

# Using Social Media for Teaching, Learning and Reputation Management

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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, young adults and professionals. While students have limited access to social media like Twitter, Facebook, Snapchat 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 middle and high school teachers with an opportunity to engage in meaningful activities and discussions regarding the appropriate use of social media to build a strong positive online reputation. The instructor will:

- a. Use photographs from Facebook, twitter and Instagram to engage teachers in a dialogue about the consequences of appropriate and inappropriate posts.
- b. Engage teachers in an “Online Reputation Assessment and Management” activity.
- c. Provide teachers with an opportunity to work in small groups to develop and post 5 developmentally appropriate instructional activities (across grade levels) that include the use of a social media tools on their assigned Google Site page.
- d. Present and critique each other’s strategies.

Upon completion of the teachers will:

- ❖ Describe the positive and negative circumstances that can impact online reputations.
- ❖ Describe the changes they will make to the personal information they currently have online.
- ❖ Have access to developmentally appropriate instructional activities that employ social media tools across grade levels and content areas.

### **Learner-Centered Classroom:**

The instructor will create a highly interactive environment that provides middle and high school teachers with an opportunity to interact with the content and each other. She will use direct instruction, structured discovery and informal instruction to deliver content. Instruction will include whole group activities as well as small group activities structured within and across instructional levels (middle and high).

During the first-hour the instructor will use photographs from new reports, Facebook, Instagram and Twitter and informational handouts to stimulate a discussion about the consequences of appropriate and inappropriate posts on the web. She will then engage teachers in a Reputation Assessment and Management activity that allows them to uncover their own digital footprint. They will discuss several methods that can be used to modify and/or safeguard their digital footprint and that of their students. After the break, teachers will work in instructional level groups. They will pick one of the six social media tool, browse the web to learn more about how other teachers use the tool, and then list five developmentally appropriate instructional strategies that involve use of the tool (across grade levels and content areas) on their assigned Google Site page. Groups will present their Google Site page to the larger group for peer critique.

### **Assessment:**

A series of formative and summative assessments will be used during the module. First, the instructor will use probing questions to evaluate teachers' interpretation of photographs that depict positive and negative use of social media. Next, the instructor will informally interact with teachers while they are engaging in the Reputation Assessment and Management Activity and the small group activity. During their oral presentation, the instructor will formally evaluate their Google Site page which includes instructional strategies related to different social media tools. .

### **Suitability to various groups:**

This module introduce middle and high school teachers to a wide range of social media tools. The strategies that teachers design in instructional level groups will target both middle school and high school students.

### **How the Teachers and Students Groups will be Interacting:**

Not applicable. This session does not include students.