i> • <i>match sequences from the fairy tale text with identified character traits;</i> • <i>know the rules of Facebook use (terms and conditions);</i> • <i>identify the "dangers" of social media (fake profiles/ fake news);</i> • <i>have a critical overview of social media.</i>
Methods/ strategies	<i>debate, group work, project</i>
Description of the activity (step by step)	<p><i>Step 1: Divide the class into groups of 3 - 4 students and assign each group a character from the play</i></p> <p><i>Step 2: Explain the work tasks (creating a profile for the character using the Fakebook application and making posts)</i></p> <p><i>Step 3: Work in teams - complete the tasks</i></p> <p><i>Step 4: Presentation of projects</i></p> <p><i>Step 5: Guided discussion about using Facebook</i></p>
Assessment	<i>Evaluation matrix using pre-established criteria</i>
Resources	https://www.classtools.net/FB/home-page
Tips & tricks	<i>If students are not familiar with such projects, it is recommended that the project is worked on at the end of the lessons on the text, after students have read and discussed the work from the "traditional" perspective.</i>





Examples of activities & short learning tasks to develop SML

Here are some ideas for activities you can implement with your students. Some of them are suitable for specific subjects, but others can be adapted for any subject. All you need for a successful activity is a good mastery of the use of the tools and an openness to novelty.

ACTIVITY 1

Create and share on social media (any subject)

DESCRIPTION: Make sure teacher creates a private group in social media which only members can post and comment. Then, use this group to share some original products made by students like texts, audios, videos, etc. To promote critical thinking and positive interactions, create an healthy environment in which only constructive and positive comments can be accepted.

WHY THIS ACTIVITY IS RELEVANT: To promote creative and critical thinking to generate a responsible and positive interactions among students on social media.

ACTIVITY 2

Our video channel on social media (any subject)

DESCRIPTION: Create a video channel on an online video-sharing platform in order to make available short thematic videos produced by students and by the teacher. Don't forget to assure the appropriate image rights.

WHY THIS ACTIVITY IS RELEVANT: To promote student's responsibility monitored by the teacher who guarantee the good quality of the videos.





ACTIVITY 3

Live event – an open classroom (any subject)

DESCRIPTION: Challenge a group of students to develop a theme to be shared with the school community through a live streaming platform. Make sure students have their interaction organized considering the theme, the time available and the appropriate technology.

WHY THIS ACTIVITY IS RELEVANT: It enables communication and collaboration between students and all the community and foster their understanding about the good impact of a well organised social media live event.

ACTIVITY 4:

The right to "Twittering". Co-building knowledge by using a tweet (any subject)

DESCRIPTION: Theme of the activity is racial and gender discrimination. Students watch a film in class and take notes according to the Cornell method. The reflection work will take place on Twitter in three stages.

1. Pupils comment and answer questions about the film with a twitter.
2. The teacher proposes an image of the film that the pupils will analyze and comment on with a short caption.
3. The teacher, or pupils themselves, start discussion threads

Only one rule: only short and positive comments are admitted

WHY THIS ACTIVITY IS RELEVANT:

- it educates students to use Social Media for learning and for the co-construction of knowledge
- it teaches students to write short and concise texts with what "really matters"
- it allows students to analyze a content in a much more engaging and captivating way, motivating them to learn

EXAMPLE OF EXERCISES: At the end of the activity, exercises will be proposed on the topics addressed. As for SM Literacy, some questions will be proposed on the most important issues related to the use of Twitter and to the drafting of a short text, as well as to the choice of positive words





ACTIVITY 5

Famous mathematicians and their theorems (Mathematics)

DESCRIPTION: Ask students to make a video presentation of a theorem/axiom from mathematics and accompany the presentation with a portrait of the mathematician to whom the theorem is owed. Videos can be uploaded to the class Youtube channel. Obviously, this is the kind of project that can be adapted for any subject.

WHY THIS ACTIVITY IS RELEVANT: This is a relevant activity because it involves both surfing the internet for information and using digital tools. From this kind of activity one can discuss sharing content on social networks, the veracity of information, etc.

ACTIVITY 6

Our lab on Instagram (Chemistry/ Biology)

DESCRIPTION: To make science class more dynamic, you can invite students to film the experiments they do and post them to a specially designed Instagram account as a Story or Reels.

WHY THIS ACTIVITY IS RELEVANT: The activity can be extremely engaging for students and at the same time gives you the opportunity to bring up a lot of information about using Instagram, one of today's favorite social networks for teens.





