Social Media and Digital Citizenship in Education
Site-based Participant Syllabus

Course Description

Participants in this course will examine how social media is an integral part of the school community. The positive and negative impact of social media on the school community will be discussed and explored. Participants will learn strategies to navigate social media concerns and issues. The course will help educators learn about norms in digital citizenship and how to plan and integrate social media tools in their classroom and school community. Social media frameworks for projects, lesson plans, and school functions will be reviewed. Participants will leave the course with social media tools to engage their students in new learning mediums and improve the classroom and school community environment.

Course Prerequisites

This course is recommended for K-12 teachers and administrators looking to gain background information concerning social media in the school community and learn how to effectively implement social media tools into their classroom. Participants must hold a baccalaureate degree.

Text Books/Supplemental Reading

No textbook is required for this course. Critical reading of assigned articles and text is embedded throughout the course.

Global Goals of the Course

1. To examine seminal and current research in the area of best practice instruction (NBPTS 3,4)
2. To develop an understanding of the need for social media in today's classroom and school community (NBPTS 1,3,4)
3. To analyze current instructional practices of social media use to better support student learning (NBPTS 1,3,4)
4. To explore possible applications of social media instruction in the classroom (NBPTS 1,2,3,4)
5. To synthesize best practice research and classroom applications (NBPTS 2,3,4)

Instructional Objectives

By the conclusion of this course, each participant should be able to do the following:

1. Review positive impacts of social media in the classroom and community
    1.1 Reflect on one's personal experiences with social media
    1.2 Explore social media use in current school and district
    1.3 Examine positive uses of social media at the classroom and school-wide setting in numerous districts
2. Review common issues with social media in the classroom and community
    2.1 Explore social media concerns of current school and district
    2.2 Examine negative social media occurrences at the classroom and district levels
    2.3 Discuss methods to navigate social media concerns
    2.4 Examine strategies to limit negative social media occurrences
3. Develop an acceptable use policy of social media in the classroom
    3.1 Investigate well known social media platforms and their placement into school classrooms
    3.2 Research effective social media platforms use in classroom and school community settings
    3.3 Select social media strategies for implementation based on classroom and school culture
    3.4 Design a social media policy/framework for students, staff, and parents
4. Assess Facebook and Instagram in the classroom
    4.1 Explore Facebook and Instagram classroom models and frameworks
    4.2 Examine national organizations that help educate others about Facebook and Instagram education models
    4.3 Consider grade level factors and classroom culture for Facebook and Instagram frameworks
    4.4 Appraise feasibility of Facebook and Instagram learning strategies
    4.5 Develop a plan for a Facebook and/or Instagram learning project
5. Assess Twitter and Snapchat in the classroom
    5.1 Explore Twitter and Snapchat classroom models and frameworks
    5.2 Examine national organizations that help educate others about Twitter and Snapchat education models
    5.3 Consider grade level factors and classroom culture for Twitter and Snapchat frameworks
    5.4 Appraise feasibility of Snapchat and Twitter learning strategies
    5.5 Develop a plan for a Snapchat and/or Snapchat learning project
6. Apply current research and trends to educate students about responsible social media use
    6.1 Examine successful strategies for preventing social media bullying, harassment and violence at the classroom, school and district level
    6.2 Identify and modify educator behaviors that can foster bullying
    6.3 Create a plan for intervention (digital citizenship) and/or prevention of social media misuse

7. Assess social media use and cyberbullying scenarios
    7.1   Relate the characteristics of bullies, cyberbullies, victims, and bystanders and their influence on student behaviors
    7.2   Identify effective and ineffective parent-coping strategies to develop positive parent-school connections with social media
    7.3   Examine educator behaviors that influence the behaviors of bullies, victims and the parents of both with the social media framework
    7.4   Identify effective coping strategies for educators who experience bullying from students, parents or peers through social media
8. Reflect on current social media laws and norms
    8.1   Reflect on the shift from communication via email to social media
    8.2   Examine current laws and cases of social media use in the classroom and school community
    8.3   Apply current laws and norms to develop a social media framework for the classroom or school community
    8.4   Devise/plan constructive social media education lessons/presentations

Teaching Methodology and Delivery Model

Teaching methodologies of this course are designed to support intensive, graduate-level course work in an interactive setting. Instructional plans support the content of this course, which focuses on the improvement of professional teaching expertise in any or all of the following categories: assessment, collaboration, communication, diverse learners, educational reform, instructional strategies, planning instruction, productivity, reflection of practice, student learning, subject matter, and/or technology.

