



**Your  
Education  
Ally.**

By Teachers,  
*For Teachers.*

# Course Syllabus

Name:

Date:

## Today is a Great Day to Learn Something New!

Professional learning to meet your needs.

Engaging and applicable, ELEVATE courses are the core of Teaching Channel. We offer a variety of courses that meet the continuing education needs of teachers from across the country. Teaching Channel courses work perfectly for license renewal needs, working to move up through salary schedules, or for professional learning to support improved student outcomes.

Teaching Channel provides continuing education graduate credit courses that have been approved and endorsed by regionally accredited colleges and universities from across the United States.



**Current University Partners** (See a current list of academic partners on our website)

Continuing Education courses are approved by our regionally accredited (HLC, NECHE, WSCUC, NWCCU) partners by review of syllabi, content, and coursework expectations. (Indicate anticipated university/college partner below, if applicable.)

### Course Creation and Evaluation:

Courses are created and evaluated by educators with a master's degree or higher in an education-related field and five or more years of classroom experience in PreK-12th grade education. Course evaluators provide personalized, specific feedback for assignments and rubric-based grading aligned with best practices in professional education.

#### Spring Term

Registrations Accepted  
July 16-March 15  
Coursework Due\*  
April 15

#### Summer Term

Registrations Accepted  
December 16-July 15  
Coursework Due\*  
August 15

#### Fall Term

Registrations Accepted  
March 16-October 22  
Coursework Due\*  
November 15

\*Or first business day after the 15th if due date falls on a weekend.

## Coursework Details

The Rigor of Teaching Channel Graduate-Level Continuing Education Courses.

### Professional Learning Model

Our research-based Professional Learning Model is used to design ELEVATE continuing education courses. The model includes five elements used to guide professional learning and to positively impact student outcomes:



### Course Content

**ELEVATE Courses** are self-paced, and per standard practice in the field, each credit carries the equivalent of fifteen hours of content and coursework. Participants explore resources that include a solid balance of research and applicability. All courses feature video clips, research-based articles, and interactive elements to enhance and support learning. To receive credit, participants must complete the following requirements according to expectations outlined in our course rubric:

**Response Questions:** Connect new learning from course resources to current pedagogy.

**Resource Review:** Find resources related to the course topic to extend learning and solve problems of practice.

**Applications:** Complete a variety of assignments encouraging participants to implement new learning in their classrooms or schools.

**Reflection:** Write a reflection paper that activates critical thinking and inspires the transformation of future professional practice.

All coursework is to be completed in the Teaching Channel online environment.



<b>Course Name</b>	Exploring the Impact of Social Media on Students, Wellness, and Society
<b>Course Number</b>	OL 5115
<b>Course Credits</b>	3 or Flex Credit

*NOTE: This syllabus is an outline of the course requirements and is subject to change; the coursework will be completed and submitted in the online environment where you will have full access to a variety of media, links, and other online tools required to satisfactorily complete this course.*

### **Course Description:**

For digital natives, social media has become the primary way to communicate. It has also become a big obsession: keeping up with one another, using photos and “likes” as currency. *Exploring the Impact of Social Media* will help educators and in turn, digital natives, understand the effects of social media on the brain, and how the coding in apps aim to keep us paying attention. Social media is a tool, not good or bad, but too much use can be detrimental to health and self-identity. This course illuminates the benefits and the drawbacks of our online interactions so we can all learn to regulate our use of social media, along with several creative ways to keep technology in its place.

### **Goals and Objectives:**

Upon completion of this course, participants will be better prepared to:

1. Use provided prompts specific to the use of social media and self-regulation, to describe assumptions and insights of practitioners, researchers and self, including how the information relates to professional educational practice.
2. Design a lesson on the ways social media apps capture and monetize user experience.
3. Prepare an activity to collaborate with students, colleagues, or caregivers to design a 3 or more part series of virtual “talking sessions” to share information about social media, identity, and wellness.
4. Implement a plan to use social media to engage students in the classroom.
5. Develop an action plan using technology audits to challenge the status quo related to social media.