ACTIVITY 7

#savetheplanet – How to learn using hashtags (Sciences)

DESCRIPTION: Ask students to make a mini-project of 7 illustrations accompanied by text, encouraging the community to take different actions to save the environment and fight pollution. Choose a common hashtag for the whole class to use and publish the posts on a specially created Instagram page. Ask students to add other relevant hashtags to each post and explain why they chose those hashtags and how they influence the posts.

WHY THIS ACTIVITY IS RELEVANT: Students will learn about the functionality of hashtags, as well as notions of the digital footprint and how various information can be accessed on the internet.

ACTIVITY 8

Weather report (Sciences)

DESCRIPTION: Based on the knowledge acquired in class, ask students to make a daily weather report for one week. You can involve a weather app in the exercise to help them collect the information.

WHY THIS ACTIVITY IS RELEVANT: The activity can be an excellent way to discuss with students the data that apps collect, geolocation or protecting personal data in different contexts.

ACTIVITY 9

My city in 30 seconds (Literature/ Geography/ History)

DESCRIPTION: The idea of this activity is to present the essentials about a particular place in as short a time as possible. And this can be done by creating Reels that students can post to a specially created Instagram account for teaching purposes.

WHY THIS ACTIVITY IS RELEVANT: The activity is relevant because it trains synthesis skills, critical thinking and can lead to discussions about the use of Instagram, data protection etc.





ACTIVITY 10

On the trail of literary characters (Literature)

DESCRIPTION: Using Google Maps and Google Earth, students can re-create the paths taken by characters in literary texts, especially realistic, adventure and travel novels. You can ask them to share the maps they have created and use them as a basis for research. For example, you could ask them to make their own route through the town or school grounds and then, based on their observations, describe a piece of literature or a news story.

WHY THIS ACTIVITY IS RELEVANT: The activity is useful from a media literacy perspective because it can bring up different aspects of the relationship between the real and virtual world, what a news story is, etc.

ACTIVITY 11

Young entrepreneurs (Entrepreneurship education)

DESCRIPTION: As a group project students can be asked to build a mini social media marketing and communication strategy for a brand/product. You can use the Fakebook tool to simulate a Facebook page promoting the product or you can let them choose which social network to use.

WHY THIS ACTIVITY IS RELEVANT: The activity is relevant to discuss both social media in general and targeted advertising and the mechanics of social media manipulation.

ACTIVITY 12

Radio "Let's face it from a distance" – Create podcast for School Web-Radio (any subject)

DESCRIPTION: The activity promotes the creation of podcasts through the Spreaker platform. In addition, podcasts are automatically shared on the Facebook page and Twitter account, allowing to reach a community wider than the school community that conceived and created the podcast. Podcasts are developed on different objectives, from the study of some school topics or educational activities, to entertainment and the development of specific musical knowledge. Assessment will be focused on the spreaker tool and some aspects of GDPR.





WHY THIS ACTIVITY IS RELEVANT: This activity is relevant because it improves the cooperation between students in the creation of the podcast. It is a great "reality task" that brings them to interact with a wider community through the official school radio account. - <https://www.spreaker.com/user/radiodad>.

ACTIVITY 13

A SOCIAL READING CLUB/ Canva for Social (Literature)

DESCRIPTION: The activity consists in launching a contest to create an Instagram or FaceBook page for a reading club. Students create a cover for a FB page or an Instagram story. If the students are not the age to access Social Media, the teacher will open a Google Classroom with the winning cover image. The cover has to be inspired by the book that they are reading in class; the aim of the page or the story is to develop a debate around the book.

WHY THIS ACTIVITY IS RELEVANT: The activity can contribute to develop the *creative thinking* and the competences in *debate* around some issues. In the meantime the activity allows teachers to present a useful and adaptable tool as Canva.

EXAMPLE OF EXERCISES: Questions about these issues :

- What happens to your materials (photos, texts ...) when you upload them on a SM?
- What language to keep during a public debate?
- Which are the levels of privacy?
- What types of images that can be published (e.g.: if a student can upload an image representing his mates)?

ACTIVITY 14

Social Media Impact (any subject)

DESCRIPTION: Give students the possibility to investigate and formulate an opinion about the impacts of any social media network, identifying the positive and negative aspects and the target audience. Do an online survey to register their opinion and discuss it with the class.

WHY THIS ACTIVITY IS RELEVANT: It encourages the creativity and the critical thinking and give the students the possibility to have a different perspective about social media.