- Methodologies include instructor presentations, specific skill practice, discussions, audio-visual presentations, self-evaluation, project development, course readings, research/inquiry exercises, and the synthesis of new knowledge and skills with previously acquired skills/expertise in relation to transition knowledge and content.
- The course is taught with instructor-participant and participant-participant feedback. Course content, activities, and assessments are organized into 8 modules totaling 45 seat hours. Assessments are due two-weeks following the end of the course.
- Research-based content, presentations, educator resources in print and on the Internet, notes from instructor presentations, class activity work pages, references, and assessments are supported by content designed specifically for educators.
- Daily activities include a variety of research-based instructional approaches appropriate for adult learners. Class participants actively construct their own learning and make it personally relevant by acquiring and applying course knowledge/skills during hands-on practice and problem-solving activities, personal reflection, in-class presentations, whole-class and small group discussions and activities, assigned readings, research/inquiry, projects, and collaborative work in various group formats. All are designed to make it possible for educators and other school-related personnel to learn the same basic content and skills with an emphasis on application to their own specific content area or grade level.

Learning Assessment

Formative assessment of learning objectives for this course is conducted informally throughout the course via discussion, critiques, peer- and self-evaluations, journal entries, instructor feedback, small-group sharing and activities requiring participants to make sense of new knowledge and/or skills within their realm of teaching. Additionally, three formative assessments are embedded within the course. Summative assessment for the course occurs in the form of a final project which requires each participant to synthesize class content and apply it within the teacher's specific teaching environment. Copies of the course performance assessment rubrics are included in Appendices A-C.

Compliance with National Board of Professional Teaching Standards

The National Board of Professional Teaching Standards represents the highest level of professional achievement in the continuum of teacher professional development. There are five core principles (standards) which cover five aspects of professional educational practice: (1) commitment to students and their learning, (2) knowledge of subject matter and instructional strategies, (3) management and monitoring of student learning, (4) systematic reflection about the teaching profession to learn and grow from experience, and (5) collaborative participation in the educational learning community.

Topics Agenda

Milestone One: Social Media: Positive Impacts in the Classroom & Community
Course expectations and assignment overview is covered. Participants will engage in an examination and sharing of their own beliefs concerning social media. Positive use of social media to foster the culture and community at the classroom and school-wide levels will be discussed.

Milestone Two: Social Media: Issues to Navigate In & Beyond the Classroom
Participants will investigate concerns of social media use in the school and community. Strategies and modeling of ways to navigate social media concerns will be reviewed.

Milestone Three: Determine Acceptable Use of Social Media in the Classroom
Participants will learn how to determine what social media platforms to use and are the most appropriate for their school community and classroom. The establishment of norms and guidelines will be discussed. School-wide and classroom frameworks of social media use will be explored and researched.

Milestone Four: Facebook and Instagram in the Classroom & Community
Current research concerning the use of Facebook and Instagram in schools will be explored and researched. Participants will learn a general overview of each social media platform and what they have to offer to their classroom and school community. Specific examples and clear roles will be explored in order to evaluate social media use.

Milestone Five: Twitter and Snapchat in the Classroom and Community

Current research concerning the use of Twitter and Snapchat in schools will be explored and researched. Participants will learn a general overview of each social media platform and what they have to offer to their classroom and school community. Specific examples and clear roles will be explored in order to evaluate social media use.

Milestone Six: Teaching Students about Responsible Social Media Use

The current culture at the classroom and school-wide levels will be discussed. Students must feel safe and know the rules before social media use can occur. Strategies and interventions for creating a respectful classroom will be introduced as resources for teachers to utilize. The strategies will include classroom meetings, discussions, behavior contracts and classroom expectations of social media use that will result in a respectful environment where students can succeed.

Milestone Seven: Cyberbullying and Social Media

This milestone will focus on the definitions of cyberbullying and the increase of social media and technology tools that students engage in for acts of bullying and cyberbullying. The differences of bullying and cyberbullying will be explored. Discussions and examples on how to combat cyberbullying will be modeled. A variety of school district policies will be examined.

