

Social Media and Reputation Management Module

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Module Learning Outcomes:

- #1: Demonstrate substantial understanding of the cybersecurity first principles.
- #5: Realize the importance of password and username management and apply effective approaches to increase their security.
- #8: Engage in scenario-based learning that allows them to make educated decisions and take deliberate action online to prevent things from going wrong in the first place.
- #9: Uncover their own digital footprint and learn how to give themselves an “online make-over.”
- #10: Exemplify the ability to identify the authenticity and credibility of access requests.
- #12: Apply the knowledge gained in solving real-world, scenario-based problems.
- #13: Remember the important role humans play in the digital world and understand how to minimize accidental and intentional human errors.

The Module addresses the following First Principles:

- #4: Least Privilege
- #5: Layering
- #6: Abstraction
- #7: Information Hiding
- #9: Simplicity of Design
- #10: Minimization

Description:

Social media has gained considerable popularity with teens and young adults. While students have limited access to social media like Twitter, Facebook and Instagram at school, they often use social media to interact with peers and family members outside of the classroom. Students’ and teachers’ safety needs will be better served if they are informed about the ways in which these tools can be used in a safe and secure manner to provide opportunities for professional growth, enhanced home-school communication, and conversations that allow learning to continue beyond allotted class times.

This module will provide participants with an opportunity to engage in meaningful activities and discussions regarding the appropriate use of social media in order to build a strong positive online reputation. The team will collect quantitative data at the beginning and end of the session to examine the participants’ prior knowledge as well as their understanding of the topic after the information has been presented. The team will deliver background information in a lecture/discussion based format regarding social media use by teens and adults. A demonstration

on how to perform a detailed name search will be provided by the team. The participants will then perform a name search while considering the items presented as ways to clean up their information and create a long-term positive online reputation. While managing their online reputation, participants will set up Google Alerts for their name and other items they wish to be alerted about through email. As a culminating activity, participants will demonstrate their knowledge of reputation management by creating a Public Service Announcement on the topic of online reputation management.

Upon completion of the module middle school and high school students and teachers will:

- ❖ Understand the positive and negative circumstances that can impact online reputations.
- ❖ Review and make appropriate changes to the personal information they have currently made available on social media sites.
- ❖ Have the ability to set-up monitoring alerts in order to manage their online reputation.
- ❖ Have demonstrate advocacy for the safe appropriate use of social media.

Learner-Centered Classroom:

This module will be delivered by a team that includes a professor, a K-12 teacher/adjunct professor, and an international doctoral student. The team will create a highly interactive environment that provides participants with an opportunity to collaborate while engaging in the content. Instruction will include whole group activities as well as small group activities structured by the participant's level of education (middle school, high school, and teachers). The team will use direct instruction, discussion, structured discovery, and informal instruction to deliver the content and learning experiences related to social media and online reputation management.

During the lab component of this session, participants will actively uncover their own digital footprint. They will examine ways to eliminate items that may have a negative impact while brainstorming and applying ways to enhance a positive online reputation. Participants will select a series of Google Alerts based on their personal needs and examine circumstances that warrant an email alert. In the end of the session, participants will collaborate in groups of two or three while creating a video recorded Public Service Announcement based on the items they personally feel are the most important to mention while creating an awareness of online reputation management. The diversity in these activities enables the team to create a learner-centered classroom where students are personally invested in the learning experience.

Assessment:

A series of formative and summative assessments will be used during the module. The game-based learning platform Kahoot will be used to survey participants' social media usage and knowledge of online reputation management practices. Participants also will create several Google Alerts and share the selected alerts with the other participants in the classroom. The use of this verbal assessment enables the team to evaluate that participants have successfully completed the task. Additionally, the sharing of information such as personally selected alerts

may provide beneficial ideas for other participants in the class. Participants will also work in small groups of two or three while creating a short 1 – 2 minute video recorded Public Service Announcement regarding social media and online reputation management. Each group's PSA will be emailed to the team and presented in the final discussion at the end of the session.

Suitability to various groups:

This module will provide participants in each cohort (middle school high school, and teachers) with an opportunity to interact with peers of other school districts. While the instructional methods are the same, for each group, the content for the different groups will be age and interest appropriate.

How the Teachers and Students groups will be interacting:

Given that age difference and level of access to social media that each group has, each cohort (middle school, high school, and teachers) will work independent of each other. The insights that are gained from each group, as well as the material they create will be shared with the group that follows. For example, the high schoolers will react to the Public Service Announcement created by the middle schoolers. The teachers will create a Public Service Announcement to assist other teachers in building pedagogy derived from examining the content created by the middle and high school students.