ACTIVITY 15

My routine Comics/ BD – App Pixton (foreign languages – French)

DESCRIPTION: The activity aims to create characters, choose locations, attribute them movements, by using the app Pixton - <https://www.pixton.com/>. The activity focuses primarily in strengthening the knowledge acquired on the vocabulary of routine in a foreign language. The main issues on which create exercises will be around the tool and the digital identity.

WHY THIS ACTIVITY IS RELEVANT: The activity helps create a digital identity. With regard to SML, this activity, based on the use of a tool that provides a high level of customization, is relevant because it allows the students to create an avatar and reflect on digital identity.

ACTIVITY 16

Tell me where you live and I'll tell you what faction you are from (History)

DESCRIPTION: The main idea is to search of images or sites with images of historic buildings and create Padlets (see example: <https://it.padlet.com/piazza3/xj92yknj2myactrh>). Something like this happens in every european town, the medieval buildings tell history. In particular some of their architectural elements allow to identify the faction of the owner family, for example rectangular battlements for Guelphs and swallowtail battlements for Ghibellines. The activity, aimed to improve the cultural heritage knowledge of students, consists in asking them to surf the internet to find images of important buildings of italian cities which architectural style tells their medieval political identity. Teacher prepares a Padlet and inserts two posts. One is instructional on how to search the images by using Google images, distinguishing between the possible licenses. The other post embeds an image as an example. The Padlet is shared with the class. The teacher explains how to create a Padlet post and how to insert images or embed a site.

WHY THIS ACTIVITY IS RELEVANT: The activity is relevant for SML because it enhances these particular skills:

- distinguish between different possible licenses (avoiding that for a fee);
- always mention the source from which the material used is taken, writing a short caption.

EXAMPLE OF EXERCISES: Different kinds of questions about the Padlet tool and about the licences of the use of images.





ACTIVITY 17

London at your tips (English as foreign language & Geography)

DESCRIPTION: This activity has the purpose to help students to learn how to use an app to get useful information while travelling. The app takes the students on a virtual trip through London since at the moment they can not travel due to the pandemic.

WHY THIS ACTIVITY IS RELEVANT: The app LONDON TRAVEL GUIDE is a real one, freely downloaded in London. It is organised as a Thinglink with four sections Map, Sites, Walks, Itineraries. They can choose from four different itineraries. The students will organise a virtual tour of London using the menu of the app, then they will socialise their work on a SM of their choice.

EXAMPLE OF EXERCISES: The final test to assess learnings on the app can be multiple choice and a True & False about tools and the choices offered by the app.

ACTIVITY 18

Investigating Youtube (Music)

DESCRIPTION: Students often confuse the little information immediately available in the title, they do not read the description and even more rarely do they open the in-depth windows. If the content is not already known, they confuse the name of the youtube channel on which the video is uploaded with the author. Even when the information is available, it is necessary to know how to select it and possibly access hypertext references.

WHY THIS ACTIVITY IS RELEVANT: The activity is relevant in order to:

- identify the origin and contents of the video,
- contextualizing space and time of the contents to which one has access
- detect any rights and acknowledgments if you intend to bring the video back to other contexts

EXAMPLE OF EXERCISES: Given an image from a Youtube shot of a musical video, students should be able how to answer to the following questions in a **multiple choice form**.

- Title





- Author/Interpreter
- Performing date/Execution date/Upload date
- Name of the Youtube channel
- Any copyright holders (e.g. record company)

ACTIVITY 19

Digital Geography and Climate changes – uMap (Geography)

DESCRIPTION: The topic aims to propose an analytical approach to Climate Change and the complexity of environmental phenomena linking the geographical representation of elements and factors (both natural and anthropic) to the application of the scientific method for identifying cause-effect relationships. The primary objective is to encourage the acquisition of an ecological perspective useful for the interpretation of natural phenomena and the critical understanding of the development goals of human society. At the same time, the activity promotes the development of digital skills through the use of advanced digital tools based on GIS (Geographic Information Systems)

WHY THIS ACTIVITY IS RELEVANT: The use of the app uMap will allow students to create maps with Open Street Map levels and insert them on a website.

ACTIVITY 20

Thinglink: learn by discovery – Thinglink web app

(Visual learning for Students with Special Needs)

DESCRIPTION: Thinglink allows the creation of an interactive image by inserting photos, audio, video, external links. Once you have chosen images, photos, maps of a place (real or fantastic) you can insert tags that deepen and personalize these images. All the pupils in the class photograph an area of the school. Each of them uploads the chosen image on Thinglink and enriches it with tags on the lexicon of the objects and audio of the chosen words in Italian and a short mute descriptive video of the use of the chosen space. Once the videos have been uploaded to Classroom, the teacher will create a multiple choice quiz of translation into the foreign languages studied of the lexicon presented by the students. The work created with Thinglink is then shared on the school's social channels (the web app is already





connected to the GSuite) where students can interact by carrying out exercises or (virtual) reality assignments.