Milestone Eight: Laws Regarding Social Media Use

Participants will explore current laws and court cases of social media use in the classroom. Through exploring current laws and practices, participants will brainstorm lesson plans to integrate digital citizenship into their class curriculum. Participants will leave this milestone having a greater understanding of current laws and practices of social media use and how to better educate themselves and the school community.

Final Projects

Assignments/ assessments should reflect that each participant is accountable for a high degree of learning appropriate for graduate level credit. Therefore, instructors will assign 3 formative assignments which can be completed throughout the course. These assignments will correlate to the instructional learning objectives. All courses will also include a final summative project which requires critical thinking, analysis, synthesis, evaluation or application. Assessment of the assignments should not be limited to the quantity of work submitted but should carefully consider the quality and intellectual value of the work.

Final projects are due within two weeks of the end of class. Projects submitted during the third week "grace period" will have their grade reduced one full letter grade. No papers will be accepted past the grace period, and participants will, consequently, forfeit credit for the course. Papers are expected to be properly formatted and submitted to the instructor either in person or via mail or an email attachment.

Participants taking professional development unit (not-for-credit) courses must attend all scheduled class sessions and complete all formative assignments. However, they will be exempt from completing the final summative project unless otherwise noted. Proof of seat hours will be presented to the participants after completing course reflection via the student portal and all hours are met.

Grading

Throughout the course, participants will engage in both formal and informal formative and summative assessments. Points are assigned based on a four-point criterion rubric specifically delineated for each assessment that can be further defined as follows:

Distinguished: The assessment is highly imaginative; demonstrates critical thought; is unique; shows substantial application to one's own teaching or professional position; *goes above and beyond requirements;* is creative; demonstrates both breadth and depth of knowledge of transition-related subject matter; shows individual's personality; is professional in presentation and appearance; and demonstrates considerable effort. The assessment is exceptionally completed and demonstrates clear understanding of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Distinguished" on the course rubric.

Proficient: The assessment is well-organized and complete; is effectively and clearly presented; demonstrates clear understandings; applies what has been learned to the author's own classroom situation; clearly shows connections; is detailed; and is thoughtful and supported with ideas. A thoroughly completed assessment demonstrates that the participant shows awareness of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Proficient" on the course rubric.

Basic: This is the lowest passing grade. The assessment meets minimum requirements; includes general information but lacks descriptive detail; shows limited application to teaching/learning; and lacks originality. This denotes work that does not meet **all** aspects of standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Basic" on the course rubric.

Unsatisfactory: The assessment is missing evidence or information; is sloppy and poorly organized; demonstrates only surface understandings; shows no evidence of application to the author's own teaching situation; is poorly written; and does not meet minimum standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Unsatisfactory" on the course rubric.

The assessments for this course are weighted as follows:

Participation and Reflection	30%
Formative Assessments	30%
Summative Assessments	40%

Academic Honesty and Integrity

All participants are expected to maintain academic honesty and integrity by doing their own work to the best of their ability. Academic dishonesty (cheating, fabrication, plagiarism, etc.) will result in the participant receiving a zero for that assignment or paper.

Americans with Disabilities Act Compliance

In compliance with Section 504 of the Rehabilitation Act and The Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to perform in this class, are encouraged to inform the instructor at the beginning of the first session. Reasonable academic accommodations, aids, and adjustments may be made as needed to provide for equitable participation.

Attendance

Participants are required to attend all classes as well as participate in class discussions, small group activities, and projects. Absence from any part of the class will require that you withdraw from the class. You will need to contact The Connecting Link at (888) 550-5465 in the event this occurs.

Late Work and Make-Up Policy

Participants are expected to keep pace with assignments and expectations. If a situation arises in which an assignment cannot be completed, the participant is expected to make arrangements with the instructor for the timely submission of such work. Failure to complete all work in this time frame will result in an **incomplete** or a grade of **F** for the work, depending on the reason for the delay.

University Compliance

Course content and instruction are bound by policies associated with the university granting academic credit for the course. Such polices include, but are not limited to: academic integrity and honor codes, institutional objectives and grade grievance procedures. These policies are located within the official academic catalogs which can be accessed through the university's official website.