



---

The use of social media  
for democratic participation (SOCMED)

## **Teaching controversial issues through social media**

by

**Author:** Svava Petursdottir - Iceland

**Editor:** Pascale Mompoin-Gaillard

**February 2015,**

---

The opinions expressed in this work are the responsibility  
of the authors and do not necessarily reflect the official policy  
of the Council of Europe.

---

This training unit has been developed in the trainer training course :  
« The use of social media for democratic participation (SOCMED) »  
organised by the [Pestalozzi Programme](#)  
of the [Council of Europe](#)

## Teaching controversial issues through social media

### Brief description

Forming opinions of current events and the ability to argue a stance may be considered one mode of participating in a democratic society. The training unit focuses on how social media can be used as a tool for teaching and learning about controversial issues, or issues that are sensitive in society but often require individuals to take a stance for democratic participation. It proposes to explore how teachers may use social media with their students (12-18 years) to explore and debate in a systematic way, current controversial issues by gathering and evaluating information found online. Participants will be invited to discuss how democratic participation especially discussion of current, often controversial events takes place online. All resources are shared online so the training is paperless (except when technology fails). Participants are expected to choose the issues they want to explore so the methods learned might be adapted with all sorts of learners. Teachers will explore the issue of whether and how controversy belongs in the classroom, and how they may be handled tactfully.

### Expected outcomes

Participants will:

- ✓ have developed their competence to work with students, discussing controversial issues online and in the classroom;
- ✓ discussed the importance of democratic participation of students;
- ✓ develop some experience of using social media with students;
- ✓ experience online collaborative writing;
- ✓ Design a teaching sequence and pilot it.

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)
- ✓ Recognition of the importance of handling controversial issues and acceptance of the associated risks (A\_EPIST\_5)
- ✓ Aptitude to search for information through different channels and from diverse sources (S\_EPIST\_2)
- ✓ Ability to use intuitive and lateral thinking (S\_SELF\_3)

## Activities

	<b>Duration</b>	<b>Methods used</b>
Activity 1 Prologue and ongoing online discussion	120 minutes	Online discussion using social media
Activity 2 Pros and cons	120 minutes	Lecture Workshop, try and learn by doing
Activity 3 Democracy current issues	120 minutes	Lecture Online searching and sharing in the group-space
Activity 4 Controversy – designing a teaching sequence	2 weeks +	Lecture Collaborative writing Online after the session, searching and sharing on the online workspace
Debriefing session	120 minutes	Group work with post its, (world café method) Survey

## Background and context

This training session was performed with science and social science teachers for students of age 12-18 in Iceland. The wiki <http://samlyd.wikispaces.com> is the one used in the piloting of this unit; on it you may find the “Group form” which you may copy, adapt and use for your training. The trainer should chose with participants the social media site for communication that most people were familiar with. In the piloting of this unit both Facebook and Twitter were used, as it was the most popular at the time, but it may be worthwhile to introduce participants to many different tools. The trainer should set up a blog or other site for sharing information and for collaborative work (i.e. Wikispaces.com, Google pages, WordPress or another learning environment). The follow up of the unit took a few weeks: designing and “piloting” a learning sequence, taking into account the needs of trainees, (e.g. time in school year, holidays, examinations etc).

## Activity 1: Prologue and on-going online discussion

Duration: 2 weeks prior to the first workshop

### Expected outcome

#### Participants will:

- ✓ get to know each other and share their knowledge of social media
- ✓ start to form a community of practice to provide each other with support
- ✓ engage in conversation
- ✓ start using social media for communication

#### 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 learn in a variety of ways from participation in groups (S\_COOP\_1)

### Methods/ techniques used

- ✓ Online discussion using social media

### Resources

- ✓ Introductory letter, see appendix A
- ✓ A **workspace**: chose and set up a medium (wiki/blog/ or other online space) where participants can write collaboratively, that allows for the creation of closed groups where participants may share links, photos, documents and text and comment on each other's contributions. See example of such an [online workspace](#) (wiki).
- ✓ It is necessary to have access to the Internet for all sessions.