WHY THIS ACTIVITY IS RELEVANT: This activity is relevant because it allows pupils to learn by discovery. Furthermore, as the students are the creators of the educational product, they implement a peer learning strategy that the publication and sharing on the school's social networks further enhances. This activity lends itself to being inclusive because the use of different types of tags (writing, audio and video) facilitates the greater involvement of students with difficulties.

EXAMPLE OF EXERCISES: The final test will be aimed at verifying some basic knowledge on the use of images and related copyright licenses. It can be structured in simplified true or false questions.

ACTIVITY 21

You are the author – learn about copyright (any subject)

DESCRIPTION: This kind of activity is very useful, and it can be applied to any project your students work. Basically, the activity consists in applying and practicing the use of Creative Commons and the exceptions on their own work. Include a section about analyzing the works they did in a project, from the perspective of copyright. Let them present the sources they used and explain if they correctly proceeded, but explain them before what copyright and creative commons means.

WHY THIS ACTIVITY IS RELEVANT: This activity is relevant because it allows students to understand how important is the copyright, and how to correctly use the work of others in their projects.





Assesment and evaluation strategies when using social media tools

In any educational system, the assessment process itself is a vast and often controversial area. Evaluation is a complex process, in which many factors have to be taken into account, and therefore no matter how well designed an evaluation strategy is, it has to be adapted to the educational context to which it relates. When using social media tools in the educational process, evaluation can become even more challenging. The question that arises is to what extent do we assess subject-specific competences and to what extent is it necessary to assess the social media competences developed. Of course, subject-specific competences remain paramount and there are specific educational standards for their assessment in each education system, organised by level, grade and age.

For the assessment of the development of social media competences, there are no such detailed instruments at the moment, but when we intend to do so, we can refer to the European reference framework. Two useful tools for this are The Digital Competence Framework for Citizens and the European Framework for the Digital Competence of Educators: DigCompEdu

Below is an example of a table that could be used for the evaluation stage of a product produced by pupils, in which social media tools were also used, taking into account the media skills developed.

The following grid has the purpose to assess students' ability to develop a presentation in a collaborative way. To evaluate the process of product development, a performance list could be suitable. In analogy with the levels required for the competencies assessment, it could be structured on four levels: **ADVANCED**, **INTERMEDIATE**, **BASE**, **INITIAL**

Legenda of performance list:

- **ADVANCED = AUTONOMOUSLY AND CONSCIOUSLY**
- **INTERMEDIATE= AUTONOMOUSLY**
- **BASE = NOT ALWAYS CORRECT**
- **INITIAL = ONLY WITH HELP**

Performance list for evaluation		Adv.	Interm.	Base	Init.
Area 1:	Search for reliable information on the Internet				





Use of digital media and resources for learning	Store and share information				
	Assess the validity, reliability, usefulness and credibility of the information by reporting the sources				
	Create and manage content with collaborative tools				
Area 2: Communication and cooperation	Use more than one online communication tool: email, chat, sms, instant messaging, social network				
	Organize digital resources for current personal use, future use and re-use, sharing with others				
	Use digital technologies to foster and improve collaborative learning strategies, for exchange in groups, as a tool to conduct collaborative tasks or as a tool to present outcomes				
Area 3: Content creation	Produce and edit multimedia content in more than one format: hypertext, images, videos, audio files				
	Integrate and rework digital content				
Area 4: Safety & Privacy	Make proper use of passwords to protect access				
	Identify, evaluate and select digital learning resources in accordance with copyright and accessibility requirements				
	Know and keep the GDPRs				
Area 5: Problem solving	Solve problems related to the use of technologies				
	Solve in a creative way, problematic situations that require applying knowledge and skills to new situations				
Area 6: Monitoring and assessment	Plan, monitor and reflect on your learning path				
	Gather evidence of progress and use it to plan further learning steps				
	Use a narrative document in which to express your thoughts and ideas through digital tools				

The self assessment process is also very important when we try to evaluate the development of social media literacy skills, as in fact the effects of social media literacy should be visible, in





log term, in the way the student behave and in his cappacity to analyze his skills. A self assessment questionnaire is aimed at strengthening the learnings achieved. It can be structured on the same four levels for the competences assessment.

