



The use of social media
for democratic participation (SOCMED)

**How to use social media
to promote
democratic participation in schools**

by

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How to use social media to promote democratic participation in schools

Brief description

How may teachers use different social media tools with their students to create more democratic lessons? In this unit of 6-7 hours, teachers will explore both democratic issues and social media potential and their importance in the daily life and personal and social development of youth. Each of the participants will create the plan of an activity that they can pilot at their school.

Expected outcomes

Participants will:

- ✓ Develop their knowledge related to democracy/democratic participation in the context of schools;
- ✓ Understand the potential for using social media and the implications for using it in teaching;
- ✓ Develop competences connected with social media use;
- ✓ Imagine and design a proposal for a school activity that takes advantage of social media for democratic participation.

TASKs:

- ✓ Readiness to be open-minded and curious (A_COOP_1)
- ✓ Recognition of formal, non-formal and informal learning in a lifelong perspective (A_EPIST_4)
- ✓ Ability to draw on other's diverse expertise and experience for the benefit of the group's work (S_COOP_2)
- ✓ Understanding of social, economic and political processes, power relations and conflicts (K_HR_2)
- ✓ Understanding of how cooperation can support the prevention conflict and discrimination and violence (K_COOP_3)

Activities

	Duration	Methods used
Activity 1 Democracy at school – What does it looks like?	▶ 3h	Mind maps Group discussions Discussion using social media Drama Film presentation
Activity 2: How to use social media for democratic participation on the classroom?	▶ 3h	Presentation Jigsaw Role play Project planning
Activity 3: Evaluation session	▶ 1h	Discussion using social media Face-to-face discussions

Activity 1: Democracy at school – What does it looks like?

Duration: 180 min

<p>Expected outcome</p> <p>Participants will:</p> <ul style="list-style-type: none"> ✓ Explore the reality of democratic participation in schools; ✓ Develop an understanding of the state of democratic participation in school settings and why it is important; ✓ Reflect on the issue of democratic values and democratic participation; ✓ Understand the potential of social media for promoting democratic participation. <p>TASKs:</p> <ul style="list-style-type: none"> ✓ Recognition of formal, non-formal and informal learning in a lifelong perspective (A_EPIST_4) ✓ Understanding of social, economic and political processes, power relations and conflicts (K_HR_2)
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> ✓ Mind maps ✓ Group discussions ✓ Discussion using social media ✓ Drama ✓ Film presentation

Resources

- ✓ Enough computers or mobile devices and Internet connection, to view : Sir Ken Robinson on TEDx, http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity?language=en - www.ted.com
- ✓ Prepared whiteboard (for example on Padlet.com)
- ✓ Flipchart, paper and markers

Practical arrangements

- ✓ Arrange the room for group work
- ✓ Make space on a wall for presentations and posters

Procedure

Step 1 (45 min)

- ✓ After introducing the course and each other, guide the group in an imagination process: they should start from the society they live in and slowly develop an image, of a society where each individual can develop their own potential, one that is peaceful, inclusive, democratic and productive.
- ✓ In groups of 3, ask participants to write individually, on cards, the answer to one question to achieve this vision:
 - Participant 1: What kind of competences do we need in our life?
 - Participant 2: What kind of competences do YOU want to have?
 - Participant 3: What kind of competences will we need in 10 years time?
- ✓ Give each person in the group a role:
 - Participant 1: time manager – makes sure the task is done within the timeframe;
 - Participant 2: task facilitator – makes sure the group stays on task and is effective;
 - Participant 3: encourager – makes sure everyone can participate in the task.
- ✓ In a word rotation, participants share their cards: each in turn, they read one card, until all cards are shared.
- ✓ In groups, participants create a common mind map of their responses, on a board by placing the cards and illustrating them or creating relations between cards, etc. if they wish. (See photos below).
- ✓ The whole group goes around to read the maps and give feedback, comment or ask for clarifications.

Step 2 (20 min)

- ✓ Ask participants to go back to their group's mind map.
- ✓ Individually, they should list 3 *elements that a democratic school environment should provide to support the development of the competences* on the map.
- ✓ Groups add the elements to their mind map. If some ideas are similar participants should make a new card or use one card to express that idea.

Step 3 (20 min)

- ✓ Each group prepares 3 statements or ideas that they take away from the maps:
Examples of prompts:
 - What are the most salient issues?
 - In what way does the school context in which they practice provide/fail to provide the elements listed in the map?
 - What are the consequences?
- ✓ In plenary, each group shares their 3 statements. Each participant is responsible for sharing one of the statements.

Step 4 (Optional - 30 min)

- ✓ Present the film and invite participant to take a break.
- ✓ They can discuss the film informally if they wish.