### Practical arrangements

- ✓ You need to have an account on the most popular social media chosen with participants.
- ✓ Set up a group or hashtag # on social media or learning platform or other ways to connect that was chosen for the training (hereafter called the group-space). The purpose of the group-space is to allow for sharing of links, photos, ideas, questions in a free manner, so you should choose a tool that allows for that.
- ✓ Set up a wiki/blog/ or other online space where participants can write collaboratively (hereafter called **workspace**). The purpose of the workspace is to write collaboratively in an orderly way, choose a tool that allows for that.

### Procedure

Step 1

- ✓ An advert, flyer, or introductory letter invite people to join the course, (see an example in appendix A; this may be done in many different ways depending on your institution and context).
- ✓ When you have participants' contact information, invite them to the chosen social media group.

Step 2

- ✓ Welcome each participant on the chosen platform/workspace and ask them to introduce themselves.

Step 3

- ✓ Five days before the first meeting, ask participants about their expectations for the training in the group-space.
- ✓ Two days before first meeting ask participants about their knowledge of social media in the group-space.
- ✓ After each meeting ask a question encouraging communication in the group-space. You can also give them a task requiring them to share information and arguments in the group-space.
- ✓ Invite members to raise their own issues both regarding the content and the training methodology freely during the training to encourage members to reflect on their experience.
- ✓ Show your presence by suggesting interesting short readings, asking questions and responding to participant contributions.

Debriefing

- ✓ Debriefing of this activity on-going within the online discussions.
- ✓ Trainer should make a journal of relevant insights during the training and collect a list of issues you would like to raise in the debriefing session.

Tips for trainers

- ✓ It may be tricky to find the balance to show enough online presence and not become overbearing. Trust your intuition!

## Activity 2: Social media – pros and cons

Duration: 120 min

### Expected outcome

#### Participants will:

- ✓ develop their awareness of the available resources and their potential for teaching ...
- ✓ try out different kinds of social media
- ✓ evaluate the different aspects of the resources

#### 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 learn in a variety of ways from participation in groups (S\_COOP\_1)
- ✓ Ability to use intuitive and lateral thinking (S\_SELF\_3)

### Methods/ techniques used

- ✓ Lecture
- ✓ Workshop, try and learn by doing

### Resources

- ✓ see reference list of suggested social media
- ✓ PowerPoint (or prezi) presentation that you prepare in advance following the guidelines given in the activities descriptions.<sup>1</sup>

### Practical arrangements

- ✓ A room with overhead projector and whiteboard
- ✓ At least one computer for every two participants

### Procedure

#### Step 1 (50 min)

- ✓ Introduce course and summarise the expectations participants shared online before arriving.
- ✓ Give a presentation on social media (what is social media, characteristics, impact on society, who is using it, possible role in schools).

#### Step 2 (40 min)

---

<sup>1</sup> As an example, one such presentation is available in Icelandic here: <http://www.slideshare.net/svavap/lri-sklastarfi>

- ✓ Give participants time to try-out and evaluate social media tools: participants should be in pairs/groups 2-3 at one computer; one of them needs to sign into the workspace, (provide help where needed). Ask participants to explore the social media introduced to them and others that they might have heard of.
- ✓ Lead them to the workspace for the day where you will have set up the table from the group-form and ask them to fill out the table in the form considering the questions:
  - What do you want your students to be able to do?
  - Who are your students?
  - What equipment and tools are available in your school
  - What tools are appropriate for your group of students.
- ✓ While participants work, walk among the groups see how they are doing, point them to more or less complex tools depending on their level of computer skills.

Step 3 (20 min)

- ✓ Lead the group in a discussion and summary of their findings.
- ✓ Sum up the ideas from the groups, adding to them to form a coherent picture of all possible uses.