Legend of the self assessment questionnaire:

- A = I have a very good capability to operate alone
- B = I have a good capability, but sometimes I need help
- C = I have some skills and I often need support
- D = I have a few skills but in most cases I need support

		A	B	C	D
Area 1: Use of digital media and resources for learning	Searching for information on the Internet using a search engine				
	Store and share information				
	Share files downloaded from internet or products from me.				
	Assess the validity, reliability, usefulness and credibility of the information by reporting the sources				
	Identifies fake news				
Area 2: Communication and cooperation	Use more than one online communication tool: email, chat, sms, instant messaging, social network				
	Create and manage contacts on my devices				
	Make group video calls using the most common platforms: Meet, Skype, Zoom...				
	Share content with collaboration tools: google app				
	Share own contents				
	Use digital technologies to foster and improve collaborative learning strategies, for group exchange, as a tool to conduct collaborative tasks or as a tool to present outcomes				
Area 3: Content creation	Produce multimedia content in more than one format: hypertext, images, videos, audio files				
	Edit media content in more than one format: hypertext, images, videos, audio files				
Area 4:	Make proper use of password to protect access to my devices				





Safety & Privacy	Identify the risks that can damage my devices				
	Regularly update my computer operative system and security software				
	Frequently backup				
	Select digital resources for learning , in compliance with copyright and accessibility requirements				
	Always quote the source and/or author of digital content before sharing it online				
Area 5: Problem solving	Solve problems related to the use of technologies				
	Instal software and apps download from safe sources				
	Look for on line support for blog, forum, video tutorial				
	Choose appropriate devices and apps				
	Identify available solutions for online learning				
	It solves, in a creative way, problematic situations that require applying knowledge and skills to new situations.				
*Area 6: Monitoring and Evaluation	Plan your own learning path.				
	Monitor your own learning process				
	Capture evidences of learning progress				
	Use those evidences to plan further learning steps				
	Use digital tools-to write a narrative document				

** In **DigComp 2.1** there are 5 areas, the 6th has been added by us*





SML concepts briefly explained

The field of social media literacy is complex, and the development of social media skills is done over time through constant practice. For the process to be effective it is necessary to keep coming back to some basic concepts that both we as teachers and our students need to get right. We have summarised below some concepts that we consider important in teaching social media education in school. They are explained in the related modules of the course which constitutes the IO2 produced in this project. The information can also be accessed in an efficient way through the mobile application in the toolkit - <https://app.socialmedialiteracy.eu/>

✓ Education 4.0

The Education 4.0 is a project-based learning methodology centred. Students should be acquainted with project-based learning from their early schooling. This part of Education 4.0 will teach them organisational skills, time management and collaborative skills.

An important frontier to explore for the education of the future is the field-specific experience. For the higher education this can be translate into real-world immersion where students can enhance subject knowledge.

For the primary and secondary lower education, this can be seen in the opportunity to leave the classroom and enter in meaningful non formal education agencies such as Museum, Media center, centers of History studies, etc.

Another important field of competences to develop in EDU 4.0 is data analysis. We have to consider it both in relation to the increasingly importance of the statistical analysis to describe and predict future events and in order to develop the skills of criticism of the sources.





✓ The evolution of education

Education 1.0 - classical frontal teaching, passing on information

Education 2.0 - classroom cooperative learning, use of different social networks

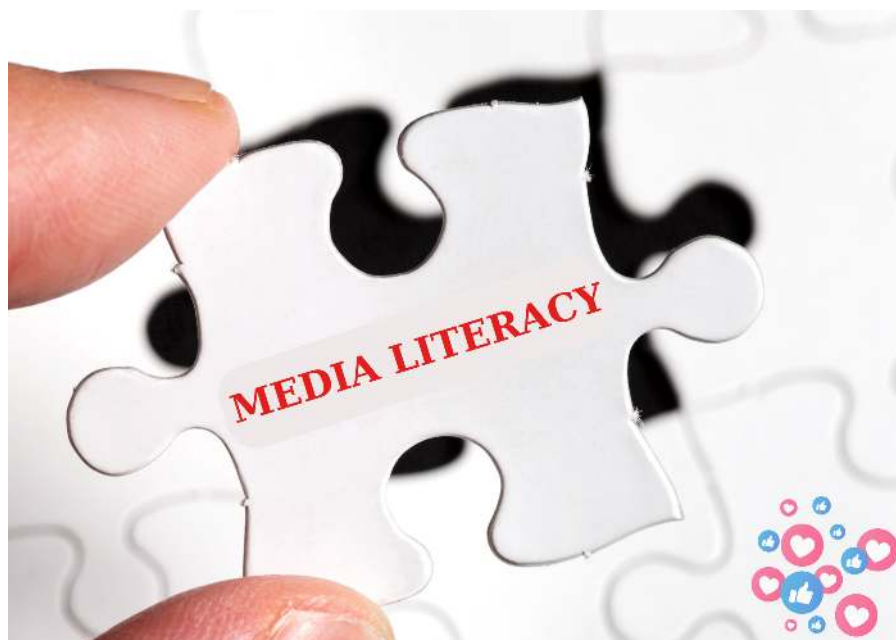
Education 3.0 - students are considered not only consumers of information but also information and content creators.