### **Required Text/Articles:**

All readings and resources are linked within their respective assignments.

All coursework is to be completed in the Teaching Channel online environment.

## Knowledge Base:

The knowledge base of this course, in part, is affirmed in the writing and research of these references:

- Beres, D. (2018, August 20). 10 weird negative effects of social media on your brain. Retrieved August 09, 2020, from <https://www.rd.com/list/negative-effects-of-social-media/?fbclid=IwAR3gKgkKl35pgNrHToqn57cis0nv-V7Yi4Nq5ksac5o5zCS6T0cN1RNFxB4>
- Common Sense Media: <https://www.commonsensemedia.org/homepage>
- Ghaffary S. (2020, July 29). The pandemic is raising concerns about how teens use technology. but there's still a lot we don't know. Retrieved August 08, 2020, from <https://www.vox.com/recode/2020/7/29/21346005/technology-social-media-impact-teenagers-research-common-sense-report>
- Herold, B. (2020, July 30). What educators really need to know About TikTok. Retrieved August 09, 2020, from <https://www.edweek.org/ew/articles/2020/07/29/what-educators-really-need-to-know-about.html>
- (2018). LIKE - A documentary about the impact of social media on our lives. Retrieved September 02, 2020, from <https://www.thelikemovie.com/>
- Mayo Clinic Staff. (2019, December 21). Teens and social media use: What's the impact? Retrieved August 11, 2020, from <https://www.mayoclinic.org/healthy-lifestyle/tween-and-teen-health/in-depth/teens-and-social-media-use/art-20474437>
- Meyer, R. (2017, August 03). Your smartphone reduces your brainpower, even if it's just sitting there. Retrieved August 10, 2020, from <https://www.theatlantic.com/technology/archive/2017/08/a-sitting-phone-gathers-brain-dross/535476/>
- Renner, N., Newport, C., & Zittrain, J. (2019, August 8). How social media shapes our identity. Retrieved August 22, 2020, from <https://www.newyorker.com/books/under-review/how-social-media-shapes-our-identity>
- Social media, social life. (2019, October 09). Retrieved August 08, 2020, from <https://childmind.org/blog/social-media-social-life/>
- The Center for Humane Technology: <https://www.humanetech.com/>
- The Child Mind Institute: <https://childmind.org/>
- Twenge, J. (2018, March 19). Have smartphones destroyed a generation? Retrieved August 08, 2020, from <https://www.theatlantic.com/magazine/archive/2017/09/has-the-smartphone-destroyed-a-generation/534198/>

## Teaching Channel Course Rubric

All course submissions must meet general graduate level standards through the use of correct grammar, spelling, and mechanics. Each paragraph should be clearly organized and include 5 sentences or more. If work does not meet the above criteria, it will be returned to the student for resubmission.

Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
<b>Statement of Intention and Awareness</b>	The evaluator will only review the Statement of Intention and Awareness for a response to each prompt. If a student does not respond to each prompt, the Statement will be returned to the student for resubmission. The student's Statement of Intention and Awareness will be evaluated as part of the Reflection.		
<b>Investigation: Read and Respond</b>	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings. In at least half of the responses, the participant also makes inferences related to professional practice or supports answers with professional experiences.	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.

All coursework is to be completed in the Teaching Channel online environment.

<b>Investigation: Resource Review Rubric</b>	<b>A Grade = Outstanding Performance</b>	<b>B Grade = Target Performance</b>	<b>Below Target Performance</b>
<b>Summary of Resource</b>	Coursework summarizes the main ideas presented in the resource and includes at least one instance of critical analysis (i.e. asks questions, looks for gaps in information, disputes contradictions, etc.)	Coursework summarizes the main ideas presented in the resource.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
<b>Relation to Personal Assumptions or Course Content</b>	Coursework provides more than one detailed example of how the resource supports or challenges personal assumptions and/or course content.	Coursework provides one example of how the resource supports or challenges personal assumptions and/or course content.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
<b>Impact on Professional Practice</b>	Coursework provides more than one clear explanation of how the information in the resource could impact professional practice.	Coursework provides one explanation of how the information in the resource could impact professional practice.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.