Debriefing (10 min + homework)

- ✓ After the session ask participants to write in the workspace a collective summary of what happened during the session.
- ✓ After the session encourage participant to continue to explore social media sharing ideas, links and questions in the group-space.

Tips for trainers

- ✓ Have computers turned on and ready before start of session.
- ✓ Be prepared with the evaluation form on paper if working with computers proves complicated.
- ✓ Encourage participants to help each other finding their way around the different social media they have experience of.
- ✓ Keep asking how they would see the different media being used in schools to get them thinking about the pedagogical aspect of using social media with students.
- ✓ Optional: consider using evaluation sheets from Megan Poore see: <http://usingsocialmediaintheclassroom.wikispaces.com/2.+Sound+educational+design+using+social+media>

### Activity 3: Democracy – current issues

Duration: 120 min

<p>Expected outcome</p> <p>Participants will:</p> <ul style="list-style-type: none"> <li>✓ gain ideas about democracy in schools</li> <li>✓ explore how social media may support and extend the discussion of current issues in the classroom</li> <li>✓ start on planning using social media with their students</li> <li>✓ explore curricular aims regarding democratic participation</li> <li>✓ explore ways schools can prepare students for democratic participation</li> <li>✓ explore issues regarding evaluation of information</li> <li>✓ produce first ideas for a teaching sequence</li> </ul> <p>TASKs</p> <ul style="list-style-type: none"> <li>✓ Recognition of the importance of handling controversial issues and acceptance of the associated risks (A_EPIST_5)</li> <li>✓ Willingness to acknowledge other people’s feelings (A_DIV_3)</li> <li>✓ Aptitude to search for information through different channels and from diverse sources (S_EPIST_2)</li> <li>✓ Understanding of the subjective nature of all knowledge of self and others (K_SELF_2)</li> </ul>
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> <li>✓ Lecture</li> <li>✓ (optional) Two teaching methods will be introduced, <i>The story model</i> and <i>Negotiating the curriculum</i></li> <li>✓ Online searching and sharing in the group-space</li> </ul>
<p>Resources</p> <ul style="list-style-type: none"> <li>✓ Group form on Wikispaces <a href="http://samlyd.wikispaces.com/Group+form">http://samlyd.wikispaces.com/Group+form</a> (see also appendix B)</li> <li>✓ PowerPoint (or prezi) presentation that you prepare in advance following the guidelines given in the activities descriptions.</li> <li>✓ Curriculum guide outlining what the expectations are for democratic participation training in your country’s schools and education system.</li> <li>✓ Linda Starr (updated 2011) <i>Fact, Fiction, or Opinion? Evaluating Online Information</i> EducationWorld <a href="http://www.educationworld.com/a_curr/curr194.shtml">http://www.educationworld.com/a_curr/curr194.shtml</a></li> <li>✓ Optional: <a href="http://exhibitionworkshop2013.weebly.com/uploads/1/6/8/2/16822980/negotiating_curriculum.pdf">http://exhibitionworkshop2013.weebly.com/uploads/1/6/8/2/16822980/negotiating_curriculum.pdf</a> Negotiating the curriculum with students: a conversation worth having</li> </ul>
<p>Practical arrangements</p> <ul style="list-style-type: none"> <li>✓ A room with overhead projector.</li> <li>✓ At least one computer for every two participants (or wireless internet)</li> <li>✓ Have the computers turned on before the session and ready</li> </ul>



Procedure

Step 1 (20 min)

- ✓ Introduce the aims and outline of the session.
- ✓ Give a short presentation on the purpose of education, democracy as a pillar in education, democracy in the curriculum.
- ✓ Open the floor for questions and comments.
- ✓ Divide participants into groups asking them to discuss the question:
  - “How can we in schools with the help of social media prepare students for democratic participation?”
- ✓ Ask the groups to list main ideas in the workspace.
- ✓ End by summarising some ideas with participants the ideas that have emerged in this session. Stress that this might be done by having students collecting information on a controversial issue, to then evaluate that information and discuss the ideas on social media using the found information and argumentation. Discuss the way in which we form opinions.