Education 4.0 - strongly related to the coding competencies, stimulates a personalized teaching and learning process.

✓ Media literacy & Social media literacy - why it is necessary?

Media literacy helps the students to ask the right question in order to find out the author, their embedded point of view, their intended message, their choice of tools and the obvious or the concealed call to action of every media product.

“Social media literacy is the set of technical, cognitive and emotional competencies that are required when using social media to search for information, for communication, content creation and for problem-avoiding and problem-solving, both in a professional and social context.”
(Vanwynsberghe, Vanderlinde, Georges & Verdegem, 2014)





✓ Media competencies

The media competencies are the set of knowledge, strategies and skills that allows an individual to efficiently face the media environment of today.

The EU's Digital Competence Framework for Citizens DigiComp 2.1 groups the digital competencies in the following 5 areas:

- Competence area 1: information and data literacy
- Competence area 2: communication and collaboration
- Competence area 3: digital content creation
- Competence area 4: safety
- Competence area 5: problem solving

The European Commission has also developed a common reference framework which defines and characterizes the digital competences educators have to address in their professional environment, since professional competences to pedagogic and learners' competences. 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: <https://publications.jrc.ec.europa.eu/repository/handle/JRC1074660>)





✓ Proficiency levels in media literacy

Each media literacy competence can be mastered in one of the four proficiency levels:

- Initial - only with help
- Basic - not always correct
- Intermediate - perform autonomously
- Advanced - perform autonomously and consciously

✓ Media literacy 5 key concepts

Most experts agree on these 5 key concepts as the basis of media literacy:

- **Key Concept 1:** All Media Messages Are "Constructed"
- **Key Concept 2:** Media Messages Shape Our Perceptions of Reality
- **Key Concept 3:** Different Audience, Different Understanding of the Same Message
- **Key Concept 4:** Media Messages Have Commercial Implications
- **Key Concept 5:** Media Messages Embed Points of View

✓ Social Media use in school

The use of social media in school should have a set of goals:

- to personalize learning (the learner learns at his/her own pace)
- to promote collaborative and cooperative learning (students learn from each other and clarify doubts among themselves)
- to provide feedback to students about their learning process
- to assess students' learning
- to give feedback to teachers about the learning process and content to be reviewed
- to develop self-assessment





✓ Social Media consumption patterns

The way a person uses social media - what platforms, how much time they spend on them and exactly when, what type of activities they engage in while online, on what devices - form the “consumption patterns” of that particular individual. These patterns are generally used by marketers to enrich and prolong the interaction of the users and maximize the profit of the commercial clients.

The usage of the social media has its own particularities, compared to the „traditional media”. Two of the main features are particularization and interaction. Particularization of the content allows for the intelligent technologies to provide a person content that matches his or her preferences and interests. Interactivity is one of the most important reasons why people join social media platforms. What people are looking for is participation in a broader conversation, they want to socialize, they see pictures from friends and family, keep up to date with what is new and to find something entertaining to do.

✓ Information Management

Dealing with information is the first fundamental step in media and digital education. A good information management involves the following key competences:

1. to know how and where to research for relevant information and verify the credibility of sources;
2. to understand the difference between facts and opinions
3. to know the difference between news and advertising
4. to recognize and manage fake news and avoiding its dissemination

✓ Self-Image Management

Activities on social media can impact the self-image in various but powerful ways. They can challenge, trivialize, simplify, increase or diminish one’s self-perception. To manage self-image and identity, social media literacy must educate the following competences:

1. to include the similarities and differences in how people present themselves online and offline;





2. to understand how the SM allow anonymity and deception;
3. to understand how the self-image affect their online behavior and lifelong reputation
4. to understand that the online identity is different from one's self, it is not neutral and could damage oneself and others.