All coursework is to be completed in the Teaching Channel online environment.

<b>Application Rubric</b>	<b>A Grade = Outstanding Performance</b>	<b>B Grade = Target Performance</b>	<b>Below Target Performance</b>
<b>Planning, Development and Execution</b>	Coursework shows complete planning, development and/or execution of application, clear articulation of details and inclusion of polished required artifacts.	Coursework shows complete planning, development and/or execution of application and inclusion of required artifacts.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
	Coursework includes creative or innovative application of new knowledge and skills from course content to professional practice.	Coursework includes application of new knowledge and skills from course content to professional practice.	
<b>Written Requirements</b>	Coursework provides clear, logical, and organized responses to any writing prompts in the application. It also includes at least one detailed connection to course objectives, student learning goals or transformation of professional practice.	Coursework provides clear, logical, and organized responses to any writing prompts in the application.	

All coursework is to be completed in the Teaching Channel online environment.



Reflection Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
<b>Connection to Statement of Intention and Awareness</b>	Coursework includes an evaluation of both learning goals articulated in the participant's Statement of Intention and Awareness from Module 1. Participant includes one future learning goal related to course content.	Coursework includes an evaluation of one of the learning goals articulated in the participant's Statement of Intention and Awareness from Module 1.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
<b>Summary of Learning</b>	Coursework includes three or more detailed connections to specific assignments completed or course content viewed (assigned readings or videos).	Coursework includes two general connections to course content.	
<b>Description of Positive Influence or Transformation</b>	Coursework includes two or more specific ideas for changes in one's professional practice with timelines. OR Coursework includes two or more detailed action steps with timelines for positively impacting other stakeholders.	Coursework includes one general idea for changes in one's professional practice. OR Coursework includes one action step for positively impacting other stakeholders.	

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## Module 1

### 1. Tell us about yourself!

Before we begin with course content, write 1 sentence about yourself. You will be asked to include this background in each of the modules submitted for the course. This provides context for your responses and enables the course evaluator to respond with feedback tailored to your specific role in education. Here are three examples to guide you:

- I'm a 4th grade teacher and teach all subjects.
- I'm a middle school counselor.
- I'm out of the classroom on leave this year, but next year I'll be back teaching 9th grade science.

### 2. Statement of Intention and Awareness

At Teaching Channel, we want your learning to be purposeful and applicable to your professional practice. To do that, research says learners need to first identify their motivations and goals. Next, learners assess prior knowledge and previous experiences so they can create deeper connections to the course material.

Using the guidelines below, please address the following in your Statement of Intention and Awareness, in a total of two paragraphs, or more:

1. Share your motivation for learning about social media and self-regulation.
2. Summarize your previous knowledge or experience with social media and self-regulation.
3. List your own two learning goals for the course.

In Module 1, your evaluator will review your Statement of Intention and Awareness to ensure it is complete. It will be graded within your Reflection Requirement in Module 3, where you'll revisit your Statement of Intention and Awareness to identify your growth and learning from the beginning of the course to the end.

### 3. Investigation: Watch, Read, and Respond

*After reading the assigned resources, please respond in one paragraph or more for each prompt (unless otherwise noted). Please be sure that each paragraph meets our length requirement of 5 sentences, or more.*

- A. Characterize and define your comfort level with technology and social media.  
Confusion? Curiosity? Fear? Acceptance?

Digital citizenship competencies govern the way we use the internet, so let's dig into some resources to build your knowledge about the framework.

- Please watch the following video for a definition
- Learn more about the evolution of digital citizenship by reading the article, "The 5 Competencies of Digital Citizenship," by Jerry Fingal, ISTE and watch the embedded

All coursework is to be completed in the Teaching Channel online environment.

video, "Make Digital Citizenship About the Do's, Not the Don'ts," from ISTE CEO, Richard Culatta.

- B. Describe your thoughts about the shift from fear to empowerment in digital citizenship, considering how this shift may present at your school or district.