Step 5 (50 minutes)

- ✓ Ask participants to create a one-minute (max) advertisement that sells the advantages of a school that helps develop the important competences on their maps. They should upload this video on YouTube or any other video sharing site.
- ✓ After the session participants should share this video and make sure they have seen all the adds for the before next session.

Debriefing (15 min + home tasks)

- ✓ How can school help to gain competences we need?
- ✓ How can social media environment help to develop democracy at school?
- ✓ Evaluation as home-task – Ask participants to write via any online whiteboard (for example www.padlet.com) 3 things on 3 different stickers:
 - What was new for me during workshop?
 - What was difficult for me?
 - What will I take home with me after this workshop?



Click on the picture

Let participants know where you will share the link to the padlet for their evaluation.

- ✓ Ask participants to list, on stickers, what social media tool they would you like to learn

<p>about.</p> <ul style="list-style-type: none"> ✓ Remind participants of their home tasks: Watch the video ads of their peers, and fill in the padlet with their responses.
<p>Tips for trainers</p> <ul style="list-style-type: none"> ✓ The session is very active. It can help to remind participants to fulfill their roles and to stay on task and support each other in the work. ✓ The use of a social media/platform (Facebook, moodle or other...) for the group to communicate between courses will be beneficial, to share ideas, contents, and inter session tasks. Answer to all mails, our post on online social media, that you receive from participants with questions to the individual projects. ✓ The film viewing can be done as home-task, with a discussion of the film on any of the online video sharing media available. ✓ If some participants have low IT skills then make sure to set up peer support: pair participants who are challenged by IT environments in groups with other participants who have the IT skills and can support they peers during the activities. ✓ Be attentive to enquire about the rules in teachers' schools regarding policy towards social media

Activity 2: How to use social media for democratic participation in the classroom

Duration: 180 min

<p>Expected outcome</p> <p>Participants will:</p> <ul style="list-style-type: none"> ✓ Discover the array of media tools available for specific educational purposes ✓ Develop first ideas on an activity to be implemented in the classroom or school <p>TASKs:</p> <ul style="list-style-type: none"> ✓ Readiness to be open-minded and curious (A_COOP_1) ✓ Recognition of formal, non-formal and informal learning in a lifelong perspective (A_EPIST_4) ✓ Ability to draw on other's diverse expertise and experience for the benefit of the group's work (S_COOP_2)
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> ✓ Presentation ✓ Jigsaw ✓ Role play ✓ Project planning
<p>Resources</p>

<ul style="list-style-type: none"> ✓ Enough computers or mobile devices and Internet connection, to view different social media sites and the social media map ✓ Flipchart, paper and markers ✓ Social media map (see appendix 1) ✓ A selection of links to sites that present social media tools for teachers and educators (see appendix 2)
<p>Practical arrangements</p> <ul style="list-style-type: none"> ✓ Prepare all the links beforehand (open them in new tabs)
<p>Procedure</p> <p>Step 1 (45 min)</p> <ul style="list-style-type: none"> ✓ In plenary, present the social media map (see appendix 1) ✓ A Jigsaw – divide the group in micro-groups of 3 or 4 depending on the structure you need: ✓ For a group of 16, divide in micro-groups of 4: these are the initial groups A, B, C, D, etc... Distribute 4 different resources/material - it can be text, video, infographics, images, etc. - (see appendix 2). Members of one group all get the same material. Participants read individually first (either part or the whole of the material) and then reflect and express opinions about the text in groups. They jot down aspect they agree upon and some they disagree on. They will have to present this to others in the next step as “specialists” of this content. ✓ Form new groups of 4 by gathering one member of each initial group A, B, C, D, as follows: <ol style="list-style-type: none"> a. A1, B1, C1, D1, b. A2, B2, C2, D2 c. A3, B3, C3, D3 d. A4, B4, C4, D4 ✓ Now, ask each specialist (a member of the group who has worked on a specific material), to present their findings to the other members of the group. The presentations are made in turn by each member of the recomposed groups. This way all members of the group gain some knowledge on different types of barriers. ✓ Back into plenary, lead a short discussion around the following questions: <ul style="list-style-type: none"> ○ What was your favourite idea in the materials that you have become acquainted with? ○ Is there one social media tool that has attracted your attention more than others? ○ What is the educational purpose of the tool? <p>Step 2 (20 min)</p> <ul style="list-style-type: none"> ✓ Divide the whole group in 2 subgroups: one group will do the task from the perspective of adults; the other group will do the task from the perspective of youth. ✓ Each group receives a task to create an <i>ideal library for their local school with the use of social media and new technologies</i>. ✓ Each group present their library. ✓ Discussion: <ul style="list-style-type: none"> ○ Why did you choose these tools? ○ Are there big differences between the tools? ○ Is there anything missing? <p>Step 3 (90 min)</p>