Step 2 (20 min)

- ✓ Ask the groups to exchange ideas on how they work with students on finding information and evaluating the reliability of this information. Ask them to record ideas in the online workspace. End by summing up the ideas making sure most ideas from the Education World article are present.

Step 3 (30 min)

- ✓ Ask participants in groups to list all possible controversial issues that they might teach with the help of social media. (This step will give them first ideas for their teaching sequences).
- ✓ Have participants share their ideas using post its, or on the online workspace. Point out that the issues should be current and be part of the curriculum they are teaching.

Debriefing (40 min)

- ✓ Elicit feedback from participants: “*How comfortable do you feel with our activities today?*”
- ✓ Introduce the guidelines for the teaching sequence.
- ✓ Elicit questions and suggestions to improve or adapt the guidelines. The idea is that the teaching sequence need not be long (e.g. 2-4 lessons), but it should make use of at least one social media tool, giving students the opportunity to:
  - explore a controversial issue,
  - research it,
  - discuss with their classmates.
- ✓ Ask the teachers to start thinking about this, preferably posting their first ideas in the online workspace after the activity.
- ✓ Online after session, encourage participants to start discussing in what way social media may support or harm convivencia between teenagers who see each other every day.

Tips for trainers

- ✓ Teachers have varied experience regarding democracy on the one hand in schools and social media on the other hand, be prepared to adapt the session to meet participants needs and focus on topics or areas for which they need more reflection.

## Activity 4: Controversy – designing a teaching sequence and preparing piloting

Duration: 120 min

### Expected outcome

#### Participants will:

- ✓ explore how social media may support and extend the discussion of controversial issues in the classroom
- ✓ design and plan a teaching sequence
- ✓ reflect on the concept of controversy
- ✓ develop their awareness of why it is important to teach controversial issues
- ✓ understand ways in which conversation and discussion are different in physical reality and in online reality

#### TASKs

- ✓ Recognition of the importance of handling controversial issues and acceptance of the associated risks (A\_EPIST\_5)
- ✓ Ability to use intuitive and lateral thinking (S\_SELF\_3)

### Methods/ techniques used

- ✓ Lecture
- ✓ Collaborative writing
- ✓ Online after the session, searching and sharing on the online workspace

### Resources

- ✓ Have handy paper and several colored pens for making mindmaps
- ✓ Group form on Wikispaces <http://samlyd.wikispaces.com/Group+form> (see also appendix A)
- ✓ PowerPoint (or prezi) presentation that you prepare in advance following the guidelines given in the activities descriptions.
- ✓ Slides with the results from activity 2, you should use the lists from participants of your training session.
- ✓ Oxfam booklet on controversial issues  
[https://www.oxfam.org.uk/~media/Files/Education/Teacher%20Support/Free%20Guides/teaching\\_controversial\\_issues.ashx](https://www.oxfam.org.uk/~media/Files/Education/Teacher%20Support/Free%20Guides/teaching_controversial_issues.ashx)
- ✓ <http://cfe.unc.edu/pdfs/FYC21.pdf>
- ✓ NMSA Research Summary Young Adolescents' Developmental Characteristics (April 2007)  
<http://www.amle.org/research/researchsummaries/developmentalcharacteristics/tabid/1414/default.aspx>
- ✓ [http://codac.uoregon.edu/files/2011/02/Teaching\\_Challenging\\_Materials\\_GTF\\_Series-3.pdf](http://codac.uoregon.edu/files/2011/02/Teaching_Challenging_Materials_GTF_Series-3.pdf)
- ✓ Readings about discussion as a teaching method eg
  - <http://www.mhhe.com/socscience/english/tc/pt/discussion/discussion.htm>
  - <http://www.mindmeister.com/>
  - <http://bubbl.us/>

Practical arrangements

- ✓ Same as previous
- ✓ Prepare the online survey for step 1 in advance

Procedure

Step 1 (10 min)

- ✓ **Task 1** Start a warm up task in the online workspace: use an online surveying tool such as <http://socrative.com/> to ask participants about their previous experiences eg. I have taught about controversial issues “often” “ a few times” “never” to gauge the experience of the group. Show the responses on the projector.