Now we'll build a basic understanding of social media and the apps we'll be talking about. Please read this Computer Hope article, "Social Network," including, "Examples of social networks," "Why do people use social networks?", "What was the first social media website?", and "What is the most popular social network?", and respond to the prompts that follow.

- C. Please list social media apps you currently \*use and your reasons for using them. Share any patterns or tendencies in the list. (\*If you do not currently use social media, please find a friend who agrees to sharing this information. You can then analyze the data and determine any patterns or tendencies.)
- D. Describe one example of how social media makes your world more convenient and/or difficult.
- E. Connect social media use to 3 of the digital citizenship competencies, and explain why you see the connection to each one.

- To give you general background on the apps we'll be discussing in the course, please watch the following videos about Instagram and SnapChat, two of the most popular sites for teens.

- F. Instagram and SnapChat are different apps with similar purposes. From the videos above, identify one example of how the two apps have parallel functions, and one example of how they differ.
- G. Consider Stossel's informal polls in the video about SnapChat Streaks. Hypothesize one reason why students would continue to participate in something they consider laborious or tiresome.
- H. After reading the article from ISTE's Pam Simon called, "Turn Screen Time into Learning Time," provide one example of how your students are passive consumers of technology (idly watching a screen), and one example of your students as active creators using technology (building programs to solve problems, creating videos to meet a need).
- I. Consider the use of the word, "addiction," related to social media use. Read Addiction Center's information on "Social Media Addiction," and explain your beliefs about social media addiction.
- J. Finally, review this App Ratings infographic from the Center for Humane Technology, exploring the Social Emotional Learning (SEL) side of apps, including how the use of certain apps affect on mood or feelings. Describe how you could introduce students to this information to help them navigate their app choices.

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## Module 2

### 1. Tell us about yourself!

Provide a one sentence or longer explanation of your role in the field of education.

### 2. Application Innovate: Brain Science for Profit

First, some background.

There are reasons we “love” our social media, but the science behind our “love” can tell us why: social media sites are created to be addictive by design, so it’s no surprise that children, teens, and adults alike are becoming addicted to social media without really knowing it. Let’s look at the ways your brain reacts to social media apps, and how we are the guinea pigs of digital experimentation.

Please watch the following videos from *LIKE*

Then, read the following articles:

- Article, "Search for 'Rewards' is a Big Driver in Remodeling a Teen's Brain," by Silke Schmidt (this article is a great student resource!)
- Article, "Dopamine, Smartphones and You: A Battle for Your Time," by Trevor Haynes, Harvard University

This information can feel daunting and heavy. However, we can use what we know about brain science and what goes on “behind the screens” to garner positive momentum with our learners! Please complete the following steps to meet this application requirement.

Step 1: Brainstorm a 10 point list of rewards - new ones or old favorites - to infuse within your instruction to help your students experience "variable rewards."

Step 2: Select 2 or more of your current lesson "hooks," "anticipatory sets," or procedures in need of refreshing.

Step 3: For each of the two elements you selected for Step 2, create and/or include an activity to activate your students' dopamine reward reflex through variable rewards.

Step 4: For each of your updated elements, provide a one paragraph or more explanation of:

- The rationale for the specific revisions to each of the elements
- How you believe the addition of specific variable rewards will benefit your students

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### 3. Application: Collaborate

After reading and watching the resources below, please complete the assignment that follows.

- Review, "From FOMO to JOMO," by Susanne Leslie, Learners Edge
- Review, "Combating Social Media Dysmorphia," via Rush University Hospital (please focus on sections 5-7)
- Review, "Is Social Media Threatening Teens' Health and Well-Being?" from Columbia University
- Review the Infographic, "How Technology and Social Isolation May Affect Mental Health," created by the Master in Science of Nursing program at Regis College
- Review, "TikTok Surpasses Snapchat in Popularity Among Teens, Facebook Nowhere to Be Seen," from Digital Information World
- Review, "Teens, Social Media and Technology 2022," from Pew Research Center

Next, design a 3 or more part series of virtual "talking sessions" to share information you just learned about social media, identity, and wellness. Be sure to collaborate with students, colleagues, caregivers, or specific community members to make this a successful activity!