✓ Digital Emotional Intelligence (DEI)

The Emotional Intelligence is the capability of individuals to recognize their own emotions and those of others, discern between different feelings and label them appropriately, use emotional information to guide thinking and behavior, and manage and/or adjust emotions to adapt to environments or achieve one's goal(s). Being able to perform the same tasks in a digital context is called Digital Emotional Intelligence (DEI). DEI is nowadays recognised as a key competence to be developed, including in schools.

DEI involves building one's own personality through the development of self awareness and awareness of others , but also means to be able to alternate/interrupt the digital interaction to cultivate independent moments of listening, analysis and interiorisation of one's own personal life experience.

✓ DEI - Key concepts

- **Key Concept 1** Interaction in a digital environment involves emotional interaction which have emotional implications that are often more ambiguous/subtle on a communicative level than in the real world, but not less important
- **Key Concept 2** it is vital to learn how to manage our own emotions and feelings, both in the real world and the digital one, even if the difference between the two realities are becoming more and more blurred
- **Key Concept 3** We need to help our students to develop their own personality through self awareness and others' in a complex systemic vision where the digital world is used actively to avoid them to become passive users
- **Key Concept 4:** Such human qualities can be fostered through specific educational and emotional programs, focusing also on the ethic approach of our choices both in the real and the digital world.





✓ Online Relationships management

Online relationships are defined by affinities and personal tastes, so people organize themselves by their preferential activities, grouping themselves in communities with common interests. The acceptance or refusal of a user can have a more or less permanent effects on the formation of their personality.

Managing Online relationships involves the development of the following competencies:

1. to recognize that different audiences require different types of communication and online etiquette;
2. to develop constructive solutions to online interpersonal dilemmas that exemplify ethical behaviour;
3. to be able to imagine the motivations, feelings, and intentions of others in a variety of online exchanges.

✓ Online reputation Management

The reputation is defined as “*the universal opinion or social evaluation of a group of entities on a certain aspect*”. Basically, is the way others perceived us. The online reputation is the image we project via our online activities, either on social media or on any publicly available information. One cannot control the way others perceive them, but can control their own activities and make sure that they do not project a false or detrimental image.

Managing Online reputation involves the development of the following competencies:

1. to understand the concept of digital footprint and be aware of the traces one leave in the digital environment;
2. to be able to manage privacy settings of social media, to be in control of comments and public or private content;
3. to understand what personal information is and conservatively share one own’s, while equally protecting everybody else’s privacy
4. to understand the durability and the viral capacity of the online information.





✓ Netiquette

A basic definition of civility could be “polite, reasonable, and responsible behaviour.” This behaviour is the result of believing that everyone is deserving of dignity and respect, or as simply put, “good manners.”

The netiquette is the application of good manners to the actions and interactions over the Internet. It involves developing/adopting a set of rules regarding appropriate conduct when posting, commenting, playing games, conversing to others.

✓ Bullying

Bullying is defined as the continued practice of physical or psychological aggression committed by one or more aggressors on a victim. This phenomenon, violent and silent, is not exclusive of a specific age group or having a specific moment or place to occur. Studies show that is to be found in schools, as they provide an “appropriate” environment to its exercise and proliferation. The online environment, with the cover of anonymity and “depersonalization” it provides, is particularly conducive of bullying.

✓ Facts and opinions

Freedom of expression covers the free flow of information and the free expression of opinions, meaning presenting facts and personal opinions.

- „Information” or „fact” depicts the reality as it is, in an objectively demonstrable way, with material proofs.
- „Opinion” expresses one’s view or interpretation of the reality, is subjective and does not require „demonstration”.

✓ Advertising

Advertising is a legitimate form of communication of information that has as a goal to sell a product or a service. It is non-personal - it is not directed to a single individual - and the message is





controlled by the advertiser - the entity that sells the said product or service. Its goal is commercial - it aims at convincing an individual to buy something. The advertising constitutes the major source of revenues for the media. It is subject to regulation on grounds of protecting the human dignity, the minors and the consumer's rights.

✓ Propaganda

Propaganda is a type of communication that intends to disseminate a set of ideas and change other people's beliefs, attitudes. Propaganda has a goal: to convince people to embrace a certain idea or embark on a certain course of action. Some of these ideas or actions may be in the public interest - such as respect for the sanitary measures during the COVID-19 pandemics - others are of a narrower interest - such as the propaganda conducted by a political party to attract new members or voters during elections.

Propaganda uses an arsenal of means with symbolic values (words, gestures, banners, monuments, music, clothing, insignia, hairstyles, designs on coins and postage stamps, and so forth). Propaganda may deliberately select facts, arguments, and displays of symbols and present them in ways thought to be the most effective.