Step 2 (60 min)

- ✓ Give a presentation on controversial issues, intellectual development of young people and group discussions possible similarities and differences of f2f discussion and online discussion.
- ✓ Optional: introduce the teaching method negotiating the curriculum.
- ✓ **Task 2** Start a group discussion for which you may use the slides with the results from activity 2, you should use the lists from participants of your training session).
- ✓ Choose three of the controversial issues from the previous activity. Fill in the table in the online workspace for each issue, listing reasons for and against teaching these issues.

Step 3 (xx min)

- ✓ Give participant the guidelines for designing a teaching sequence
- ✓ **Task 3** Launch a mind-mapping activity: ask the participants to make a very rough draft of their initial ideas on a mind-map. This can be done online (see resource above) or with a pen and paper.
- ✓ Participants should make a mind map with an outline of their teaching sequence, and publish it in the group-room and fill in the table in the workspace.
- ✓ Encourage participants to start writing their teaching sequence in social media where participants can reflect collectively on them and give written feedback (Google docs, padlet.com).

Debriefing and wrap up (15 min)

- ✓ Introduce all the possible ways participants can contact you during the piloting of their teaching sequence.
- ✓ Introduce a timeline for the tasks:
  - Completing writing of teaching sequence
  - Piloting until the Debriefing session.

- ✓ **Task 4.** Use a survey tool, (see resource above), post-its or discussion to ask participants to evaluate how confident they feel about being able to finish the pilot. Offer support accordingly to the needs expressed.

## Activity 5: Evaluation

Duration: 90 min

<p>Expected outcome</p> <p>Participants will:</p> <ul style="list-style-type: none"> <li>✓ reflect on their leaning</li> <li>✓ share experiences and learn from each other about different methods employed in the teaching sequence</li> <li>✓ evaluate the training unit itself</li> <li>✓ give feedback as to ways to improve the training unit</li> </ul>
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> <li>✓ Group work with post its, (world café method)</li> <li>✓ Survey</li> </ul>
<p>Resources</p> <ul style="list-style-type: none"> <li>✓ A link to description of world café: <a href="http://www.theworldcafe.com/method.html">http://www.theworldcafe.com/method.html</a></li> <li>✓ Google docs survey form (see draft in appendix X)</li> </ul>
<p>Practical arrangements</p> <ul style="list-style-type: none"> <li>✓ The debriefing session should take place after the teachers have used social media with their students.</li> <li>✓ You need, post its, big paper, red dots, really big tablecloth like paper for world cafe</li> </ul>
<p>Procedure</p> <p>Step 1 (60 min)</p> <ul style="list-style-type: none"> <li>✓ Introduce the method for the session. Groups will now share their experience from teaching/piloting their teaching sequence.</li> <li>✓ Ask participants to list on post its individually             <ul style="list-style-type: none"> <li>• green: what went well,</li> </ul> </li> </ul>

- yellow: what might have been improved
- pink: food for thought.
- ✓ Have groups choose two most important from each category and write on big paper and present to the whole group.
- ✓ Give everyone 3 red dots to put to the ones they found most important.

### Step 2 (xx min)

- ✓ Summarise the important findings of step 1 and address any burning or recurring issues.
- ✓ Lead a “World café” evaluation: in groups of five, have people discuss the training:
  - What do they take away with them?
  - What suggestions they would make to improve the activities?
  - What have they learned?
- ✓ Groups present their ideas to the whole group.
- ✓ Send participants the link to the survey and ask them to fill it in.