You will be creating an agenda, selecting topics, and writing 2 or more discussion questions per session. Remember to provide context for each session based on your collaboration partner and the audience in each talking session. You are welcome to use a different collaborator each time.

Each session should be 30 minutes or more and include the following agenda outline (feel free to add components if needed): Please keep in mind, *you are submitting only the planning for the sessions.*

- Name of the collaborator, and why you selected the collaborator
- Topic, including the relationship to social media (e.g., body dysmorphia, loss of identity, FOMO to JOMO)
- Rationale (one paragraph or more) for choosing this topic
- Resources you will use for this session (you may use the resources we've provided above)
- One paragraph or more explanation of the virtual tools and extra resources you will need to make each session work
- 2 Discussion prompts
- Call to action- what will you and your audience do as a result of discussing this topic?

Your coursework submission should include completed outlines for each of the 3 or more sessions.

### 4. Application: Curation

Social media is a strong influence on students as they learn more about who they are and their place in the world. Kids use curation, or sharing of a "social media self" rather than the "real-life self," which can have an alarming effect through the connection between social media and self-worth. This applies to videos, photo sharing, articles, and select information. But how does this apply to identity, and who kids really are?

All coursework is to be completed in the Teaching Channel online environment.



Please watch the following videos, then review the articles below.

- Common Sense Media lesson on "Curated Lives" (please create a free account with Common Sense Media to view this lesson- the resources are well worth it!)
- "Social Media and Self-Esteem," from Penn State (although this article speaks to a parent audience, there's great information)
- "How Social Media Shapes Our Identity," by Nausicaa Renner, The New Yorker

Now that you have watched the videos and read the articles above, please complete the assignment below.

People have been curating their lives long before the advent of social media. The goal of presenting a perfect life is often attempted, but (spoiler alert) there's no perfect or seamless way to live a life. Consider ways you curate your life, and what you present to peers, families, or at work.

To meet this requirement, compose a one-page or more letter to your future students explaining what curation is and what it has become. Explain some of the effects of what curation can do, and how it alters how one appears in the world. Gently help your future students understand that self-worth is not connected to what they show, or how they interact with others. Finally, assure students that curation offers an inaccurate picture of who they really are, and encourage them to be true selves.

#### 5. Investigation: Resource Review

To complete the Resource Review, identify two resources related to (but not directly from) the course content that enhance your professional practice, and deepen your understanding of the concepts.

Resources may include blog posts, podcasts, websites, videos, documentaries, films, articles, books, or journals, published within the last five years. To find a resource, we suggest a web search (Google, Bing, etc.) using terms or ideas from the course you'd like to learn more about, or that relate to your specific professional learning needs.

Please provide the resource title, author, copyright or publishing date, and URL (if applicable).

Then, in two paragraphs or more per resource, respond to one or more of the following:

- Share information about how the resource information could impact your professional practice
- Explain how each resource supports or challenges your professional assumptions
- Summarize any questions that remain, such as gaps in information or contradictions

To meet "A" criteria as outlined in the course rubric, for each resource, include two or more different examples of how the resource supports or challenges your beliefs, *and* explain two ways this resource will impact your professional practice.

All coursework is to be completed in the Teaching Channel online environment.

## Module 3

### 1. Tell us about yourself!

Provide a one sentence or longer explanation of your role in the field of education.

### 2. Application: Challenge the Status Quo

Investigating the ways we use social media and technology can challenge a "business as usual" mindset. Please complete 1 of the following options to learn more.

#### Option 1: Intrinsic Motivation - Self Audit

When we discuss use of technology or social media, it's helpful to gauge our own technology and our professional and personal social media use. Your task is to keep track of what you do and the duration of each action on your preferred device(s) for a full 24 hours on a school day (*and if time, 24 hours outside of school*). This audit will provide research upon which you can build some personal and professional goals. Be prepared to be honest with yourself! There's no judgement, just research for change. To complete the audit, please complete the steps below.