- ✓ Individual work – each participant creates his/her own activity, answering questions about: target group, main subject, goal for democratic participation, social media tool, effects, obstacles and way to overcome them.
- ✓ Presentation: each participant presents their proposal in micro-group of 4. While one member presents, the other three members listen and take notes for feedback.
 - each member gives feedback by using the “sandwich method”: they start with something positive, give some critical feedback, and end with something positive.
 - each member gives feedback on different dimensions:
 - i) is the media chosen adapted to the aim of the activity?
 - ii) is the learning structured in a democratic way?
 - iii) does the activity support learning about/for/through democracy?
- ✓ After receiving feedback, each participant writes and uploads the description of their activity on any social media the group uses.

Step 4 - Debriefing (20 min)

- ✓ Discuss with participants:
 - What is your position towards the use of social media to increase democratic participation in the classroom?
 - How ready do you feel to try out the activity?
- ✓ Ask participants to fill in their evaluations using the padlet (although this is a home task, you should demonstrate how to complete it in plenary before the end of the session).
 - What was new for me during workshop? What was difficult for me? What will I take home with me after this workshop?

Tips for trainers

- ✓ Get familiar with know the rules and privacy policy for the major social media sites.
- ✓ Answer to all mails, our post on online social media, that you receive from participants with questions to the individual projects.

Activity 3: Evaluation

Duration: 45 min

Expected outcome

- ✓ To give participants chance to reflect on their own learning
- ✓ To share experience and learn from each others about different ways employed in the teaching process

TASKs:

- ✓ Readiness to be open-minded and curious (A_COOP_1)
- ✓ Ability to draw on other’s diverse expertise and experience for the benefit of the group’s work (S_COOP_2)

<p>Methods/ techniques used</p> <ul style="list-style-type: none">✓ Online and f2f discussion
<p>Resources</p> <ul style="list-style-type: none">✓ Prepared writeboard (for example on Padlet.com)
<p>Practical arrangements</p> <ul style="list-style-type: none">✓ Some soft music for the background atmosphere during the online task
<p>Procedure</p> <p>Step 1 (20 min)</p> <ul style="list-style-type: none">✓ introduction: back to the first workshop – what did we remember from each workshop Photo presentation (photos from each workshop)✓ Ask participants to fill in their evaluations using the padlet, as in activity 1. to write via any online whiteboard (for example www.padlet.com) 3 things on 3 different stickers:<ul style="list-style-type: none">○ What was new for me during workshop?○ What was difficult for me?○ What will I take home with me after this workshop? <p>Step 2 (25 min)</p> <ul style="list-style-type: none">✓ Discuss<ul style="list-style-type: none">○ What was most important for you during this workshop?○ What kind of methods can I use and how can it improve democracy at school?○ What more you like to know about social media?✓ Compare the 2 padlets. What has changed?✓ Have you developed your level of confidence in social media for democratic participation?✓ What further support will you need to pilot your activity in the classroom?



What kind of tools would we like to know? – voting

Tips for trainers

- ✓ Answer to all mails, our post on online social media, that you receive from participants with questions to the individual projects.

References

- <http://fundacja-techsoup.org/> (EN)
- www.beevolve.com – report and statistic about twitter in the world
- http://www.todayszaman.com/newsDetail_getNewsById.action?newsId=259998 – twitter and history lecture (example form Turkey)
- <https://www.youtube.com/watch?v=9aGuLuipTwg> – Flipping The Classroom
- <https://www.youtube.com/watch?v=p6l8-1kHUsA> – Khan Academy
- <http://www.guardian.co.uk/teacher-network> (Guardian Teacher Network - resources, jobs professional development of teachers)

Appendices

Appendix 1



<http://www.medialives.com/wp-content/uploads/2013/05/smap.jpg> accessed March 2015

Appendix 2

Sites that can help to map out useful social media for teachers:

- Edudemic.org , Jeff Dunn 4/09/13: [The 70 Best Apps For Teachers And Students](#)
- Edutopia.org Kyle Pace 4/03/15: [Google for Educators: The Best Features for Busy Teachers](#)
- Adam Bellow 12/09/11: [Doing More with Less \(and Other Practical Educational Technology Tidbits\)](#)
- eLearningIndustry, Christopher Pappas 28/03/15 : [7 Tips To Use Learners' Creativity In eLearning](#) and Vanessa Collister 7/02/15 [Texting In The Classroom: Change This Distraction Into Engagement](#)
- MashableSarah Kessler 16/10/10: 'Collaborize Classroom' https://www.youtube.com/watch?feature=player_embedded&v=qU6LMt9Ieyc & 7 Fantastic Free Social Media Tools for Teachers.