## References

### Further reading:<sup>2</sup>

- Poore Megan (nd) *Using social media in the classroom*. Wiki accompanying the book *Using social media in the classroom* (2013)  
<http://usingsocialmediaintheclassroom.wikispaces.com/> Link to the book  
<http://www.uk.sagepub.com/books/Book236869>
- Linda Starr (updated 2011) *Fact, Fiction, or Opinion? Evaluating Online Information* EducationWorld [http://www.educationworld.com/a\\_curr/curr194.shtml](http://www.educationworld.com/a_curr/curr194.shtml)
- <http://www.crlt.umich.edu/tstrategies/tsd> Discussion-based Teaching and Handling Controversial Topics in the Classroom
- <http://rmeducationblog.com/stay-e-safe-with-an-avatar-10-tools-to-explore/>
- OXFAM GB (2006) Teaching controversial Issues, a booklet see  
[http://www.oxfam.org.uk/~media/Files/Education/Teacher%20Support/Free%20Guides/teaching\\_controversial\\_issues.ashx](http://www.oxfam.org.uk/~media/Files/Education/Teacher%20Support/Free%20Guides/teaching_controversial_issues.ashx)
- <http://cfe.unc.edu/pdfs/FYC21.pdf> Teaching Controversial Issues for your consideration ... Suggestions and reflections on teaching and learning September 2004
- NMSA Research Summary (April 2007) *Young Adolescents' Developmental Characteristics*

<sup>2</sup> References in Icelandic

<http://samlyd.wikispaces.com/> The wiki used in the piloting of this unit.

<http://www.saft.is/godar-netvenjur/> Website dedicated to internet safety of young people

<http://nams.is/Namsefni/Valid-namsefni/?productid=16044158-cae5-4bdd-a637-214659773339> A booklet from the Ministry of Education, Science and Culture (2012) Democracy a pillar of education

<http://eyglo.com/samsagn/default.htm> Eygló R. Sigurðardóttir - Eyþór Benediktsson - Gyða Kristmannsdóttir (2007) Web on two teaching methods (story method and negotiating the curriculum), that include integrated teaching and democracy in schools

<http://www2.gardaskoli.is/ritgerd/areidanleiki.htm> Website about reliability of information for students

<http://www.upplýsing.is/netheimildir/gaedamat.htm> Website about reliability of information

<http://upplýsing.is/bokasafnid/23arg/thth99.html> Website about reliability of information

<http://netla.hi.is/greinar/2009/009/index.htm> Sjöfn Guðmundsdóttir 2009 *Netla – Veftímarit um uppeldi og menntun* Journal article about discussions as a teaching method

- <http://www.amle.org/research/researchsummaries/developmentalcharacteristics/tabid/1414/default.aspx>
- Suggested teaching methods for this unit
- [http://www.qsa.qld.edu.au/downloads/p\\_10/ey\\_lt\\_negotiating\\_curric.pdf](http://www.qsa.qld.edu.au/downloads/p_10/ey_lt_negotiating_curric.pdf) Negotiating curriculum. A project approach.
- <http://www.eqa.edu.au/site/negotiatingthecurriculum.html> Negotiating the curriculum with students: a conversation worth having

### List of social media suggested for this unit

- <http://www.wikispaces.com/> free wikiservice
- <http://blogger.com/> blogging service
- <http://twitter.com/>
- <https://www.facebook.com/>
- [https://www.google.com/intl/en\\_US/drive/start/apps.html#product=slides](https://www.google.com/intl/en_US/drive/start/apps.html#product=slides)
- <http://bubbl.us/> free mind mapping
- <http://mind42.com/> free mindmapping
- <http://www.mindmeister.com/> mindmapping (three maps free)
- <http://titanpad.com/> collaborative writing
- <http://www.mixedink.com/> collaborative writing

## Appendices

### Appendix A:



#### Advertisement for training:

#### Social media, controversy and democratic participation

Communication increasingly takes place on various social media platforms (t.d. Facebook, Twitter, and formal media forums). Forming opinions on current events and discussing them in public forums may be considered democratic participation.