#### Step 1: Choose Your Methodology

Suggestions for tools to help you with your audit (use what you'd like from below, or devise a system of your own):

- Keep a written or online journal of when and how you use your phone
- Use an app to measure device usage \*\*
  - iPhones: Screen Time Tracker
  - Android: Screen Time Tracker
  - Read, "The Best Screen Time Apps to Get Your Digital Life Under Control," by Steven Winkelman and Paula Beaton
  - Android: Download QualityTime: Digital Diet
  - Android and iPhone: Find out how many times a day you check your phone: Checky

*\*\*The above tools give percentages of app use, including the time that the app stays open on the phone (even when locked). To get the most accurate results during your audit, consider turning off the apps before you close your phone.*

#### Step 2: Identify your devices

Which ones will you monitor for this exercise? Be honest with yourself about what you use the most.

- Smart phone (has internet access, music, videos, etc)
- Laptop
- Video game system or software
- Tablet (iPad, Kindle, etc)
- Other (e-reader, etc)

All coursework is to be completed in the Teaching Channel online environment.

### Optional: Pre-Audit Estimation

*We find this helpful in increasing the accuracy of the audit, but this is not a required step in this application.*

Before you begin your audit, take a few minutes to respond to the following questions (with your best estimations remember, no judgment!). Record your responses for your own reflection, as you will compare these answers to your responses post-audit:

1. Do you have your phone or personal device out:
  - in class?
  - on the table during a meeting?
  - when you are eating with colleagues or family?
2. How many times per day do you check your phone?
3. What app you use the most?
4. How much time do you do something creative online vs just scrolling?
5. Do you bring your device into the bedroom at night?
6. Do you have an alarm clock that is not your phone?
7. Are there set times or places you don't use your phone or computer?
8. How much time do you estimate you spend online:
  - Doing/preparing school-related work
  - Learning about current events or news
  - For entertainment
  - For socializing
  - For communicating with family members
  - For mindless/purposeless/downtime use

### Step 3: Track Your Media

You will want to decide how to accomplish your audit so that it doesn't interfere with your teaching.

Some items to consider:

- What sites, software, or other educational technology do you use in your everyday interactions with students that require a device?
- Do you text actively during the day (on a "normal" day, excluding emergencies)? How much do you text?
- Which sites (if any) on social media do you frequent, and do you use them during school time?
  - Instagram
  - TikTok
  - Facebook
  - Snapchat
  - Twitter
  - Other

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#### Step 4: Reflection

Once you have completed the audit, please respond to each of the prompts below in 1 paragraph or more, unless otherwise noted.

- Any self-evaluation can be so enlightening! Describe 2 or more reactions to your results.
- Explain whether you believe this was valuable to you, and why.
- Share at least one idea of how you could implement this audit with your students, including rationale and how you will introduce it.

Please submit Step 4 with your Module submission.

#### Option 2: Extrinsic Impact - Instructional Tech Audit

This audit measures how you use (or have used) technology in your classroom setting. Social media and technology can be fantastic tools to use with students, and this audit can generate new or enhanced ways to engage!

There are 4 general ways in which students can interact with screens. Here's a brief overview:

##### *Types of screen-time*

As adults, we know ourselves that 'screen-time' can consist of several different things; for example many of us use computers at work or for studying, we watch television, we use smartphones or other touch devices. This is similar to children; different types of exposure to screen have a different effect. Broadly, the categories are as follows as according to the *Common Sense Census*:

- Passive consumption: watching TV, reading, and listening to music
- Interactive consumption: playing games and browsing the Internet
- Communication: video-chatting and using social media
- Content creation: using devices to make digital art or music

*From "Screen Time," from Altitude Camps*

Now, we invite you to look at how you use technology in the classroom by placing each of the tools in one of the above buckets. Please submit your responses with your Module coursework.

