

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.

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.