✓ News

News is information about a recently changed situation or a recent event. Also, news is information published in newspapers and broadcast on radio and television about recent events in the country or world or in a particular area of activity.

Journalists gather information about recent events in their area or field of expertise, evaluate, sort and order it and construct the news story that is published and broadcast. News are produced by reporters in newsrooms or independently, if they are freelancers.

Not all the information is fit for news. In order to be communicated to the public, the information has to be *newsworthy*, meaning to be either new, relevant, with impact and addressing a matter of public interest. The public interest is what distinguishes the work of journalists from other information processors, such as advertisers, public relations or intelligence professionals.





✓ Fake news/Disinformation/Misinformation

Fake news is a term coined to designate false or tampered information circulated for purposes others than informing the public. Such purposes may include personal, commercial or political gains. The term is popular and frequently used, but it is difficult to define what exactly is *fake news*.

The European Union proposed the term **disinformation**: false information **deliberately created** and spread to influence public opinion or obscure the truth. The accent is not only on the falsehood of the information provided, but equally on the deliberate intention to deceive.

Other terms used in the context:

- Mis-information. Information that is false, but not created with the intention of causing harm.
- Mal-information. Information that is based on reality, used to inflict harm on a person, organization or country.





✓ Biases – cognitive, cultural

Scientists do not know yet what neurological or psychological mechanisms make people to believe something. They just observed some patterns, some shortcuts used generally by the human brain to interpret reality. These shortcuts are called “cognitive biases” and humans evolutionary developed and used them because it is too difficult to process rationally all the information they are exposed to in our environment. People frequently use these reasoning shortcuts when they consume media, which may result in a partial or distorted image of the reality.

✓ Copyright

Copyright is an intellectual property right that also applies in a social media context. It grants a creator exclusive control over the use and distribution of his work. A work can be used in many different ways: it can be copied, adapted, recited, exhibited, broadcasted, performed, shared etc. Copyright ensures that only the person who created the work (i.e. the author), may perform such actions with the work.

✓ Author's rights

By creating an original work, the author obtains certain exclusive rights: moral rights and economic rights.

The moral rights are:

1. The right of paternity (i.e. the right to be identified as the author)
2. The right to decide on when or whether to make the work public
3. The right to integrity (i.e. the right to object to any derogatory action in relation to the work)

The economic rights are:

1. the reproduction right
2. the right of communication to the public.

The use of social media involves both acts of reproduction and communication to the public.





✓ Quotation

There are exemptions from the restrictions to use copyrighted works. Quotations for purposes such as criticism, polemics, review, education or scientific work are allowed, provided that they relate to a work which has already been lawfully made available to the public, that, the source, including the author's name, is indicated (unless impossible), and that their use is in accordance with fair practice, and to the extent required by the specific purpose.

The permissible length of such a quotation depends on the circumstances, such as the length of the original work and the purpose of the quotation (e.g. two lines of a poem or 10 pages from a 100 page document).

✓ Plagiarism

Plagiarism is an act of fraud defined as presenting one's work – or fragments or ideas of thereof – as your own or without a proper mention of the source.

According to [plagiarism.org](https://www.plagiarism.org), forms of plagiarism include:

- turning in someone else's work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not (see our section on "fair use" rules)

Source: <https://www.plagiarism.org/article/what-is-plagiarism>

✓ Creative Commons

Creative Commons licenses are standard licenses which aim to promote the sharing, adapting and reusing of protected works. By using these licenses, it is immediately clear for internet users under which conditions the work may be used, shared and adapted without the need to ask individual





permission from the author. They are applied to works such as blogpost, images, videos, artwork, journal articles etc. They are generally signaled with the symbol CC.

✓ Terms of use in social media

When you create an account on a social media channel, you agree to their terms and conditions. By doing this, you actually sign a license agreement between you and the social media platform. The terms and conditions state that the social networking site will obtain a non-exclusive and unlimited license to reuse your content. This is necessary to allow social media to function: to show your content and to give other users the opportunity to share your content via a share/retweet button. This does not mean that content on social media is free from copyright, the original creator retains copyright on his original content.

✓ Personal Data Protection

Personal data is any sort of information disclosing something about you personally. It includes name, identification number, date of birth, address, photos or videos of a person, religion, but also social media-related data such as location data, IP-address, browsing history, marks, behavior slips, social media profiles (including likes, shares and friends) etc.

Identification based on personal data can be:

- Direct – when the information in itself allows one to identify the person this information relates to.
- Indirect – when the information, as such, is not enough to identify a person, but taking into account additional information – that is already available or that needs to be obtained from another source – does allow you to identify the person concerned.





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