1. Please write a list of all the technology you can think of that is used in your classroom (by you and as directed by you, not student-driven items).
2. Then, please allocate the percentage of technology you use in your classroom as Passive Consumption, Interactive Consumption, Communication, and Content Creation. Be sure your percentages add up to 100%.
3. Finally, in 1 paragraph or more each, respond to your choice of 3 questions below, related to instructional technology: (prompts via Kipp Bentley, Center for Digital Education and Dion Lim, ISTE columnist)
  - How much of your instruction time is spent collaborating with your students?
  - Is use of technology a privilege, entitlement or responsibility?
  - Is the time students spend in front of screens engaging and purposeful?

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- Do teachers play an instrumental role in reviewing, monitoring and guiding their students' technology use?
- In the classroom, is technology viewed as "just one of the tools" students can use to solve problems, answer questions and present information?
- Are students taught and encouraged to read deeply, evaluate sources, consider viewpoints different than their own, and/or monitor their own screen time and understand how to disengage from technology?

### 3. Application: Implement

Within the studies and statistics of this course, there's indication of positive connections, content, and influence to be had on the social media platforms.

Please read the following articles to explore how you can use social media in the classroom, to help kids gain agency to change the world, or to support your instruction- or both! Then, complete the assignment that follows.

- Article, "6 Amazing Ways Teachers are Using Social Media During the Pandemic," by Madeleine Burry, at Teach for America
- Article, "Social Media in the Classroom," by Shannon Lee
- Article, "Why and How to Use YouTube Video Essays in Your Classroom," by Tanner Higgin, Common Sense Media
- Tip List, "Social Networks for Students and Teachers," from Common Sense Media
- Article, "10 Ways to Use Social Media for Good," from GetSchooled.com
- Article, "9 Ways Real Students use Social Media for Good," by Michael Niehoff, at ISTE

Design an activity for your students that incorporates 1 strategy, idea, or app from your reading. For a moment, pretend there are no limitations for what you can do with technology in your classroom. Your activity should include:

- Objective or Goal
- Rationale for your choice of focus
- Explanation of how you will implement the strategies and tools
- Include enough detail so a colleague could teach it in your place

### 4. Application: Take Back Control!

There are numerous ways you can spread the word about self-regulation. To begin this assignment, watch the following video about how kids regulate:

Next, read these articles, then complete the activity that follows. Please note, some resources for this section are created for a caregiver point of view, but we believe the strategies can be used by students, teachers, or caregivers.

- Article, "Four Ways to Hack Your Screen Addiction," by Dr. Sasha Heinz at Mindful.org
- Article, "Take Control," from the Center for Humane Technology (Scroll all the way down to view a variety of apps to help!)
- Website, #halfthestory, "About Us"

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Now, create a 2-page or more project outline to help students challenge their peers to practice healthy social media use. This plan should be detailed enough that you could introduce the project to your students tomorrow. Although we suggest this be student-driven, and may change when students are immersed, you will need to provide structure, ideas, and a timeline for the project to be completed.

Please include the following in your project plan:

- Goals and Objectives: either yours, or an explanation for how you will lead students to determine their own.
- Timeline of the project from start to completion
- Connection between this project and your content/standards
- How students could publicize the challenge (hashtags, online posts on Instagram, TikTok, or Snapchat, other advertising)
- Your measurement of success (rubric, assessment, standards, etc)
- Any other details you'd include to set your students up to excel

In addition to your project outline, please submit a one-page or more narrative detailing connections between this project and the topics in this course.

## 5. Reflection

In 2 or more double-spaced pages (12pt font), synthesize your learning by summarizing how your learning in this course has evolved your professional practice. To meet "A" criteria as outlined in the course rubric, your reflection should include:

- A comparison of your learning goals from your Statement of Intention and Awareness in Module 1 with your new learning, to assess how you've grown.
- One key takeaway from your learning.
- One future learning goal related to course content.
- Three or more detailed connections to specific course applications, information from readings, and other completed course activities.

And your choice of *one* of the following:

- Two or more specific ideas for changes to your professional practice with timelines for implementing changes.
- Two or more detailed action steps you'll take to positively influence others (students, parents, colleagues, administrators, community members, etc.), including implementation timelines.

All coursework is to be completed in the Teaching Channel online environment.