In the training *Social media, controversy and democratic participation* we will discuss what democratic participation in modern society involves. A variety of social media will be introduced and their benefits and pitfalls. We will explore how teachers may use these media with their students to collect information and systematically discuss current controversial issues. The issue teachers will tackle during the training is how these media may be successfully used in schools what to expect and what to beware. Furthermore we will look at what this development for teachers planning and working.

#### Where – how?

Participants will meet four times, two hours at a time in \_\_\_\_\_ (include the four dates). It is expected that teachers are active in this training, that they will try out what they learn. Teachers will choose a topic that fits their current teaching, design a teaching sequence with the support of the trainer, pilot it in their schools and reflect commonly on their experiences. The training is part of/ designed by [Pestalozzi program of the Council of Europe](#) the trainer is (---include trainer name and qualification).

#### Who

The training is intended for science and social science teachers for students of age 12-18, but might be relevant to all teachers who teach current issues of any kind.

#### Cost and practical information

(Include information about cost modes of paying if any)

#### Registration:

(include information on how to register for the training)

**Appendix B:**

<http://samlyd.wikispaces.com/Group+form>

**Group XX**

(trainer makes one page for each group, the group chooses a name)

This is your workspace, please edit and add as you like but do not delete the existing forms.

Activity 1. Social Media

Evaluation of Social media

**Instructions:** choose three media, at least one you know before hand and one you have not tried out before. Fill out the form for each of them. Think of an activity that you want your students to do. List all the pros and possibilities the resource might have for that activity, and also cons and drawbacks. Keep in mind how this resource might be used with your students.

Remember to note down any usernames and passwords for the sites you sign up for.

Social media	Link to media	What do you want students to do?	Pros and possibilities	Cons and drawbacks	Other notes

Activity 2. Democracy, current issues and controversy

**Discussion 1 How can schools prepare students for democratic participation by the help of social media?**

Write down

**Discussion 2 Evaluation of reliability of information**

How can we teach students about evaluating the reliability of information they find online. Write down as many ideas as you can.

**Discussion 3 First idea for a teaching sequence.**

Instructions:

Brain storming, first idea for teaching sequence, write down as many ideas you can think of about possible issues. The ideas should be current, related to the curriculum.

Categorize the issues and list here:

**Activity 3. Controversy preparation of teaching sequence and pilot**

**Task 1**

Discuss in groups the experience you have of teaching about controversial issues. Go to <http://socrative.com/> and go to the teacher assigned room to answer questions

**Task 2**

Choose three items of the list from activity 2, find arguments for and against teaching them in schools. You can find arguments from your own experience, from literature, curriculum.

Controversial issue	Short description	Arguments against teaching it in school	Arguments for teaching it in school.
<Issue 1>			
<Issue 2>			
<Issue 3>			

**Task 3**

Make a mindmap of your ideas for a teaching sequence

Name	Social media	Controversial issue	What will you do?	What will students do?	What skills and competences will students develop	What will happen with social media?	What will take place in the classroom?	How will you assess student work/contribution?	Where do you intend to work on your sequence

Note: You may use another form for your sequence but the required information must be there. e.g. this schema [http://eyglo.com/samsagn/samkomulagsnam\\_undirbuningur.htm](http://eyglo.com/samsagn/samkomulagsnam_undirbuningur.htm)

**4. Evaluation and assessment**

Our pilots

nr.	What we found to be most important	What we found to be positive	What we found negative	What could be improved
1.				
2.				
3.				

This training

nr.	What we found to be most important	What we found to be positive	What we found negative	What could be improved
1.				
2.				
3.				